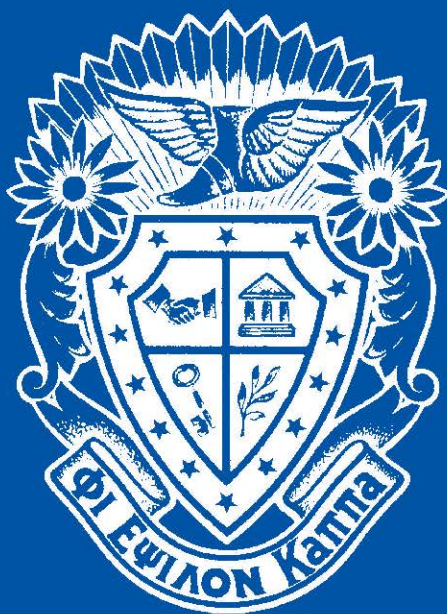


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FITNESS

Primal Fitness Curriculum: A Self-Determination Perspective

Kent Griffin, Melanie Hart, Chase Wesley

Abstract

According to Ryan and Deci (2009), the environment in a given setting has a great deal to do with an individual's perceptions of autonomy, competence, and relatedness. For example, when a teacher provides a classroom environment in which students have choices in how learning happens, feel connected to others, and are appropriately challenged, they are more likely to feel a sense of autonomy, relatedness, and competency. When these three constructs are present, the learner may be motivated for more intrinsic reasons. Additionally, intrinsic motivators lead to future engagement and development (Ryan, Deci, & Grolnick, 1995)

This study examined the motivated behaviors of sixth graders who participated in a fitness curriculum in a public school physical education (PE) class. Specifically, the students were taught from a fitness curriculum known as Primal Movement Fitness (Chek, 2004). Griffin, Hart, and Wesley (2013) noted fitness changes due to the implementation of the curriculum in an earlier study, but did not investigate motivational changes that may have occurred. The assessment of motivation was based in self-determination theory as posited by Ryan and Deci (2009). Results of the investigation indicated significant changes in sixth graders' motivation as measured by the Motivation for Physical Activity Measure–Revised (MPAM–R) questionnaire.

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According to Ryan, Connell, and Deci (1985), the context of the environment is related to how people perceive their surroundings. How the environment is structured may affect people's motivations, attitudes, perceptions, and feelings ultimately shaping their behaviors. Investigations into environmental influences have centered on two prominent views, whereby participants are described as either passive or active in their interactions with the surroundings (Tooby & Cosmides, 1992). Theories such as social learning (Bandura, 1986) argue that individuals' motivations are a product of their surroundings and influenced exclusively by socializing agents such as family, friends, peers, coaches, and teachers (i.e., passive view). As these theories were scrutinized, other explanations began to emerge.

More recent theories examining the interaction of individuals and their surroundings argue from the perspective that a person is more active in the process when making interpretations (Kwan, Caldwell-Hooper, Magnan, & Bryan, 2011). These interpretations are an important aspect to behavior development and help shape a person's beliefs and actions. Self-determination theory (SDT) is one such theory used to explain these interpretations. "SDT posits that there are three basic human needs" (Ryan & Deci, 2009) that ultimately affect a person's internal motivation: the need to feel agentic in their pursuits (i.e., autonomous), the need to feel connected to those around them (i.e., relatedness), and the need to feel like they have the necessary skills to meet the demands of a given task (i.e., competency). In SDT, other factors may also affect motivation but are external to the individual. For example, when pressured by parents, friends, or others to participate in an activity, the person may certainly be motivated but from external sources. In this situation, the individual no longer feels self-determined in his or her interpretation of the environment. Those who feel less self-determined are less likely to return to the activity and/or try new, similar tasks. Further, an individual may be motivated by a reward, which is another example of an external contingency. Typically, rewards lead to a motivated behavior that is external. Kwan et al. (2011) pointed out that high levels of autonomy, competency, and relatedness are positively correlated with self-regulated beliefs and with internal motivation. Armed with this information, it is important for teachers to examine the environment when teaching students in PE and physical activity

settings. How a teacher constructs the setting may influence how the learner perceives, interprets, and behaves. In addition, the structure of the environment could have long-lasting effects on an individual. Research certainly supports the idea that when motivated from an internal structure, people are more likely to adhere to activity and return to exercise later (Ntoumanis, Standage, & Spray, 2010)

Currently, much of the research has focused on individuals who participate on their own in various fitness activities (e.g., aerobic dance, treadmills; Frederick-Recascino, 2002). Little is known about the motivation of students who participate in a curriculum designed to address fitness in PE class. Anecdotally, many PE specialists report that when the focus of the class is on the fitness levels and outcome (e.g., a better physique), intrinsic motivation seems to suffer, creating an environment for external motivation. To address the lack of motivation of students engaging in fitness lessons in PE, teachers often employ a games-based approach to teaching, and as a result, the focus on fitness is de-emphasized or left out altogether. Because of the relationship between the structure of the environment to the three constructs of autonomy, relatedness, and competence, SDT offers the best framework for this investigation.

Recently, curriculum models in PE have received considerable attention with regard to teaching students about the benefits of being physically active and introducing them to activities that promote lifelong activity pursuits. In addition, many of these curriculums have been investigated as to their benefits in the domains of learning (Metzler, 2011). Much of the research indicates that curriculum models such as Teaching Games for Understanding (TGfU), Sport Education, and outdoor/adventure education have been shown to be effective in PE settings. Additionally, most models have enjoyed support, particularly in terms of motivation (Metzler, 2011).

There seems to be a number of useful curricula that engage youth in PE, but there appears to be little in terms of a specific curriculum model that pertains directly to developing a person's physical fitness. Currently, only one curriculum model focuses solely on improving adolescents' fitness in PE: Health-Related Physical Fitness (HRPF; Hastie, 2003).

HRPF promotes the teaching of five components of fitness (i.e., muscular endurance, cardiovascular endurance, muscular strength,

flexibility, and body composition) and addresses how each of these influence functional health. To implement the model in PE class, the teacher either uses a games-based approach or employs the use of fitness stations. In a games-based approach, youth play games that are focused on one or two of the HRPF components. For example, a teacher could use the game of Ultimate Frisbee with the intention of affecting students' cardiovascular fitness (Hastie, 2003). In a stations-based approach, the teacher designs areas of the gym where students will participate in exercise stations that focus on a single HRPF element (e.g., muscular strength station using push-ups). Either of these approaches may work to improve fitness, but neither has been empirically tested in the PE setting (Carrel, Clark, Peterson, Eickhoff, & Allen, 2007). More important, little is known about the motivational effect of using these models. Understanding motivation may benefit students, who are more likely to engage in fitness-enhancing activities and persist at activities on their own if fitness lessons consider autonomy, relatedness, and competency of the student (Ryan & Deci, 2000). A recent model that has received little recognition is the Primal Fitness Curriculum.

O'Keefe, Vogel, Lavie, and Cordain (2010) argue that one of the keys to survival over the evolution of humankind is the adaptation to specific movements used for hunting and gathering. Chek (2004) further argues that there are seven such survival movements; he titles these primal movements. They are pushing, pulling, bending, twisting, lunging, squatting, and gait. Certainly, the goals of these movements have changed over time, but nevertheless provide the basis for movements that are key to daily life function and sport participation (Chek, 2004; Sisson, 2009).

The main goal of the mainstream HRPF curriculum model and the Primal Fitness Curriculum model is to promote lifetime physical fitness. The difference between these models is the methods used in achieving the goals. To achieve primal fitness, students are first taught about their primal patterns and then taught how to use these to elicit the greatest benefits (Chek, 2004). Although there are 10 laws associated with primal fitness, four apply directly to movement and these are the most essential for physical educators. The four laws taught via the Primal Fitness Curriculum are move frequently at a

slow pace, lifting, sprinting, and lunging (Sisson, 2009, pp. 26–28). Specifically, the Primal Fitness Curriculum is an exercise program that consists of “low-intensity energizing movements . . . regular short, intense strength-training sessions, and occasional all-out sprints” (Sisson, 2009, p. 21).

The curriculum model also differs from traditional HRPF interventions because it is not a simple 4-week continuous unit. Rather, it is a yearlong learning process that only needs to happen once or twice a week to show changes in fitness.

To implement the model, a physical educator first selects one or two movements and then provides verbal instruction and visual demonstrations. Second, the students perform approximately five to seven trials of the movement that incorporate some level of variability, which helps guide the learner to the correct pattern. Students perform these trials at a slower pace that does not fatigue the body and mind. Once students finish learning the movements, the educator teaches the specific primal laws that state how to employ the movements. The movement laws include frequent moderate cardio movements at a slow pace, heavy lifting, and sprinting occasionally. The instructor presents one of the primal laws and discusses with the students how to recognize it and different ways to implement it. Although there is no set order of model protocol, it may be best for the educator to begin with movements and later move to the laws, because the movements provide a practical use of the laws (Chek, 2004; Caldwell, 2012; Griffin et al., 2013).

Because the curriculum is in its infant stages, only one study has examined the effect of the Primal Fitness Curriculum (Griffin et al., 2013). However, this study focused on the effect of the curriculum on fitness levels and not on motivation. Results from the study imply that with regard to fitness, positive gains can be made via the Primal Fitness Curriculum. Although the model is still in the early stages, no studies have examined the effects of a primal fitness model on motivation. The purpose of this investigation was to examine motivation via the self-determined beliefs of sixth graders learning a fitness curriculum in PE class.

Method

Participants

Participants for this investigation were sixth grade students ($N = 57$; 31 males, 26 females) from two PE classes in a school in the southwestern United States. The mean age was 12.18 years ($SD = 0.94$). The participants attended the same public middle school. After contacting school officials and the PE teacher, the investigators obtained written permission to conduct the study. The teacher and the investigators agreed which classes would be solicited for participation. The classes were purposely chosen primarily because of the scheduling of classes. For each class, one of the investigators attended the class and read a script describing the study. After the script was read, the students were given an informed consent agreement for their parents to sign. Once the signed parental consent agreement was returned, the students provided verbal assent. Students volunteered to participate and were told that they could withdraw their assent at any point during the study with no negative consequences. Informed assent from each participant and informed consent from his or her parent or guardian were obtained per the guidelines set forth by the university institutional review board.

Instrumentation

To measure the motivation of individuals based on the surroundings created by the curriculum, researchers used the Motivation Toward Physical Activity Measure–Revised (MPAM–R). The MPAM–R has demonstrated validity and reliability in previous studies (Ryan, Frederick, Lepas, Rubio, & Sheldon, 1997). The MPAM–R is designed to investigate behaviors that are reflective of SDT. Specifically, the MPAM–R assesses, via five subscales, an individual's interpretation of his or her environment with regard to the constructs of relatedness (social interaction subscale), competence (competence subscale), and autonomy (fitness subscale). In addition, the MPAM–R also measures a more global view of motivation in the subscale of Interest and Enjoyment. Last, the test assesses the construct of external motivation via the subscale of Appearance.

Procedures

For both classes, testing began during the third week of the school year. One of the researchers administered the questionnaire to the participants individually during normal PE class on two separate days, 2 weeks before fitness lessons began. Research assistants read the questions to each participant to ensure understanding of the items. Following the administration of the questionnaires and fitness testing, participants in both classes were exposed to the Primal Fitness Curriculum. The first two lessons focused on the learning of each movement (e.g., pushing, pulling). To help ensure learning would occur, the researchers taught these movements in combination with a primal exercise pattern that focuses on moderate cardio that does not overly fatigue students. Following the initial lessons, students then continued to receive two primal fitness lessons per week for 9 weeks as a part of their regular PE. The students completed 18 primal fitness lessons throughout the intervention period (i.e., semester) and the primary investigators taught these lessons. Following the 18 lessons, one of the researchers administered the MPAM-R to the participants individually. The questionnaire was given during normal PE class on two separate days, 1 week after the conclusion of the lessons. The same procedure that was used before the lessons was followed.

Results

To analyze the data, the researchers employed five 2 (gender) \times 2 (time) ANOVAs with repeated measures on the last factor. The five dependent measures were interest and enjoyment, competence, fitness, appearance, and social, with the Primal Fitness Curriculum serving as the independent variable. Table 1 lists the *F* ratios and *p* values of each ANOVA. The ANOVA for enjoyment indicated significant main effects for Gender and Test and a significant Gender \times Test interaction. The interaction was due to a greater increase in Interest and Enjoyment from pre- to posttest for females than for males.

The results of the ANOVA for Competence indicated significant main effects for Gender and Test and a significant interaction. The interaction was due to a greater increase in competence from pre- to posttest for females than for males.

The ANOVA for Fitness indicated significant main effects for Gender and Test and a significant Gender \times Test interaction. The interaction was due to a greater increase in Fitness from pre- to post-test for females than for males.

The ANOVA for Social indicated significant main effects for Gender and Test and a significant Gender \times Test interaction. The interaction was due to a greater increase in Social aspects from pre- to posttest for females than for males.

The ANOVA for Appearance indicated a significant interaction of Gender and Test. The interaction resulted from an increase in pre- to posttest scores for females and a slight decrease in pre- to posttest scores for males.

Discussion

In an effort to provide quality PE classes for secondary level school students, it is important for teachers to consider the effect of the curriculum on students' fitness. Perhaps more important is the effect of the curriculum on students' motivation. For PE specialists who persist in their efforts to educate students to be physically active over the life span, an understanding of the motivation components is important (Hastie, 2003). The purpose of this investigation was to assess motivational changes in sixth grade students after participating in the Primal Fitness Curriculum as proposed by Chek (2004). Specifically, this study focused on SDT, which was used as a motivation backdrop.

The primary methods employed by teachers and practitioners when teaching fitness in PE have historically been a games-based approach or calisthenics (Hastie, 2003). Certainly, these approaches may be useful in improving the overall fitness of students; however, other curricular approaches may be just as beneficial. In addition to examining the physical fitness benefits, researchers and teachers alike must consider the motivational benefits of specific curricula.

Chek developed the Primal Fitness concept in 2004. Later, Caldwell (2012) developed the concept into a curriculum and implemented it into his PE classes. To date, one study has examined the use of the Primal Fitness Curriculum in PE settings (Griffin et al., 2013).

This initial investigation provided information about the usefulness of the curriculum on fitness, but the investigators did not measure the effect on motivation. This follow-up study explores the differences on students' motivation toward fitness that may have resulted from the Primal Fitness Curriculum.

After the implementation of the Primal Fitness Curriculum in a sixth grade PE class, students' scores on interest and enjoyment, competence, social interest, fitness, and appearance increased. Specifically, more increase was noted for females than males. The appearance scores for males decreased after the curricular intervention. According to Deci and Ryan (1985), all of the components as measured by the MPAM-R are indicative of intrinsic motivational components with the exception of appearance. According to these same researchers, if a person has an increased sense of interest and enjoyment, competence, social competence, and fitness (i.e., autonomy), they are likely to experience motivation (i.e., internal) that is necessary for sustained participation in fitness endeavors. The subscale of appearance is thought to be external to the individual and one of external reward rather than intrinsic value.

Males placed less emphasis on appearance from pre- to postintervention, although the results were not significant. It could be argued, based on the trend, that the Primal Fitness Curriculum taught the males that appearance is not as important as how and why to stay fit. This trend stands in contrast to other research that indicates, in some instances, that males perceive more pressure about appearance than girls do (Jones & Crawford, 2006).

For appearance, females' scores increased from pre- to posttest (see Table 2), indicating that even in light of the curriculum females judged appearance as important. Thus, two motivating factors may have affected their desire to engage in fitness lessons. Females in this study were more intrinsically motivated by autonomy, competence, and relatedness, but were also motivated by external sources of looking good to others (i.e., appearance). Similar to research on boys, research on girls shows that during the preteen and teenage years appearance and attractiveness are important external motivators (Jones & Crawford, 2006).

Table 1
Results of the ANOVAs for MPAM-R

Interest and enjoyment	Degrees of freedom	F ratio	p value
Gender	1, 47	1181.573	< .001
Test	1, 47	70.353	< .001
Gender × Test	1, 47	12.681	.001
Competence			
Gender	1, 47	39.753	< .001
Test	1, 47	66.126	< .001
Gender × Test	1, 47	5.660	= .021
Fitness			
Gender	1, 47	16.539	< .001
Test	1, 47	42.267	< .001
Gender × Test	1, 47	2.127	= .042
Social			
Gender	1, 47	10.359	= .002
Test	1, 47	47.420	< .001
Gender × Test	1, 47	< 3.732	.072
Appearance			
Gender	1, 47	2.008	= .163
Test	1, 47	.240	= .626
Gender × Test	1, 47	7.006	= .011

Table 2
Means and Standard Deviations for Subtest Scores

Subtest	Preintervention	Postintervention
	M ± SD	M ± SD
Interest and Enjoyment Total	3.53 ± 1.53	5.07 ± 1.22
Females (25)	2.27 ± 0.39	4.56 ± 1.21
Male (31)	4.56 ± 1.32	5.49 ± 1.09
Competency Total	3.77 ± 1.55	5.36 ± 1.09
Females (26)	2.71 ± 0.76	4.81 ± 1.00
Male (31)	4.68 ± 1.47	5.83 ± 0.95
Fitness Total	4.87 ± 1.30	5.99 ± 0.80
Females (26)	4.26 ± 0.97	5.65 ± 0.79
Male (31)	5.40 ± 1.33	6.28 ± 0.69

Table 2 (cont.)

Subtest	Preintervention	Postintervention
	<i>M</i> ± <i>SD</i>	<i>M</i> ± <i>SD</i>
Social Total	3.02 ± 1.02	4.34 ± 1.07
Females (26)	2.47 ± 0.47	4.21 ± 1.01
Male (31)	3.50 ± 1.13	4.47 ± 1.12
Appearance Total	4.41 ± 1.18	4.47 ± 1.15
Females (26)	4.31 ± 0.97	4.95 ± 0.86
Male (31)	4.50 ± 1.35	4.06 ± 1.22

Conclusions

The Primal Fitness Curriculum was successful in promoting factors that enhance internal motivation. Even in light of the results for appearance, internal motivational constructs were enhanced. For the practitioner who chooses to implement fitness into their lesson planning, it is important to note that the environment is key to the overall perception of adolescents when learning about fitness. Based on this investigation, teachers, coaches, and parents must consider the motivation for students' participation and focus on activities that support opportunities to increase autonomy, competence, and relatedness. In addition, teachers, coaches, and physical activity directors must be aware of the cultural influence of appearance and its undermining effect on internal motivation. Whether teachers choose to use the Primal Fitness Curriculum or another curriculum, self-determined motivation is an important aspect when teaching physical fitness in PE settings. If we are to persist in our notion that internal motivation is important for lifelong movers, then we must address these issues in physical activity and specifically physical fitness environments.

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PEDAGOGY

A Descriptive Analysis of the Application of PETE Standards

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Abstract

Background: In 2008, Ayers and Housner published a descriptive analysis of undergraduate PETE programs' application of the 2003 NASPE standards. The shift in emphases from the 2003 to 2008 standards motivated the examination of how U.S. PETE programs address current standards. **Purpose:** Based upon recommendations for future research, this study investigated how the 2008 NASPE beginning teacher standards are assessed. Technology, diversity, and adapted physical education (APE) were also analyzed. **Method:** Data were collected from 156 PETE program directors through a revised version of the Ayers and Housner online survey. **Results:** Programs utilized a variety of methods to assess teacher candidates' (TC) skills, with methods of assessing each standard reported. An increased number of programs required a multicultural/cultural diversity course (77.2%), APE coursework (96.5%), and at least one technology course (91%). **Discussion:** PETE programs have continued to improve in faculty and TC diversity as well as responding to standards. Future standards must be written to address identified weaknesses.

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Physical education (PE) continues to be undervalued as a content area in American educational systems, and a long history of research indicates that PE is considered a marginalized subject in PK–12 school settings (Kahan & McKenzie, 2015; Lux & McCullick, 2011; Ward, 2013; Woods & Lynn, 2010). Despite research indicating the positive, evidenced-based effects of school-based PE on students' physical activity levels, fitness, skill acquisition, and even academic achievement (McKenzie, Sallis, & Rosengard, 2009; Silverman, 2005), the dominant view of students, fellow teachers, administrators, policymakers, and the public is that PE is not very important (McCullick, Belcher, Hardin, & Hardin, 2003; Rink, 2013; Solomon & Garn, 2014). This marginalization is further evidenced by the fact that PE continues to be largely overlooked in educational reform movements (Rink, 2013), leading Solomon and Garn (2014) to argue that school PE is in a state of peril and in need of revitalization as a core element of the school curriculum.

Strategies to address marginalization include creating quality PE programs in schools, improving school policies, and increasing accountability (Kahan & McKenzie, 2015). This process begins with quality, standards-based PE teacher education (PETE) programs (Richardson, 2011). Such programs are critical in ensuring physical educators are prepared with the knowledge, skills, and dispositions to develop, implement, and assess quality PK–12 PE programs (Crum, 2012; Heidorn, 2014).

The National Initial Physical Education Teacher Education Standards (National Association for Sport and Physical Education [NASPE], 2008; PETE standards in this paper) represent the essential knowledge base needed by teacher candidates (TC) to design, implement, and evaluate the essential components of quality PE. NASPE adopted versions of PETE standards in 1995, 2003, and 2008. As PETE standards have evolved, significant societal changes have been important in determining the standards emphasized in teacher education. For example, technology, diversity, and the practice of PE in PK–12 schools have emerged as important areas influencing PETE standards (Ayers & Housner, 2008; Davis & Frank, 2014; Jin, Yun, & Wegis, 2013; Gibbone & Mercier, 2014; Wyant, Jones, & Bulger, 2015).

To be successful in today's school environments, PETE programs have placed increased focus on preparing TCs with competencies regarding the pedagogical applications and adoption of instructional technologies (Gibbone & Mercier, 2014; Wyant et al., 2015). Ayers and Housner (2008) found that the majority of PETE programs integrated a variety of instructional technologies across their curricula, indicating that programs had begun to provide TCs with technology skills delineated in the 2003 NASPE standards. Although research on undergraduate PETE programs indicates that a single-course strategy that includes hands-on learning can enhance TC knowledge and self-efficacy, it has also been noted that a combination of approaches including modeling, stranding of technology-related learning experiences, and differentiated learning experiences with technology across the curriculum are needed for programs to facilitate meaningful learning and change (Ertmer & Ottenbreit-Leftwich, 2010; Wyant et al., 2015).

With the increasing cultural diversity in American schools (Kena et al., 2015), there have been calls for teacher education curricula to include coursework and clinical experiences to facilitate TCs' ability to work with students from diverse populations (Davis & Frank, 2014). Researchers have argued that physical educators may be ill-equipped to handle the increasingly diverse student population in PK–12 schools, with PE teachers reporting misconceptions about and lack of confidence in teaching students of color or with disabilities (Casebolt & Hodge, 2010; Hodge & Elliot, 2013). Although increased attention has been given to diversity, many PETE programs offer only an isolated course or two, with little attempt to infuse diversity-related concepts across the program (Ayers & Housner, 2008; Piletic & Davis, 2010). Given this approach, comprehensive treatment of diversity continues to be an area of concern within PETE programs (Jin et al., 2013).

We have learned more about standards-based PETE programs since Ayers and Housner (2008) reported on PETE programs' lack of diversity, emphasis on providing TCs with pre-student teaching field experiences, an overarching absence of curricular model emphasis, and the predominantly single-course method of "integrating" technology and diversity. Hetland and Strand (2010), for example, conducted a descriptive analysis of the PETE programs

from 44 colleges and universities in the central district of the United States and reported that 12% required skill testing as a graduation requirement. Only 21% of the institutions surveyed required TCs to pass fitness tests in courses. The content of the PETE programs in their study included NASPE and state standards (86.4%), curricular models (79.5%), fitness and wellness concepts (75%), and NASPE appropriate practices (68.2%). Technology was taught to TCs mostly through infusion rather than a stand-alone course, and adapted PE (APE) was covered in all programs with the majority (55%) of surveyed programs offering stand-alone courses. They also reported 27% of programs required TCs to join a professional organization.

Ayers and Housner (2008) proposed several recommendations for future research including analyses of PETE programs that are more detailed; investigation into how curricular models translate into practice; how existing curricula are updated; the impact of technology integration on faculty and TC knowledge and pedagogical skill; and how multicultural issues including faculty and student diversity, programming within the PETE curriculum, and effects of programmatic experiences are addressed. The shift in emphases from the 2003 to 2008 NASPE standards warrants this examination of how U.S. PETE programs are addressing current standards, as well as how technology and diversity content are being integrated.

Purpose

Based on Ayers and Housner's (2008) recommendations for future research, this study was designed to address the following research questions:

- What strategies are undergraduate PETE programs in the United States currently using to assess each of the six PETE beginning teacher standards (NASPE, 2008)?
- How are technology and diversity being addressed within U.S. PETE programs?

Method

Participants

The researchers assembled an initial list of undergraduate PETE programs in the United States ($N = 609$) through various sources including the PETE Program Directory (Ayers, Housner, & Kim,

2004) and Internet searches. From that list, 156 program directors responded to the survey request with completed and usable surveys (25.6% response rate), which primarily included programs at Master's Large (32%) and Baccalaureate/Diverse (20%) Carnegie level institutions from 44 states and 1 U.S. territory. Although the responding programs do not represent a random sample of PETE programs, they vary in size, type, geographic location, and programmatic emphasis.

Measures

The survey used in this study was a modified version of the survey used by Ayers and Housner (2008) for data collection. As Ayers and Housner explained (p. 55), this instrument was designed to collect strictly descriptive data, and face validity is acceptable for the interpretations made in this paper. The present survey included questions addressing (1) PETE Program and Faculty Information (16 questions), (2) PETE Program and Application of NASPE Standards (13 questions), (3) PETE Field Experiences (7 questions), (4) PETE Candidate and Faculty Professionalism (12 questions), (5) Diversity (14 questions), and (6) Technology (5 questions).

Data Collection and Analyses

PETE program directors at identified programs in the United States were invited via e-mail to complete the online survey. The invitation e-mail contained information regarding the study, notification of IRB approval, and a link to the online survey. Completed survey data were submitted to a secure Web-based data collection system. The initial contact resulted in 130 responses, and a second request, sent 1 month after the first contact, yielded 26 additional surveys. Data collection was stopped after the second reminder, based on the low number of third-reminder responses reported by Ayers and Housner (2008). A total of 156 programs responded with completed and usable surveys (25.64% response rate).

Upon completion of data collection, the database was downloaded into SPSS and verified for accuracy prior to analysis (correctly formatted and accurately visible). Descriptive statistics including percentages, means, and frequencies were calculated per item to identify practices within PETE programs.

Results

The findings are organized into three sections: Program Demographics, Strategies Employed to Assess PETE Standards, and Strategies Employed to Address Technology and Diversity. Because some of the individuals who reported data for the 156 participating institutions did not fully complete all parts of the questionnaire, and because some items included a yes/no response option and others asked respondents to check all that apply, items yielded different numbers of responses. Many questions offered respondents an option of “other,” allowing them to provide an open-ended response regarding how they did or did not measure a particular standard.

Program Demographics

Of 156 responding programs, 72.1% indicated employment of one to three full-time PETE faculty, 20.7% reported employing between four and seven full-time PETE faculty, and 5% reported employing between 12 and 15 full-time PETE faculty. Approximately one third of responding programs ($n = 56$, 37.3%) were located within a college or school of education, 35.3% within a department of kinesiology or PE ($n = 53$), 2.7% ($n = 4$) within a college or school of sport and exercise science, and 24.7% ($n = 37$) were housed elsewhere. About one half of programs (51%) offered a BS degree, while 23.2% offered a BS in education, 14.2% a BA, and 11.6% another degree. Just over 43% of programs (67/154) required candidates to obtain a health licensure, and 28.6% of programs (44/154) indicated this was optional and 27.9% (43/154) indicated that a health licensure was unavailable. A K–12 teaching certification was most often offered (69.2%, $n = 108$) by responding institutions, with PK–12 the next most frequently offered certification (25.6%, $n = 40$). Less than 5% of responding institutions offered other certifications, including K–6 (3.8%, $n = 6$), K–5 (2.6%, $n = 4$), and both early childhood and 6–8 (1.3%, $n = 2$), with some institutions offering multiple certifications.

Faculty and TC Diversity

The results indicate that PETE faculty (91.2%) and TCs (78.7%) remain overwhelmingly White/Caucasian, with TCs being a more diverse group overall. On average, just over 5% of PETE faculty were African American and just under 3% were Hispanic, while 13%

of TCs were African American and just under 8% were Hispanic. Further, 54.5% of PETE faculty were female and 42.4% of TCs were female.

Strategies Employed to Assess PETE Standards

Over one half of the 156 respondents (53.2%) reported use of the 2008 NASPE standards within their undergraduate PETE programs. This section shares predominant examples of assessment strategies employed by these responding programs ($n = 83$) to achieve the NASPE standards.

Standard 1: Scientific and theoretical knowledge. The most common ways of assessing this standard, in descending order, were the Praxis II exam (60.2%, $n = 50$), course grades (50.6%, $n = 42$), and self-designed exams (25.3%, $n = 21$). Other reported measures of assessing Standard 1 provided through open-ended responses included state certification exams ($n = 12$), student teaching evaluations ($n = 2$), and program-designed exit exams ($n = 2$).

Standard 2: Skill and fitness-based competence. Responding programs conducted skill assessment through application in games (51.8%, $n = 43$), using critical element skill analysis and skill rating scales (47%, $n = 39/83$) and video analysis (20.5%, $n = 17$). Team sports still dominate the most common areas in which programs required TCs to demonstrate competence: soccer (65.1%, $n = 54$), basketball (60.2%, $n = 50$), volleyball (57.8%, $n = 48$), softball/baseball (49.4%, $n = 41$), and football (41%, $n = 34$). The most common individual or lifetime activities in which programs required competence included tennis (54.2%, $n = 45$), weight training and social dance (both 51.8%, $n = 43$), golf and gymnastics (both 42.2%, $n = 35$), and line dance (41%, $n = 34$).

Responding program assessed fitness-based competence predominantly using the FitnessGram assessment (48.2%, $n = 40$), with ActivityGram and President's Council physical fitness tests also being used minimally (7.2%, 6/68). Two programs reported through open-ended responses that they do not collect data to assess this standard.

Standard 3: Planning and implementation. The most common areas in which programs required TCs to plan and implement included technology use (98.5%, 64/65), content progressions

(97.4%, 76/78), lessons aligned with objectives (96.3%, 78/81), and goals and objectives aligned with standards (95.1%, 78/82). Nearly all of the programs (92.5%, 74/80) also required TCs to plan instructional adaptations for diverse learners and to plan and manage resources equitably (82.3%, 65/80). Technology and diversity are integrated across multiple elements in this standard.

Standard 4: Instructional delivery and management. The most frequently used assessment strategies required TCs to demonstrate how they use management rules, routines, and transitions (98.7%, 76/77); use strategies to foster personal and social responsibility (98.5%, 67/68); use, demonstrate, and/or explain cues (97.5%, 79/81); provide instructional feedback (96.2%, 76/79); demonstrate effective verbal and nonverbal communication (95.1%, 78/82); and adjust instruction for a dynamic environment (87.2%, 78/78). The curricular models that PETE programs reported emphasizing most frequently were health-related fitness (80%), Sport Education (69%), movement education (65%), and Teaching Games for Understanding (64%).

Standard 5: Impact on student learning. The predominant manners of assessing the effect that TCs have on student learning were to select and conduct assessments (95.1%, 78/82); use assessment before, during, or after instruction (93.6%, 73/78); utilize logs, journals, or the reflective cycle (90%, 54/60); and provide student learning data (75%, 60/80).

Standard 6: Professionalism. Professionalism, a critical element of a TC's dispositions, was a new addition to the 2008 NASPE standards. Responding programs' predominant means of assessing professionalism included engagement in a professional organization (86.4%, 57/66), use of dispositions rubrics (82.5%, 66/80), participation in a major's club (64.2%, 34/53), and engagement in community service (48.2%, 40/83).

Strategies Employed to Address Technology and Diversity

Technology. Nearly all (91%, 100/110) of the responding programs reported teaching PE-specific technology and required at least one technology course in the PETE curriculum. Table 1 outlines the types of technologies that programs reported teaching their TCs to use and those which TCs use in field experiences.

Table 1*Reported Technology Use in PETE Curriculum*

Technology	Candidates taught to use %	Candidates use in field experiences %
Heart rate monitors	61.5	41.0
Pedometers	59.6	50.0
MS Office programs	55.8	45.5
Electronic game systems	25.6	12.2
Video editing	26.9	4.5
Flip camera	37.2	25
Internet/websites	57.1	35.3
Portfolio programs	29.5	14.7

Diversity: Multicultural diversity. Slightly more than 77% (88/114) of responding programs required a multicultural/cultural diversity course, 93.2% (110/118) provided culturally diverse field experiences or student-teaching placements, and nearly 30% (35/118) actively recruited international or minority candidates. Programs reported providing TCs with field experiences outside of student teaching to observe in rural (61.1%, 66/108) and urban (77.3%, 58/75) settings and to teach in rural (38.5%, 60/156) and urban (39.1%, 61/156) settings.

Diversity: APE. Over 96% of the responding PETE programs reported requiring APE coursework. The most commonly emphasized inclusive teaching strategies were modifying activities ($n = 112$), modifying instruction ($n = 111$), modifying equipment ($n = 106$), behavior management ($n = 102$), and communication strategies ($n = 101$). Just over 91% of programs reported covering APE and inclusion principles in other courses in some way (infused as an integral part of another course, $n = 66$; as a topic in other courses, $n = 33$; part of an existing topic, $n = 20$; or as a unit in other courses, $n = 14$).

Nearly 89% of programs included hands-on practical experiences associated with APE courses. Of these, 60.4% were held in off-campus locations and 33.7% were held on campus. APE practicum experiences were held in a variety of settings including school-based (48.5%), community-based (41.6%), and camps (8.9%)

and were designed as inclusive (36.5%), specialized for individuals with disabilities (28.7%), and/or reverse inclusion (8.9%). Examples of other settings described through open-ended responses included observing and assisting within special education classrooms, Special Olympics, TC-selected sites, experience across multiple settings, and single-day events. Reported hours required in the APE practicum placements ranged from 4 to 200.

Discussion

This descriptive study addressed the strategies that PETE programs in the United States use to assess the six PETE (NASPE, 2008) beginning teacher standards and how these programs are addressing technology and diversity. The results of this study indicate that PETE programs utilize a variety of assessment methods, with more variation among programs in the assessment of Standards 1, 2, and 6. Reported assessment measures for Standards 3, 4, and 5, which focus on instructional practices, were thematically consistent. This section discusses the connections among the findings from this study and recommendations for future practices in PETE programs.

Program Demographics

Ayers and Housner (2008) found that PETE programs were underrepresented in terms of minority faculty and TCs, with the majority being Caucasian, and females representing less than one half of PETE faculty (48%). They therefore called for university programs to develop procedures to increase diversity among PETE faculties and prospective teachers. Results of this study indicate a continued lack of diversity, with PETE faculty remaining largely White/Caucasian (91.2%). The percentage of female faculty has remained fairly consistent at just under 55%. It appears, however, that TCs are becoming a gradually more diverse group, with 21.3% reported as non-Caucasian.

These results align with the findings of Boyce, Lund, and O'Neil (2015), who found that PETE faculty were less than 15% non-White and doctoral candidates were 25% diverse. Although researchers have found a continued lack of diversity in PETE programs (Hodge & Wiggins, 2010), the results of this study may foreshadow progress in this area. Like Ayers and Housner, we affirm the need for PETE programs to persist in deliberate recruitment strategies in an attempt

to attract future teachers who more closely resemble their PK–12 students. Strategies for recruitment and retention of highly qualified TCs from underrepresented populations, such as those proposed by Bulger, Jones, Taliaferro, and Wayda (2015), should be increasingly incorporated into PETE programs.

Strategies Employed to Assess PETE Standards

Standard 1: Scientific and theoretical knowledge. By far, Standard 1 had the least diversity of assessment approaches, which is logical given the factual content of the standard. However, one might argue that pedagogical and assessment strategies that are more authentic could make foundation knowledge more meaningful to TCs. There has been a long-standing debate regarding the relevance of discipline knowledge such as motor learning, biomechanics, and even exercise physiology, when taught from a highly theoretical perspective detached from application (Bulger & Housner, 2007; Ross, Metcalf, Bulger, & Housner, 2014). Researchers have suggested a number of strategies for integrating disciplinary knowledge with practical applications in teaching PE (Bulger & Housner, 2007; Bulger, Housner, & Lee, 2008). PETE programs can use these strategies to make explicit connections between the various disciplines and best practice in teaching PE: (1) making clear theory-to-practice connections in coursework and clinical experiences through curricular stranding, (2) using a wider variety of instructional methods to increase student engagement, (3) incorporating frequent experiential learning requirements in alternative settings, and (4) increasing professional expectations.

Standard 2: Skill and fitness-based competence. There appears to be a disconnect between current PETE curricula in the United States, which focuses primarily on team sports, and the types of activities most popular among and available to adults, individual, noncompetitive activities such as aerobics, swimming, jogging, strength conditioning, and cycling (Ham, Kruger, & Tudor-Locke, 2009). It is possible that team sports continue to dominate PETE programs because of the emphasis on this content in PK–12 settings. Although the philosophical issue of the tail wagging the dog is beyond the scope of this paper, we suggest that PETE programs are responsible for guiding the shift in PK–12 curriculum to more closely match lifelong learning skills that students will need after

high school. In doing so, future PK–12 teachers will be prepared to provide this relevant content.

Evidence suggests that PETE programs may not prepare TCs to facilitate the development of factors necessary to promote children’s physical activity and fitness (Bulger, Mohr, Carson, & Wiegand, 2001). This highlights the need to provide such opportunities in PETE programs. TCs’ skill and fitness levels have been debated in professional circles for many years, with little supporting research linking effective teaching or modeling of fitness to teachers’ fitness levels (Webster et al., 2014). Philosophically, however, we support the idea of PE teachers serving as role models and possessing skill and fitness at levels that will allow sufficient demonstrations.

FitnessGram© is the only nationally supported fitness assessment in the United States, so these assessment techniques will likely become more common in the future, particularly in light of the role that health-related fitness assessment and practical use of those results play in the SHAPE America Comprehensive School Physical Activity Program initiative. In addition to well-established PK–12 curricular models and instructional approaches such as SPARK (McKenzie et al., 2009) and Physical Best (Ayers & Sariscsany, 2011), researchers have proposed a new approach, the HOPE model (Health Optimizing Physical Education; Metzler, McKenzie, van der Mars, Barrett-Williams, & Ellis, 2013), to help teachers assist PK–12 students in achieving health-related fitness knowledge and practices.

In addition, although the 2003 NASPE standards focused on health-related fitness in schools, as well as collaboration with parents, colleagues, and the community, it is reasonable to assume that the next iteration of the standards will contain language promoting the creation of physical activity opportunities beyond school-based PE classes, particularly given the emphasis in the National Physical Activity plan on the Comprehensive School Physical Activity Program (Castelli, Carson, & Hodges Kulinna, 2014). Linked to this will be the need for TCs to possess the knowledge and skills to help PK–12 students design and implement individual, scientifically-based fitness plans, which is central to the Physical Best approach that many U.S. PETE programs employ.

Standard 3: Planning and implementation. One unique component of Standard 3 is the requirement that TCs demonstrate these skills, not just plan them. For many U.S. PETE programs, this was

a notable change in the 2008 PETE standards with programs now required to provide evidence of TCs' instructional effectiveness and planning effectiveness. Standard 3 is critical to the eventual implementation of standards-based curricula in schools. Chen (2006) examined how teachers used standards in their teaching and found that only four of 25 teachers integrated NASPE standards into their curriculum and instructional practices. Castelli and Williams (2007) investigated the fitness knowledge of 73 middle school teachers and found that they did not have the knowledge base to meet the ninth grade expectations of the South Carolina assessment program. Finally, in a monograph, Graber, Woods, and Castelli (2007) examined children's achievement of national standards, asserting that no data are available to suggest that attaining standards is possible in PE programs. Clearly, U.S. PETE programs need to reconsider how they address PK–12 national standards.

Standard 4: Instructional delivery and management. Each aspect of instruction and management includes the themes of communication and adapting to changing instructional environments as opposed to unique standards as existed in former versions of the U.S. PETE standards. Responding PETE programs used curricular models as foci of their programs much more than did those in the Ayers and Housner (2008) study, in which 50% of programs had no curricular emphasis. It is encouraging that PETE programs have placed more emphasis on using evidenced-based curricular models. Now that these models are being used frequently in PETE programs, one would hope that they are filtering down and being used more frequently in PK–12 PE programs. Future research will need to address this important issue.

Standard 5: Impact on student learning. The role of U.S. PETE programs in determining the effect that TCs have on PK–12 students' learning reflects current educational trends. One of those trends includes an increased emphasis on teacher accountability for documenting student learning in the gym and classroom. Unfortunately, evaluation and grading in PE often remains based primarily on measures such as participation, effort, and “dressing out” (Young, 2011), which may perpetuate negative perceptions of PE and its teachers (Collier, 2011). When assessed in a reasonable way, factors such as effort and participation contribute to, but should not dominate,

the grading process. It is therefore encouraging that TCs are being equipped with authentic assessment strategies that focus on student learning of subject matter and the factors that underlie student learning (Baghurst, 2014).

Standard 6: Professionalism. The finding that over one third (37%) of responding programs required either state or national professional organization membership prompts one to consider if membership in a professional organization or major's club alone is adequate to develop and foster professionalism at the level necessary to improve the provision of PK–12 PE. Although not the primary focus of this study, ways to foster professional beliefs, behaviors, and attitudes in millennial and Generation Z candidates is a research area that is ripe for exploration and that can be connected to the vocational aptitude and predominant altruistic tendencies that McCullick, Lux, Belcher, and Davies (2012) reported from their national sample of U.S. PETE candidates. Although beyond the scope of this study, professionalism relative to socialization is an exciting area that deserves focused attention from PETE scholars.

Strategies Employed to Address Technology and Diversity

Technology. The findings in this study were a major change from those in the Ayers and Housner (2008) study, in which technology was integrated as a part of other courses rather than in a stand-alone course. The information in Table 1 reveals that although the majority of programs were teaching TCs to use PE-specific technologies, far fewer required the use of these technologies in field placements. More U.S. school systems are adopting the use of handheld or personal devices such as tablets and iPads, but technology funding for some PK–12 PE programs may still be limited. Pedometers were implemented during practical settings (50%) almost as much as TCs were taught to use them in PETE programs (59.6%). This provides evidence that current practitioners are implementing technology as much as context and budget limitations allow, so technology-savvy graduates will be well-placed with these skills.

As technology continues to advance, and as PK–12 schools continue to adopt and expand instructional technology, it is important that PETE programs stay current in offerings and in preparing TCs to use and apply technology to enhance student learning (Wyant et al., 2015). Although the application of technology in field exper-

riences might be a challenge at the beginning level, perhaps this would be a reasonable advanced standard that could demonstrate how teacher preparation standards can be integrated in a progressive manner with advanced standards building on beginning standards.

Diversity. Ayers and Housner (2008) reported that a majority of PETE programs identified coursework as the primary strategy for addressing diversity and multiculturalism. These programs also listed practicum experiences and adapted PE courses as ways of addressing diversity, but provided no detail regarding these experiences (Ayers & Housner, 2008). This study reveals an improvement from Ayers and Housner's finding that 66% of responding programs addressed multiculturalism via coursework. Of the 156 programs in this study, the majority required a multicultural/cultural diversity course, provided culturally diverse field experiences, and provided TCs with opportunities to observe teaching in culturally diverse settings. Given the increasing cultural diversity in American public schools (Kena et al., 2015), and given the goal of PETE programs to prepare TCs to engage with students from diverse backgrounds effectively (Davis & Frank, 2014), it is promising that U.S. PETE programs are actively planning for related preparation and field experiences in their curricula.

The 96% of responding PETE programs that required APE coursework in this study was a notable improvement from Ayers and Housner's (2008) finding that only 19.3% of programs included an APE program or course and higher than Hetland and Strand's (2010) report that 56.8% of programs taught adapted content in a separate course. It is promising that a majority of programs included hands-on practical experiences associated with APE courses, which has been found to be successful in improving TCs' attitudes, perceived competence, and self-efficacy (Taliaferro, Hammond, & Wyant, 2015). However, the majority of practicum experiences took place in noninclusive settings and this raises the question, what type of practicum design and experience will best prepare TCs to teach in inclusive environments?

Conclusion

Since their inception, NASPE standards for PETE have played an important role in moving the preparation of beginning teachers forward. Although the results of this study should be interpreted

with caution because of the small sample size and less than robust response rate, the findings indicate that PETE programs have continued to improve in response to standards. It is therefore critical that future standards are written to address weaknesses identified in PETE programs. Some of these areas stemming from this study include the need for improvement and further research in the areas of diversity, technology, and faculty development.

Additionally, future standards will need to align with the standards adopted by the Council for the Accreditation of Educator Preparation (2013), the accrediting agency for teacher education programs in the United States. With accreditation-driven program revisions, many professionals may find it challenging to keep up, particularly in a higher education environment in which curricular changes may be cumbersome. The good news, however, is that this study revealed that since 2003 the majority of PETE programs reported changes that have improved the quality of teacher preparation for future physical educators. PETE programs will further improve as they continue to embrace standards-based teacher education in the future.

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PEDAGOGY

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

Zachary Wahl-Alexander, Ben Schwamberger, Darren Neels

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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PEDAGOGY

Physical Education Professionals Developing Life Skills in Children Affected by Poverty

Seth E. Jenny and Sidney Rhodes

Abstract

Physical education (PE) professionals must believe that all students can learn, and they should equip themselves with the knowledge and expertise to instruct each student effectively. This article focuses on the effect that a PE teacher can have on the lives of students who come from low socioeconomic status (SES) households. It provides PE teachers with specific ideas and examples of how to teach life skills effectively within the PE setting to marginalized children affected by poverty. PE teachers often must intentionally influence the development of life skills, and some feel that practitioners are responsible for implementing ways to encourage that development. Personal and interpersonal skills are essential developmental factors that can be influenced through PE. This article highlights ways of incorporating proper affective assessments, developing a growth mind-set, and giving exposure to specific PE curricular models that focus on life skill growth. Finally, it provides a practitioner's example to further elucidate the effect that intentional life skill instruction may have on students of low SES.

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Although physical education (PE) has been recognized to produce positive benefits in the development of the whole child, educational systems around the world challenge its significance (Ewing, Gano-Overway, Branta, & Seefeldt, 2002). Children from low socioeconomic status (SES) households tend to be exposed to more stressors than their affluent counterparts are, and this increased exposure may lead to developmental delays in achievement (Jensen, 2009). Educators must strive to bridge the achievement gap and create a learning platform through which students can achieve success not only in the classroom, but also outside of school in the “real world.” Educators within this environment should passionately pursue ways to help low SES children overcome the by-products of stressors such as hopelessness, depression, and suicide (Woan, Lin, & Auerswald, 2013). In the educational setting, the stressors that students have to overcome are linked to 50% of all absences (Johnston-Brooks, Lewis, Evans, & Whalen, 1998), along with a reduction in memory and creative ability (Lupien, King, Meaney, & McEwen, 2001). Students in this demographic may also display a reduction in cognitive ability due to these stressors (Jensen, 2009).

Luckily, physical activity (PA) has been shown to reduce ailments of stressors significantly (Guszkowska, 2004). PA can increase academic outcomes (Pellegrini & Bohn, 2005), help those plagued by anxiety and depression (Guszkowska, 2004), and reduce behavioral problems (Newman, 2005). For example, with a sample of fourth grade students, Jarrett et al. (1998) found that 60% of these students (including children suffering from attention deficit disorder) worked more and fidgeted less when they received at least 15 min/day of PA, which translated to a 5% increase in on-task classroom participation.

Role of a PE Teacher

PE can influence the development of interpersonal skills (i.e., social skills, respect, leadership, and communication) and personal skills (i.e., organization, discipline, self-reliance, goal setting, managing performance outcomes, and motivation), all of which are important life skills associated with success (Jones & Lavalley, 2009). This article focuses on the potential effects that a PE teacher can

have on the lives of students who come from low SES households. It provides PE teachers with specific ideas and examples of how to teach life skills effectively within a PE setting to children affected by poverty. PE teachers who aim to enhance the life skills of students who come from poverty may use this article as a resource tool. This article discusses instructional and behavior management strategies, life-skill-related PE curricular models, and a practitioner's perspective with accompanying block plan that lists sample activities and assessments aimed at enhancing affective learning outcomes for these students.

First, however, it is important to distinguish the difference between PA and PE. *PE* and *PA* are terms that some people incorrectly use interchangeably. PE involves PA, but the main focus of PA is performing exercise, burning calories, and achieving or maintaining fitness. However, PE should not be confused with recess, intramurals, or recreational endeavors (Ballard et al., 2005). A quality PE program has certified PE teachers who provide developmentally appropriate standards-based programs centered on individual student needs while incorporating appropriate instruction, meaningful content, and ongoing assessments (Ballard et al., 2005).

Assessment

Schools incorporate assessments into educational curriculums to ensure that students are learning. An effective PE teacher assesses all three learning domains (i.e., psychomotor, cognitive, and affective) that embody the development of the whole student. Table 1 defines these domains. Life skill development is most associated with the affective domain; it establishes the appropriate qualities that a student must show to have personal and interpersonal skills that may assist in leading a successful life. Teachers who assess the affective domain demonstrate to students that respecting others, appropriate social interaction, and self-expression are important life skills (Lund & Veal, 2013). Table 2 defines various affective behaviors and identifies actions that are acceptable and unacceptable in relation to each behavior.

Table 1*Defined Learning Domains for Physical Education*

Learning domain	Types of learning
Psychomotor	Performing motor skills, movement, physical activity, physical fitness
Cognitive	Knowing and understanding tactics, strategies, problem solving, rules, skills, player positions, and key elements of performance
Affective	Exhibiting positive personal and social behaviors (e.g., teamwork, fair play) and personal attitudes (e.g., valuing physical activity)

Note. Adapted from *Assessment-Driven Instruction in Physical Education: A Standards-Based Approach to Promoting and Documenting Learning*, by J. Lund and M. L. Veal, 2013, Champaign, IL: Human Kinetics.

Table 2*Elements of Affective Behavior*

Affective domain element	Element definition	Element presence behavior indicators	Element absence behavior indicators
Effort	Works on task to the best of ability; disregarding others' performance	Does one's best; tries hard; engaged at all times; willing to work hard to improve one's own skills	Does not fully participate and shows no willingness to perform task
Teamwork	Works cooperatively with others to accomplish a common goal	Helps others succeed; listens to and respects ideas from teammates; encourages others on the team	Rejects the suggestions of others; plays for self instead of team; argues with others on team
Fair Play (Sports-personship)	Plays within the rules and shows respect toward others	Shows courtesy to others; shows dignity whether winning or losing; compliments others; accepts decisions of the official	Calls a play incorrectly to gain advantage; gloats when the winner; complains if the loser; argues with officials

Table 2 (cont.)

Affective domain element	Element definition	Element presence behavior indicators	Element absence behavior indicators
Caring for Others	Helps others; is nice and polite to others	Invites people to join one's group; helps someone when they are acquiring new skills; allows all to participate in activities	Socially isolates others; intentionally tries to hurt someone when committing fouls; doesn't apologize for negative actions
Self-Control	Controls emotions and actions without being told by others	Remains calm even in stressful situations; keeps hands to self	Plays with aggression to the point of being destructive; talks while others are talking
Accepting the Decisions of Others	Supports the judgments of those in authority	Accepts a call by the official; follows the wishes of the team captain; when appropriate, compromises to come to common agreement	Is rude to others to get own way; refuses to participate when not getting own way; complains incessantly
Treating Others With Respect	Demonstrates good manners and polite behavior	Listens when the teacher is talking; appreciates the efforts of others; waits for one's turn; listens to others	Calls others out for unintentional errors; makes fun of others; bullies others

Note. Adapted from *Assessment-Driven Instruction in Physical Education: A Standards-Based Approach to Promoting and Documenting Learning*, by J. Lund and M. L. Veal, 2013, Champaign, IL: Human Kinetics.

Appropriate Instruction

The way content is delivered will certainly affect the desired learning outcomes. Oftentimes, students who live in an inner-city (i.e., urban) setting come from low SES households. In a qualitative study investigating PE teachers' perceptions of the challenges affecting their urban elementary PE environment, teachers perceived insufficient instructional resources, implementing culturally relevant pedagogy, dealing with community violence, integrating more games into the curriculum, and teaching in a culture of basketball as their major challenges (McCaughtry, Barnard, Martin, Shen, & Kulinna, 2006). Knop, Tannehill, and O'Sullivan (2001) suggested three strategies for motivating urban youth in PE: (1) create trust through content and delivery (i.e., include activities that allow for active involvement and success with strong class rules and supervision), (2) create a sense of community (i.e., value and support students as they reach toward a common goal through cooperation and mutual respect), and (3) create multiple ways for students to demonstrate progress (i.e., several assessment and accountability strategies). Table 3 provides Jensen's (2009) action steps for a practitioner to follow when teaching impoverished youth, with direct examples of how to incorporate them into instruction.

Teacher development of a growth mind-set. In layman's terms, people who have a *fixed* mind-set believe that the "cards" dealt in life must be played in that order and that they cannot do anything about it. Conversely, people with a *growth* mind-set believe that they can change or rearrange the stack to produce the best possible outcome. Moreover, people with a growth mind-set believe in resilience and overcoming adversity by formulating new and inventive ways to reach success. Exposure to heightened stress can lead to an increased sense of detachment, helplessness, and a fixed mind-set (Dweck, 2014; Jensen, 2009). Individuals are not stuck with a fixed mind-set; intelligence, along with other traits, can be learned (Blackwell, Trzesniewski, & Dweck, 2007). Moreover, the introduction of a growth mind-set environment into a classroom can veer students from a state of hopelessness to a potential of improved self-efficacy. Table 4 displays examples of fixed versus growth mind-set characteristics. PE teachers should aim to instill a growth mind-set in their students.

Table 3*Action Steps for Practitioners Instructing Students of Poverty*

Action	Description	Application
Embody Respect	Demonstrate respect for the students, the rules, and for self	Give respect to students first Avoid directives (“Do this right now!”) Stay calm Model the process of adult thinking
Embed Social Skills	Develop age-appropriate strategies that strengthen social and emotional skills	Meet and greet skills (smile, handshake, eye contact) Embed social skills into classroom management
Be Inclusive	Make the classroom feel like a community	Refer to the school as “our school” and “our class” Thank students for the small things

Note. Adapted from *Teaching With Poverty in Mind: What Being Poor Does to Kids’ Brains and What Schools Can Do About It*, by E. Jensen, 2009, Alexandria, VA: Association for Supervision and Curriculum Development.

Table 4*Growth Versus Fixed Mind-Set Characteristics*

Growth mind-set characteristics		Fixed mind-set characteristics
Learn from criticism (negative feedback)	vs.	Negative self-talk
Takes on challenges and risk	vs.	Not willing to try a task out of comfort zone
Celebrates progress	vs.	Focus on obstacles rather than solutions
Value effort (not only the result)	vs.	Learned helplessness

Students may start to believe that they can develop their abilities when emerged in a growth mind-set environment. This is important for students of low SES backgrounds, who gain a sense of hope from understanding these concepts. The practice of instilling a growth mind-set behavior takes intentional efforts on behalf of the instructor. Students should understand that abilities can grow through hard work. Learning a growth mind-set transforms the meaning of effort and difficulty for students. It is important for instructors to praise wisely. In other words, teachers should praise the process, not the outcome accomplishments (Dweck, 2014). If students engage deeply and effectively in a learning process, positive natural by-products often occur. When students learn the value of the ingredients for success (i.e., strategies, ideas, focus, perseverance, etc.), they will be able to apply them when life's obstacles become difficult (Dweck, 2014).

Curricular Models

Several PE curricular models lend themselves to affective domain learning and teaching life skills. It is not the intent of the authors to describe each fully, but rather to provide brief descriptions, noting how each model relates to life skill development. Table 5 reveals prime affective components of the adventure education, cooperative learning, sport education, and personal and social responsibility models.

Table 5
Affective Curricular Concepts

Self-discovery	Problem solving
Honesty	Goal setting
Teamwork	Fair play
Trust	Decision making
Responsibility	Social skills
Positive risk taking	Critical thinking
Cooperative dialogue	Self-reliance
Adherence to rules	Coping skills
Confidence building	Respect for self and others
Communication	Life skills

Adventure education involves activities that encourage holistic student involvement (i.e., physical, cognitive, social, and emotional development) that can influence life skills and help students meet learning objectives (Dyson & Sutherland, 2015). In this model, the emphasis is on the “process” of the activity rather than the outcome, with students engaging in an atmosphere of self-expression, trust, problem solving, and challenge (Dyson & Sutherland, 2015). In a study of the outcomes of an adventure-based education curriculum in PE focusing on social and emotional development with two elementary schools comprising students of low SES status, the third and fifth grade students who were interviewed ($n = 29$) reported cooperating with others, challenging themselves, taking risks, having fun, and learning motor skills—all aims of a quality PE program (Dyson, 1995). Certainly, these are also aims of life skill development.

Likewise, cooperative learning provides an instructional format in which students work together in small, structured groups to master the content of the lesson (Metzler, 2011). In terms of youth development, it is important for students to be able to work cooperatively because society values teamwork that promotes collaboration and cohesiveness across many life situations (Trent, 2007). The cooperative learning model involves the instructor facilitating deliberately established groups in continuous group interaction, interdependence among group members, individual accountability, and overt attention to the development of life skills (Metzler, 2011). Students must take initiative and use critical thinking skills to achieve tasks that are presented to them, and they must also be able to present their ideas to a group, which fosters better communication skills.

Next, the sport education model has been used to develop important social skills in marginalized groups, or those who come from disadvantaged backgrounds (i.e., low SES households). Students are assigned “duty” roles (e.g., coaches, officials, scorekeepers, trainers, administrators, media personnel) and experience sport education’s prime features of seasons, affiliation, formal competition, record keeping, festivity, and a culminating event (Metzler, 2011). In 2002, the United Nations Children’s Emergency Fund (UNICEF) put together a task force that took the sport education model to developing countries to promote health, education, and development for youth. The sport education model helps PE teachers to engage students in holistic team experiences, with the entire class striving to

achieve an authentic sport experience and developing life skills in the process.

Last, originating from Don Hellison, the personal and social responsibility curricular model does not dichotomize responsibility and physical activity, but centers on teaching PE content while intentionally providing students opportunities to practice and learn how to take responsibility for themselves and others (Metzler, 2011). This student-centered model focuses on the PE teacher including all students, encouraging and using student input, providing students choices, permitting students to practice making choices, and incorporating student reflections about these choices (Parker & Stiehl, 2015).

Implementation of curricular models. The aforementioned curricular models may better produce the desired life skills if the instructor incorporates appropriate sequencing. For example, according to Trent (2007), when implementing the adventure games or cooperative games approach, the teacher should attempt to follow the following order: (1) perform icebreakers (i.e., activities during which individuals become acquainted); (2) lead unorthodox activities (i.e., silly game) to help the group feel comfortable and foster a fun, supportive atmosphere; (3) implement trusting/spotting activities (e.g., trust falls); and (4) perform activities that involve initiatives of life skills (i.e., cooperation, communication, etc.). In addition, the teacher should think of appropriate formal and informal assessment questions that engage the students and increase higher order thinking and transference into everyday life. Also, the teacher should consider developing a philosophy that focuses on enriching the development of the whole child.

In the PE setting, a teacher could place students into leadership roles or allow peer teaching of skills to ensure that they are intentionally impacting the affective learning domain (Gould & Voelker, 2012). PE teachers should always be observant of appropriate behavior and provide positive feedback and reinforcement when it occurs. In addition, teachers should take advantage of teachable moments and model appropriate life skills (Gould & Voelker, 2012).

It is important to remember that sometimes children gain more from these curricular models by contributing an idea or when their group listens to them. This may entail the teacher acting more as a facilitator through taking a less authoritative role. Additionally, chil-

dren that are oftentimes more physically skilled may find themselves in roles that they are unfamiliar within these curricular models and may call on their teammates for help. It is possible for these students to grow by simply experiencing the process of team building.

A Practitioner’s Case Study: Implementing Cooperative Games in Second Grade PE

The second author is a master’s of arts in PE student who put these strategies to practical use during a field experience in an elementary PE methods course. The following is a description of how he introduced a six-lesson cooperative games unit to a second grade class. Of the 18 students, only 14 completed the pre- and postassessment. Of the 14 students, five were ESOL (English to speakers of other languages) students. The class was from an urban Title I school located in South Carolina. This school is the poorest within the district, with 85% of the students eligible for free or reduced lunch.

The focus of the unit was life skill development through cooperative games. Sample lesson content, sequencing, and affective assessments are provided, along with pre- and posttest data. Table 6 shows the block plan that was used to instruct the class. The Society of Health and Physical Educators (SHAPE America, 2014) national K–12 physical education standards state that “the physically literate individual exhibits responsible personal and social behavior that respects self and others” (p. 12). Related to this standard, the block plan had four specific affective aims: *By the end of the unit, the student will be able to* (1) show that they can work cooperatively with others to complete assigned PE tasks, (2) show that they can treat others with respect during physical activities, (3) demonstrate a willingness to share equipment with everyone in the group, and (4) demonstrate safe play and control during physical activities.

To assess and determine if the learning outcomes of the unit were met, the instructor gave the same pre- and posttest self-evaluation to the students. Table 7 shows the affective self-assessment that was used, which was adapted from Spark (2009). The students ranked themselves honestly in six affective categories (compliments others, shows concern for others’ feelings, works with others toward a common goal, shares equipment with others, plays safely and under control, and listens to instructions). They gave each category a numerical value with 5 being *all of the time*, 3 being *most of the time*, and 1 being *some of the time*.

Table 6
Practitioner's Block Plan

<p style="text-align: center;">DAY 1</p> <p>Focus: Spatial awareness and cooperative games introduction</p> <p>Instant Activity: Dynamic warm-up</p> <p>Learning Experiences:</p> <ol style="list-style-type: none"> 1. Snowball fight (Multimedia A, 2011) 2. Make the shape (Vasily, 2012) 3. Over under (Gates, 2008) <p>Preassessment: Affective student self-assessment (see Table 7)</p>	<p style="text-align: center;">DAY 2</p> <p>Focus: Levels and pathways</p> <p>Instant Activity: Line tag (PHYSEDGAMES, n.d.-b)</p> <p>Learning Experiences:</p> <ol style="list-style-type: none"> 1. Traveling with a partner in a Hula-Hoop to gather objects and complete various fitness challenges <p>Assessment: Exit slip (teamwork, communication)</p>
<p style="text-align: center;">DAY 3</p> <p>Focus: Pathways</p> <p>Instant Activity: Fitness square</p> <p>Learning Experiences:</p> <ol style="list-style-type: none"> 1. Hula-Hoop elimination (Freeman-Loftis, 2010) 2. Triangle tag (Bell, 2001) <p>Assessment: Teacher questioning (teamwork game strategies)</p>	<p style="text-align: center;">DAY 4</p> <p>Focus: Pathways</p> <p>Instant Activity: Dynamic warm-up</p> <p>Learning Experiences:</p> <ol style="list-style-type: none"> 1. Frogs and ants (Weiss, 2001) 2. Team collection relay <p>Assessment: Teacher questioning (complimenting others)</p>
<p style="text-align: center;">DAY 5</p> <p>Focus: Pathways</p> <p>Instant Activity: Line tag</p> <p>Learning Experiences:</p> <ol style="list-style-type: none"> 1. Team memory (PHYSEDGAMES, n.d.-c) <p>Assessment: Teacher checklist (effort, respect, positive language)</p>	<p style="text-align: center;">DAY 6</p> <p>Focus: Relationships with objects and people</p> <p>Instant Activity: Get your trash off my yard (Decker, 2001)</p> <p>Learning Experiences:</p> <ol style="list-style-type: none"> 1. Critter dash (PHYSEDGAMES, n.d.-a) 2. Pass the Hula-Hoop (Freeman-Loftis, 2010) <p>Postassessment: Same as Day 1</p>

Table 7
Affective Student Self-Assessment

Category	All of the time (5)	Most of the time (3)	Some of the time (1)
I listened to instructions.			
I played safely and under control.			
I shared equipment with others			
I worked with others toward a common goal.			
I showed concern for others' feelings.			
I complimented others.			

Note. Adapted from Cooperative All-Star Self-Check, by Spark, 2009 (http://www.sparkpe.org/wp-content/uploads/2009/12/Cooperative_Assessments.pdf).

Table 8 shows the pre- and posttest results for the class. There was improvement in all of the assessment categories across the class (76.3% increase), along with improvement in individual student scores in all cases except for one (i.e., Student 10). In addition, there was an overall positive self-reported development in each category, with the largest improvement being made in the students' ability to compliment others (62.5% increase). Although there are obvious drawbacks to utilizing self-report assessments (i.e., the students may not be truthful), and although it is undetermined if these effects will last, the data show that the cooperative games unit led to improvements in each of the categories. It appeared that direct instruction in an effort to have the students compliment each other and work collaboratively during the activities led to large improvement spikes in the "compliment others" and "work with others toward a common goal" categories.

Practitioner's Reflection

With the completion of this unit, many thoughts come to mind. Many PE units tend to be seasonal, meaning that they often correspond with a particular activity or sport that students can participate in outside of class at that time (e.g., basketball during winter). This cooperative games unit did not relate to any particular seasonal

Table 8*Pre-Post Affective Self-Assessment Results (n = 14)*

Student	Listen to instructions		Play safely and under control		Share equipment with others		Work with others toward a common goal		Show concern for others feelings		Compliment others		Student totals	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post		
1	1	5	5	5	5	5	1	5	1	5	5	5	18	30
2	5	5	1	1	3	3	1	1	5	5	3	5	18	20
3	5	5	5	5	5	5	5	5	5	5	5	5	30	30
4	3	5	1	5	5	5	3	5	1	5	5	5	18	30
5	3	5	5	5	5	5	1	3	5	5	3	5	22	28
6	3	5	1	3	5	5	3	1	5	5	1	5	18	24
7	5	5	3	5	5	5	5	3	1	5	5	5	24	28
8	5	5	5	5	5	5	3	3	5	5	1	5	24	26
9	3	3	5	5	5	5	3	3	5	5	5	3	26	26
10	3	3	5	5	5	5	3	3	5	5	3	5	24	22
11	1	1	1	3	1	3	1	5	1	1	1	3	6	18
12	3	1	3	3	1	5	1	5	1	1	1	5	10	18
13	5	5	5	5	5	5	5	5	5	5	1	3	26	30
14	1	5	1	1	1	5	1	5	1	3	1	5	6	24
Class Totals	46	58	46	56	56	66	36	52	46	58	40	64	270	354

sport. However, because cooperation and team-building activities can embody every sport, the prime time to incorporate this unit may be at the beginning of the school year. If done at this time, it sets a tone for student interaction, student conduct, and self-efficacy for the rest of the year.

The focus of the unit activities was to help students develop group cooperation, trust, communication, and problem-solving skills. Throughout the activities, the students enhanced their personal development and were challenged as individuals to face their own perceived limitations. Students exhibited teamwork by working, playing, and accomplishing goals together. This was a lot harder to achieve than it first appeared.

An instructor must be able to gauge the interest level of the class for these activities. Students may become disinterested if activities are not physically taxing and rely heavily on complex problem solving. Students who are used to more PA during PE may become anxious. Remember that students are still in need of getting the recommended amount of PA during a lesson. SHAPE America (2015) asserts that a PE teacher should engage students in moderate to vigorous PA during at least 50% of class time. Instant physical activities such as tagging games at the beginning of the lesson help to ensure that those standards are being met. Finally, the teacher should be enthusiastic and define the importance of the unit to help students “buy in” to what is being taught.

Conclusion

Building life skills is particularly important for students of low SES. PE provides fertile ground to develop life skills in this population. Through participation in sport, young people can learn key values such as honesty, teamwork, fair play, respect for themselves and others, and adherence to rules (Ewing et al., 2002). Intentional teaching of life skills in PE may have a positive effect not only on how students behave in sports and games, but also on how they carry themselves in their community. Life skill development in PE may lead to positive affective learning that may pay dividends that last a lifetime.

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PEDAGOGY

Reflective Voices: Understanding University Students' Experiences of Urban High School Physical Education

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Abstract

Purpose: *The purpose of this study was to understand first-year college students' reflections on past physical education (PE) experiences in urban high school settings. Method:* Data collection included semi-structured, open-ended, qualitative interviews. Constant comparison method was used for data analysis. **Results:** Several findings emerged: (a) unfavorable teaching conditions; (b) lack of enthusiasm, teaching, caring, and structure; (c) teacher-coach role conflict; (d) favoritism toward athletic students; and (e) sexism in teaching. **Discussion/Conclusion:** Students desired improvement of urban PE programs, including development of a diversified curriculum in which nontraditional sports and activities are offered, more in-depth coverage of sports that students care about, and provision of adequate equipment and resources to promote student engagement in PE.

Urban schools are becoming increasingly diverse, with 1 in 5 students being of immigrant background, and this ratio is expected to be 1 in 3 by 2040 (Carhill, Paez, & Suarez-Orosco, 2008; Hernandez, Denton, & Macartney, 2007). Hence, urban schools comprise students from diverse cultural and racial backgrounds who speak a

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plethora of languages. As Flory (2015) explained, students in urban schools experience differences in culture and language between school and home settings (Flory & McCaughtry, 2011) and vary widely in terms of learning needs and abilities and in terms of attitudes (Kraft et al., 2015). In James and Collier's study (2011), students considered physical education (PE) curriculum to have little effect or to bring minimal value to their lives but were responsive to meeting goals associated with social activities or tasks. Essentially, there was a disconnect between the students' curricular interests (or what the students considered meaningful) and the teachers' choices (James & Collier, 2011). Schmidlein, Vickers, and Chepyator-Thomson (2014) indicated the need for multicultural curriculum and usage of fitness and standard-based curriculum consistent with changes in student background for urban PE courses. Flory and McCaughtry (2011) and Kulinna, McCaughtry, Cothran, and Martin (2006) explained that teachers need to be aware of dynamics in culture that are connected with family, ethnicity, language, and socioeconomic backgrounds.

In urban areas, teachers encounter challenges in school settings. According to Flory (2015), urban PE teachers face problems associated with differences in cultural backgrounds between teachers and students, among them cultural dissimilarities found in "teachers' biographies, students, and their families in urban communities" (p. 663). Issues of poverty and irrelevant curricular activities, along with students' perception of fear and disengagement (Ennis et al., 1997), influenced student involvement in PE and fueled notions of unresponsive educational policies or curriculum. Flory discovered special challenges in urban schools, among them lack of teaching equipment and facilities, faced by early career PE teachers. In fact, many urban PE programs lack outdoor athletic fields, pools, and gymnasium space, with classes often being conducted in cafeterias, hallways, and classrooms (Montalvo, 2007; Wang, Haertel, & Walberg, 1997).

Students living and attending schools in urban environments face many challenges in PE programs such as overcrowded classes, waiting in long lines, repetitive activities, and boring or monotonous curricula (Flory, 2015). Cothran and Ennis (1999) found that large, overcrowded PE classes impeded students' ability to interact with others and allowed students to remain disconnected from class-

mates. According to Dyson, Coviello, DiCesare, and Dyson (2009), middle school students in urban school settings were exposed to repetitive, boring exercises that influenced student participation in PE. However, when supported as a core subject in urban schools, PE helped urban public school children to meet their fitness and physical activity goals (Castillo, Clark, Butler, & Racette, 2015). Thus, one way for PE teachers to improve the learning environment for students in urban high school settings is to listen to students about their experiences. In other words, listening to student voices is an integral way of understanding how to improve high school urban PE. Hunter (2002) studied student transitions to middle school to gain an understanding of their experiences and perspectives. The students argued that the teachers or administrators at their schools did not consult or listen to them. They felt that school was an adult world dominated by adult opinion. Teacher educators, teachers, administrators, and other stakeholders can learn a great deal about teaching and learning by listening to student voices (Corbett & Wilson, 2002; Dyson, 2006; Graham, 1995; Pissanos & Allison, 1993). According to Dyson (2006), it is critical for these professionals to pay attention to student voices to understand their motivations for involvement in physical activity.

Few research studies in the field of education focus on student voices (Cook-Sather, 2002; Corbett & Wilson, 2002; Dyson, 2006; Erickson & Schultz, 1992; Hale, 2015; MacQuarrie, Murnaghan, & MacLellan, 2008), but recent studies in the field of PE focus on the beliefs, thoughts, and feelings of middle and high school students (Carlson, 1995; Cothran & Ennis, 1999, 2001; Dyson et al., 2009; Ennis et al., 1997; Gibbons & Humbert, 2008; Hunter, 2002; Lineham, 2003; Oliver, Hamzeh, & McCaughtry, 2009). Unlike previous studies, this study focused on understanding experiences of university students based on the time that they were in high school. The intent of this research was to gain insightful knowledge about urban teaching and learning through retrospective examination of secondary school student voices on the subject of PE. The purpose of this study was to understand university students' experiences through their reflective voices on urban school PE. First-year, first-semester students who self-enrolled in a mandatory college PE course were chosen because of their proximity of having just completed their PE

program in high school. Many participants in this study had just had PE in either their junior or senior year of high school.

The researchers used social cognitive theory to guide their understanding of university students' reflections on their high school PE program. According to this theory, a person's judgment influences his or her social behavior (Bandura, 2004; Young, Plotnikoff, Collins, Callister, & Morgan, 2014). This is rooted in Bandura's (1986, 2000) work on self-efficacy, emphasizing a person's judgments on his or her capabilities. Self-efficacy centers on an "individual's judgment of his or her capabilities to perform a certain action" (Block, Taliaferro, Harris, & Krause, 2010, p. 44). Understanding students' reflective experiences might reveal novel ideas and interactions associated with PE, which might inform program improvement or modification.

This study is significant and will add new content to the literature on student experiences in high school PE. This study also provides new insights and suggestions for revision of K–12 urban curriculum programs, creation of culturally and socially responsive teaching, and selection of excellent teaching strategies and usage of best practices evident from participants' experiences. Student voice research is paramount, and this study adds to its importance in the field of PE.

Method

Context of the Study

This study was conducted at a university in the southeastern United States. The participants were first-year college students enrolled in a PE course who had attended an urban high school. The students were asked questions on reflection, which focused on high school PE programs and experiences.

Research Design

The overall research design was based on qualitative, open-ended, semistructured interviews (Giorgi, 2007). Using qualitative research allows the "researcher to establish meanings of a phenomenon from the view of participants" (Creswell, 2009, p. 16), which allows participants to show how "their social experiences are given meaning" (Denzin & Lincoln, 2005, p. 10). The interview method is a powerful way to gather information that informs human behavior (Fontana & Frey, 2005). See the Appendix for the interview guide. While con-

ducting the interviews, the researcher modified the questions as needed with the participants' responses, but in general tried to follow the questions in order.

Data Collection

After obtaining institutional review board approval and informed consent, the researcher interviewed 16 university students enrolled in their first year in their first semester in a basic PE course, for approximately 30 to 45 min and focused specifically on their urban high school PE experiences, eliciting rich and detailed experiences.

The research questions guiding this study were as follows:

1. What were first-year college students' experiences of their urban high school PE program?
2. What critical incidents stood out for students about their urban high school PE program?
 - a. What do students recollect about the high school PE curriculum? What did they find valuable? What would they prefer eliminated?
 - b. What were students' experiences of the instructional strategies? Which ones stand out as being useful or effective? Which ones were negatively experienced?

Participants

The individuals in this study were undergraduate first-year students at a southeastern university who were enrolled in a basic PE activity class during the fall of 2013 and who had taken at least one PE class in an urban high school setting. All 16 participants had taken one PE course in high school, and two of the 16 participants had taken more than one PE course in high school. The participants were required to take a PE class in college once during their 4 years to meet graduation requirements. However, the participants had self-enrolled in a PE class in college in their first semester of their first year. First-year or freshman students at university were chosen because of their proximity to having completed high school PE. Many participants had completed their high school PE requirement in their last 2 years of high school, so they were reflecting on their recent PE experiences in the interviews occurring in their first semester of college. The participants were between 18 and 25 years old; males and females participated in the study. Pseudonyms were

used for the participants to ensure confidentiality. See Table 1 for demographics of the participants.

Table 1
Participant Demographics

Pseudonym	Gender	Race	PE class in college	# of PE courses in high school and most recent school year taken
Callie	Female	Caucasian	Beg Volleyball	1-senior
Chris	Female	Caucasian	Beg Volleyball	1-junior
Sylvia	Female	Caucasian	Beg Volleyball	1-senior
Juliet	Female	Caucasian	Beg Volleyball	2-senior
Emily	Female	Caucasian	Beg Volleyball	1-junior
Zane	Male	Caucasian	Beg Tennis	2-senior
Sally	Female	Hispanic	Beg Tennis	1-junior
Sandy	Female	Caucasian	Intermediate Tennis	1-senior
Jamie	Male	Caucasian	Beg Racquetball	1-senior
Amber	Female	Hispanic	Beg Racquetball	1-senior
John	Male	Caucasian	Basketball	1-senior
Stacy	Female	African American	Badminton	1-sophomore
Diamond	Female	Asian	FFL Jogging	1-senior
Hannah	Female	Caucasian	FFL Jogging	1-senior
Dale	Female	Caucasian	FFL Swimming	2-junior
Johann	Male	Caucasian	Weight Training	1-senior

Data Analysis

The researcher recorded, transcribed, and analyzed the interviews for emerging themes (Glaser & Strauss, 1967). Specifically, the researcher audio-recorded, transcribed (Saldana, 2009), and stored the interviews on a personal computer and flash drive to ensure that they were protected until completion of the research. The researcher used Saldana’s (2009) work on comparing similarities and differences in participants’ experiences to analyze the data from this study. The researcher first coded the data, then organized the data into categories, and finally arranged the data into themes; however,

a second researcher then analyzed the themes to verify accuracy (Preissle, 2008). The themes emerging from this study were determined through LeCompte's (2000) work on students' experiences in urban high school PE. The researchers wanted to give voice to each of those students and understand their previous experiences. The researchers then drew conclusions from the data provided.

Findings

This research study was designed to give voice to former urban high school students reflecting on their PE program. The major themes that emerged focused on (1) reflections on mandated school curriculum in PE and (2) teacher methods of content delivery. Under these themes, several subthemes emerged from the transcribed interview data.

Students' Reflections on Mandated School Curriculum in PE

The curriculum consists of the entire experience that occurs within the school walls, as well as students' experiences, and includes various subjects offered through the school curriculum (Ennis, 1995). This section directly answers Research Question 2a: What do students recollect about the high school PE curriculum? What did they find valuable? What would they prefer eliminated? The findings center on the subthemes of (1) variety of nontraditional sports, (2) superficial coverage of sports content, (3) curricular expansion of PE courses, and (4) student-centered curriculum.

Variety of nontraditional sports. The traditional sports of basketball, volleyball, and running often dominate PE classes (Corbett & Wilson, 2002); however, students often prefer to engage in nontraditional sports. Students in this study wanted variety in the courses they were taught and sought diversity in their PE subjects, games, sports, and activities. Sylvia explained, "I would like those games and even like some more nontraditional games like more real ones like, for example, badminton." Sylvia also mentioned that she was interested in taking an outdoor adventure class in high school. Sandy stated that she "wanted something that most of us hadn't gotten to do before or something that most people haven't really heard of—that kind of sport." Dale wanted "different kinds of sports," and she specifically mentioned swimming and Frisbee as desired classes, stating that her school "didn't have [many] options; my school offered

maybe like one or two [PE classes].” Clearly, based on the participants’ words, they desired variety in the courses they were taught and sought varied experiences.

Superficial coverage of sports content. Traditionally in PE, multiple traditional sports are covered in one semester (Corbett & Wilson, 2002). Not only did students want a variety of nontraditional sports offered, but they also wanted an in-depth focus on one traditional sport versus a survey of many traditional sports offered in PE classes. Amber and Jamie wished that their high school PE classes focused on specific sports instead of an overview of many sports. Stacy wished soccer and track and field were offered, stating that they “played basketball all the time, we would switch to other sports, but that would basically be it.” Zane wanted a softball class and a wider variety of PE activities. Sandy was tired of the same sports over and over and wanted variety. She said,

I think people get discouraged when it’s the same sports over and over that are encouraged; you feel that if you don’t play that sport, then yours isn’t important or you shouldn’t have to play it, and I think that all sports should be recognized in a PE class; you should be able to learn about them and practice them so you know if, hey, maybe I wanted to play this, I could take lessons or I could do something else.

Curricular expansion of PE courses. Students often asked for more PE than the required time or semester and wished their school offered more choices, longer times, and allowed them to take PE in more semesters. John wished for two health classes instead of the one mandatory class. Diamond wished that more PE classes were required. She stated,

If the PE was longer [meaning more exposure to physical activities], I feel like more students would want exercise, even outside of class . . . If the class was a year long, I feel like the results would be a lot more and students would be a lot more motivated . . . because after, like, the semester, I didn’t really do, like, the mile run and all that stuff. I did, like, fun stuff outside of school, but nothing in school. Maybe if they made it a year or something like that. I know I’m saying it. If I was, like, a student and someone said that to me, I’d be like,

“Shut up. I just want it a semester.” I guess a year would be better. Extending it. The best thing I can think of.

Sally wished her high school had more options for PE. She said, “I guess they could have had more options but like in college how they have, like, tennis class and other classes.” Dale said, “I disliked how short it was. I kind of wish it could’ve been a little bit longer,” and “I feel like high school should have PE every year, every day.” Chris said,

I feel like it should be required in more than one semester, because one semester in four years, that’s negligible. That’s nothing compared to all the other classes you are taking. I don’t know. I feel like it should be required to at least have two because the more it is involved in your life, the more it becomes part of your life, everyday type of thing. I wouldn’t say every day of the week, just three days of the week because the more you do it, the less fun it is. If you have it in smaller dosages, it’s better. But if it’s an hour long every day, you don’t look forward to it. But longer period of time, keep it within intervals. That’s what I would suggest.

Student-centered curriculum. There are typically two types of curricula: teacher driven and student centered (Ennis, 1995). In a teacher-driven curriculum in PE, the teacher determines what to teach, when to teach it, how to teach it, and what sports and activities to teach. In most PE programs, the focus is on what the teacher wants to teach or what the teacher was told to teach (Ennis, 1995), but students often want a voice in what they learn and do in PE. A student-centered curriculum focuses on what the students want, need, and desire. Participants repeatedly stated that they wished for PE courses they desired and sports and activities that had meaning for them. Chris also wished her school had more PE options and expanded on this idea:

For me, I feel like they could have had more options for us to be able to choose what’s best. I don’t know, maybe for, this sounds terrible, but it may be [good] for us to have more say in what we do, like what sport do you all want to

learn. I know that's hard with a class to have a majority and everything. Not everyone is going to be happy, but that even gives more incentive. If I want to learn to play tennis, and we are learning tennis, I'm actually going to put effort into learning how to do it correctly and everything. But if it is like we are doing this, it's like, I don't like basketball, and I don't want to play. You only put half your effort in, but I think if we had more options or more choices within the class at least or more say, then I think it would be more enjoyable.

Sandy also stated that it would have been better to have sports that she wanted to learn about rather than the ones she felt forced to do. She wanted a variety of sports offered instead of the one or two sports offered. Sandy explained,

Well some of us, we don't like running the track every day, or we don't want to play racquetball. We want to play something that we thought would be fun, so if they offered, like, more volleyball or they offered tennis or they offered soccer lessons or something else that you got to do, then it would be more enjoyable . . . If you got a choice, you could do the track, you could do Frisbee or throw the football or do something else besides just what you were—that one thing that you were told to do.

Zane said that he thought it would be beneficial for teachers to offer a PE course that meets the students' needs. Amber stated that she wanted to be able to choose a sport and play it, "not be forced to do what the teacher told me to do."

Teacher Methods of Content Delivery

Participants answered questions about their likes and dislikes about their PE program as related to instruction. This section directly answers research question 2b: What were students' experiences of the instructional strategies? Which ones stand out as being useful or effective? Which ones were negatively experienced? The subthemes included (1) organizing for instruction and lesson implementation and (2) the teaching strategies and styles used by the teacher in regard to instruction.

Organizing for instruction and lesson implementation.

Rules, routines, and lesson structure are important in any course; they establish standards and provide order to what can be a chaotic classroom environment. In PE, rules, routines, and structure are especially important because safety is a paramount issue due to the nature of movement activities taught (Graham, 1995). Routines are determined by teachers, and most PE programs are organized the same way, with the students going to locker rooms to change into PE clothes or uniforms, then attendance, then warm-ups or stretching, and then the focus of the day (Graham, 1995). Dale stated:

Okay, so I would leave my other class and go there and we had about 5, 10 minutes to change clothes. Then you go in the weight room, and we would stretch and do just like warm-ups, just so you don't injure yourself. Then we would do exercises.

Another student, Juliet, said: "Well, we did, like, one lap, like, two laps was a warm-up and then whatever sport you were doing." Sandy's class would change in the locker room, go to the track, stretch, and run, and the teacher would write down their times when they were finished. In regard to the structure of the lesson, participants' experiences fell into the categories of (1) structured and organized lessons and (2) a free-for-all without any structure.

Some teachers provided a well-planned-out and organized lesson with structure and order. Juliet's class, for example, was structured. She explained, "We would run, have a few drills, maybe, like, high knees or, like, butt kicks and then . . . get on teams and scrimmage or just do, like, basic drills for that sport." In Johann's class, the teacher was "very official" and "wrote everything down, timed you, and then he graded you. You actually had to do some stuff. It wasn't just show up and dress out and you get an A." Johann expounded, "The teacher had structured, organized lessons for not only the lecture part but also for the activities; he would write it on the board." At Chris's school, the students would change and then everything was organized from start to finish:

Then you would do about 10 minutes of warm-up, so it leaves, like, 25 minutes to actually play, but then they usually do five-minute intro if we are learning about a specific aspect

of a sport or introducing the sport in general. Then we do some drills about it, like, that specific thing, skill that we are learning and then normally I would try to play a game using the skills that we learned . . . No, it wasn't like, "All right, you guys can do this," it was like, "All right, today we are going to play dodge ball." We would all play dodge ball or, like, this is a fun day, but we are all going to do the same thing. It wasn't a free-for-all. We were all specifically told what to do.

Unfortunately, some teachers did not provide planned-out or organized lessons and typically let the students do what they wanted. In many instances, class became a free period, and according to Sylvia, the teachers "rolled out the balls." In Emily's class, the teacher provided the equipment and let them do what they wanted. Emily said, "So it wasn't, like, organized like, 'here's what we're going to do today.' It was like, 'here's a bucket of balls.'" In Sylvia's experience, "Some days they would just get a whole bag or bucket or cart full of balls, and if we were in the gym, we could grab whatever basketball or soccer ball or bouncy ball and just kind of play around." With no structure, often little teaching occurred. Sandy said her class was "disorganized," and she stated,

If you would just do your work in class, it would take, like, 10 minutes and you'd be done and you'd just sit there. Or if you were an athlete and you finished your lap, your mile in nine minutes, then you could just do whatever you wanted and you'd just sit there. You'd talk; there wasn't really anything else to do.

Jamie explained, "It was less organized; he was a very relaxed teacher, and he didn't do much, he wasn't very organized, if I'm honest. It wasn't a very structured class." Zane stated, "And if I could describe that in one word, it would be very laid-back, not very much structure. It was just kind of do what you want." Zane said his teachers would disappear to their office after taking roll: "[They] were just kind of like absentees," and he stated,

So that's one thing I wish there was more of is teacher involvement in the class and like more—almost more structure, the teacher kind of makes, the teacher kind of

plans something and then you do it that day and then kind of, maybe if you have time, free-for-all stuff . . . I wanted more structure.

Johann had unstructured free days on Fridays, but the other days of the week were structured. He stated,

I guess one thing I didn't like is on the free days, they just let everyone go. Usually, one group dominated the court. They would let you play, but you wouldn't be fully involved, you would just, like, be on the side. I guess I wish they had a little bit more structure on Fridays, even though it was technically a free day, do whatever you want.

Callie too had a free period after stretching. She said,

We didn't really do that many organized things. They let us loose in the gym, basically every day. I don't know. We would stretch, and then we could just play games. We could play with the volleyball or another game, you know, just anything that we wanted to do, really . . . I'd say very rarely did we have anything that we were supposed to do. I'd say maybe once every two weeks did we ever have a structured lesson plan at all.

Teaching strategies and styles. Every teacher teaches a certain way, often called a style or strategy. Being able to teach the same content in different ways to accommodate different learners is an important tenet of teaching and education (Cothran & Ennis, 2001). This section includes aspects dealing with how teachers taught, teachers not caring or no teaching occurring, use of competition, lack of useful feedback, the presence of the teacher-coach dichotomy, the focus on athletes, and the presence of sexism.

Variety of activities for content delivery and teaching to diversity in skill. Students wanted not only a variety of course offerings, as noted in the previous section about students' reactions to the required curriculum, but also a variety of activities and drills, to avoid, as Sylvia stated, "the monotony of class." Juliet wished her teacher had varied the drills based on skill level instead of making everyone do the same drills. She said,

Umm, maybe, like, split the class up into different levels of skill, but I feel like if he would have done that, it would have been, like, offensive, maybe you can split yourself up and do it, and my school, they would have [been] good at that because everyone is understanding. So if he had let us and then given us different skills accordingly, that would have been good for sure, but making us all do it together just put pressure on the bad people and made the good people annoyed.

Dale wished for her teachers to be more creative. She explained, “Maybe teach it in several different ways because not every person learns the same [way]. They could appropriately explain it and then show you how to do it or show you videos maybe.” Sandy wished for more choices; she wanted the teacher to give the students options of what to do and let them choose their activity. Diamond enjoyed having yoga as a choice in her PE class and thought it was a nice break from the traditional fitness activities such as running and weight lifting. Callie said that her teacher could have varied the lessons to make it more interesting, “but he let people do nothing the whole semester, so he obviously wasn’t doing a great job in that regard.” Johann got tired of receiving the same old information, stating that the teachers had to review the stuff he had already learned, so they could say they went over it, and “I think for the first two weeks I was like so bored because it was all basic stuff we already knew.” Sylvia stated, “Sometimes in our PE class, we’d kind of do, like, similar things all the time, so it would get a little repetitive.” Stacy said her class played basketball all the time, and she wanted different activities. Sylvia, Chris, Amber, Diamond, and Emily wanted variety in skill levels for classes. Sylvia said that the teachers could encourage students with lower skills to play, by dividing the class by skill level and showing the lower skilled players how to play the game. Chris wanted different classes, such as beginner and intermediate volleyball, for different player levels. She said, “Maybe offer different levels of PE for the people who are more athletic.” Emily said:

There could have been, like, two different semesters for a beginner’s class and, like, a more athletic, like, people who were already athletes, like, doing sports. I think that might have been better because then you are with people more in

your same level and it's not, like, as bad as where, like, the show-offs, people who would finish super fast. They would be with people more on their level, too.

Lack of enthusiasm and caring in teachers' content delivery methods. Teachers who show excitement about their teaching and content often send a positive message to their students (Graham, 1995). Some participants believed that their teachers did not care about teaching; they believed their teachers simply wanted a paycheck and did not care about their students. Sandy noted that the teachers in her PE class did not care, seemed as if they had to do a job, and were not enthusiastic. Amber said that her teacher “kind of didn't care.” Emily thought that the teacher did not care about individual students and was insensitive; she wanted the teacher to pay “more attention to the differences in students.” Jamie also had a teacher who did not seem to care. He said,

He didn't really care . . . Honestly, it was a joke. I mean everybody knew that health class was a joke; everybody in our class, on the final, got a 95. I don't even think he graded the tests if I'm honest, I think he just wrote 95 on it, and that was it. Umm, and the weight-lifting class, it was more structured, but it was still—a lot of it was just getting out of actually doing work, it was kind of a free period . . . It did bother me that at least, especially in the health class, that it was so lax and that nobody really cared enough to put time and effort into a class because, as a student, that's one thing that really bothers me . . . if the teacher doesn't care, it's frustrating because after a point you don't care either, and then it's just kind of downhill from there, so that was probably my least favorite thing.

Occasionally students stated that their teachers were not teaching and that often certain teachers would simply let the students do what they wanted. Not only was there no structure in the class or a lesson plan, but also the teacher did not teach them anything. Sandy said that in her PE class “[the teachers] just figured you knew how to do it because in middle school they taught you all that stuff, so they just figured you know how to do it.” Sylvia experienced very little teaching; the teacher often provided the bucket of balls and “kind of just stood there not really helping out much” and “sometimes, I think,

the teachers wouldn't even be in the gym; they'd be doing something else." In Amber's class, the teacher didn't teach anything. She stated, "He was like a paid babysitter or something and . . . I don't know. We didn't learn anything . . . He just kind of sat there . . . He didn't really teach you it. He was just like, 'Okay, here's some organized games, You do that.'" Jamie too experienced limited teaching. He said,

And the running, he didn't really teach us, he just kind of said, run a mile and I will time you. And the weight lifting, if I'm honest, we weren't given any instruction on how to lift weights correctly; he just kind of said go and do. He gave us sheets of what we were supposed to do, but honestly, 90% of the time, we made it up and just kind of sat around and talked . . . But yeah, I mean it was just—it wasn't very engaging, it was just—I mean it was a joke; it was an hour and a half of freedom, an hour of freedom. But yeah, it wasn't the best.

Student learning and teacher feedback. Teacher feedback is important in PE and is an important way for a teacher to let a student know how to improve (Schmidlein et al., 2014). Sally stated that her teacher was really good at giving feedback: "I liked how he gave us a lot of feedback when we were doing, like, weight lifting, you know, exercising in general." Chris's teacher was great at giving feedback, as well. Chris stated, "We had 20 people, so yes definitely if you did it wrong. But, she wouldn't do it in a condescending way. It was just very like, 'Hey, next time, whenever you do that, it's easier if you do it this way.'" John's teacher also provided feedback; he would "say like, Okay, you're making this like a little bit too easy, try to add some weight"; he would give you those little feedback things, or he'd say, "Your form is perfect but one extra thing you can do."

Juliet had two PE teachers, and when asked if her teachers provided feedback, she said she had different experiences. For one teacher, she said, "Not really, no. If you were doing something drastically wrong like a push-up wrong where it's obvious, but if you're playing a sport and you're not good at it, they were basically just like, 'Okay, you're bad,' but they didn't do really anything." Her other teacher "was fine; she was really good at telling you how to fix things . . . she was good at being like, 'Oh, you can improve it by doing this,' and she gave me a lot of help outside of class for stretching and pre-

venting being sore.” Jamie’s teacher would provide feedback in the weight room and correct students if they were doing a lift wrong. Hannah’s teacher provided feedback for weight training, but offered no feedback for sports. Feedback is important in PE courses, and often students have a hard time learning without it. Emily stated that her teacher would demonstrate a skill, but “she never corrected us if we were doing anything wrong or provide feedback or criticism. It was more like you just play with your peers, and that’s how you learned it, I guess.”

Inequity in curriculum implementation. Inequality was present in some PE programs. Some teachers were inequitable toward their students in regard to athleticism and gender. Some PE teachers favored athletic students over nonathletic students and would give them more leniencies, let them do what they wanted more frequently, and were friendlier with them. Sandy experienced her teacher show favoritism toward athletes in her PE class. She explained,

They would focus more on mainly guys especially because of the sport, our school was very football-, basketball-, baseball-oriented, so if you didn’t play those sports you were kind of, not forgotten about, but you weren’t as important as they were to get them through that class. They would, I guess, show favoritism toward the guys; they would give them extra time to turn in stuff, and they would help them out more on tests or on quizzes or worksheets. When we went to the track, they would kind of let them do their own thing; they didn’t really have to do the laps. They could throw the football around, and everyone else had to do it, or they could just sit there and not do anything. So it was kind of like if you weren’t them, then you weren’t important in the class.

Jamie’s teacher was friendly and nice with the baseball players and athletes, but impersonal with other students. Sandy wished her teachers did not show favoritism toward athletes: “They would focus more on people that played their sport . . . and everyone else would just kind of have to do whatever in the class.”

Amber experienced sexism from her teacher. She pointed out that the teacher said, “Oh, girls can’t play football. Why are you on the football team?” Her teacher thought males were better than

females in sports. He would make comments such as “Oh, this guy is going to be so much better than this girl” and “Why is she good at sports if she’s so little?” He also had different rules for males and females: “Like for working out, girls would have certain exercises as opposed to guys who probably had more difficult exercises,” and he would divide up teams based on gender, even though women were better at certain sports than some men. John also experienced sexism from his teacher. He stated,

She was very sexist. Well, obviously men have more of a physical advantage over women, but it came to a point where she said every single guy in the class was not performing the way they should. She expected us to go way above and beyond, and the girls could just sort of relax and do whatever they want. There was one day where—literally—she made all the guys go upstairs and run miles around the track while all the other girls could go downstairs and start playing basketball, and so I don’t know, maybe just a sexist sort of thing . . . other than that you could definitely tell that she favored the girls when it came to talking to them, letting them ease off the intensity of the workouts.

Coach–teacher role conflict and effect on teaching and student learning. In some schools, the PE teachers were also coaches for sports, and the role of coach was more important than the role of teacher, as one student, Sandy, stated:

Umm, I feel like they didn’t really want to do it, but because they were coaches, they had to teach something, and I think that was why they were in there and they were more focused on what they had to do after school for their sport or what their sport needed rather than what the class offered like needed.

Jamie narrated,

It was always taught by coaches from the school, and there wasn’t anybody who really knew exactly what they were doing, if that makes sense; it was just kind of periphery of their coaching job, so it wasn’t like we had somebody who

specifically graduated in PE. It was just kind of like they were a coach, so the high school hired them to do this PE class.

At Zane's school, the PE teachers were coaches and would use the PE class time to go to their office and work on practice and game plans for their sports. He said,

They would kind of, like—they all had their offices and stuff—they would either be meeting with players or stuff that kind of revolved around their sport, making sure that their players were in class and stuff like that. So it was kind of, I'm not saying it was a negative, I mean it was negative that they weren't there, but they weren't, like, sleeping in their office. They were doing stuff that needed to be done, but it's almost like you need two teachers per class: one that does the sport and one that doesn't.

Hannah went to a school where athletics was very important. The school hired coaches to coach and had them teach PE as a side job, but coaching was their priority. The coaches would often disappear from class and leave the students to their own devices. She stated,

I didn't like it when the coaches were preoccupied with their sports, but I understood it because our head coach is hired to be a head coach to the football team and not to be preoccupied with me. It was frustrating sometimes because you wanted their attention, and they were busy with . . . On Fridays, [the coach] was gone. They had a game that night. I understood it, but it was still kind of frustrating . . . Then [the coach] just really had his own office, and sometimes would just . . . He would always be there at the beginning and would give us a write-up on the white board, the workout, and then go and sit in his office and do whatever he did.

Conclusion

This study revealed several student reflections on PE in urban settings. This study shows that students want diversity in course selection, program expansion, and relevance of courses to their lives. The students in this study wanted urban school PE curriculum to incor-

porate student needs and desires and wanted courses to focus on individual sports instead of a survey of multiple sports. Participants wanted activities relevant to their lives; they did not want the teacher to decide what they would do. Students wanted a say in the curriculum. Students felt they should have dance, outdoor activities, and more nontraditional games and activities.

The teachers had control over the organization of instruction, content delivery, and assessment of student learning, with some teachers structuring their classes, setting rules, and developing class routines and others not having structure and displaying limited effective teaching. Student reflections tended to center on teachers' actions; many teachers in this study were thought of as being apathetic and not caring, and many course activities were seen as monotonous. According to the students, some teachers gave positive and corrective feedback, yet others provided little to no feedback. In this study, many teachers showed favoritism toward athletes or athletic students and males, and other teachers (11 of the 16) were too preoccupied with being a head coach and consequently their teaching duties suffered. Often, students felt shortchanged and wished their teachers were engaged in class activities and cared about them or course instruction.

Discussion

Students are the consumers of education, and their perspectives and perceptions could yield valuable insights and information about their attitudes toward physical activity involvement in PE (Prusak, Davis, Pennington, & Wilkinson, 2014). Students' perspectives on their learning and involvement in PE programs could indicate ways to improve education, and this necessitates the focus on student voice research. However, student voice research is rare in education, and students are rarely consulted when decisions are made about curricula or when program evaluation and implementation are under consideration (Dyson, 1995); thus, researchers have recommended that scholars consider student voice research as a valuable source of information (Dyson, 2006; Erikson & Schultz, 1992; Graham, 1995; Prusak et al., 2014).

Two findings in this study did not corroborate previous research studies (Cothran & Ennis, 2001). The majority of students in this study wanted a more in-depth knowledge of specific sports instead

of a survey of many sports and activities. Instead of asking for less PE, students were asking for more. Students expressed that they did not like the 2-week overview of one sport followed by another sport. The participants said that they would have preferred to have a longer and more in-depth overview of one sport and learn it right, and then play it for an extended time before moving on to the next activity. The second finding concerned students' desire for more time in PE. In Prusak et al.'s (2014) study, students in elementary PE suggested adding a greater variety of new activities such as skating, golf, and lacrosse and suggested lengthening PE and holding it more frequently. In this study, students expressed that they wanted not only more than the one required PE course, but also PE to be offered more times per week and at least annually.

Suggested Changes for Reform in Urban PE

Changes to urban PE curriculum need to be made in regard to teacher training and preparation so that teachers are better prepared to teach (Flory & McCaughtry, 2011). Teachers need to develop organizational and managerial skills, focus on student learning, provide positive and corrective feedback, and care about their students (Flory, 2015). They need to focus on their teaching over their coaching, because they were hired to teach, and put more emphasis on student-centered learning by asking students what they want, desire, and need. Teachers need to treat everyone equally and be fair in assessing students (Flory & McCaughtry, 2011).

High school PE has tremendous potential to increase physical activity participation among young adults (Dyson et al., 2009). Changes need to be made to urban PE programs if they are to improve students' quality of life (Schmidlein et al., 2014). Because of the decline in activity levels from high school to college and obesity concerns (American Alliance for Health, Physical Education, Recreation, and Dance [AAHPERD], 2012; Johnson, 1997; Karpati et al., 2004), PE needs the interest and support of researchers, educators, the community, and administrators. There needs to be a desire for more PE in schools. Schools should not continue to cut PE when the budget becomes an issue, and states need to increase the PE requirement to meet student needs (AAHPERD, 2012; Mears, 2008; Perna et al., 2012; U.S. Government Accountability Office, 2012). Overcrowding is also a paramount concern in urban schools, and

administrators should not allow the overcrowding of students in PE, because this limits quality physical activity and student–teacher interaction (Cothran & Ennis, 1999; McKenzie, 2001). The local community and state and federal governments need to provide schools in underprivileged, low socioeconomic areas with extra funding to help them combat the issues of overcrowding, lack of resources, and lack of space, which in turn could improve the learning environment for the students.

Teachers, educators, researchers, and administrators can learn a great deal about teaching and learning by listening to students talk about their experiences. Student voice research in PE is crucial to understanding how to improve PE and to understanding students' motivations for participating in physical activity (Brookins, Petersen, & Brooks, 1997; Corbett & Wilson, 2002; Dyson, 2006; Graham, 1995; Pissanos & Allison, 1993). Researchers have conducted literature reviews on recent urban PE programs (Lackman & Chepyator-Thomson, 2014) and should continue to study ways to improve PE for urban students to improve their experiences, and they need to continue to ask students about their experiences to find out their likes and dislikes to improve their educational experiences. Through studying students' lives, scholars will better understand students' wants and desires, which would enable them to generate ideas and institute actions that could improve learning in PE. If teachers are engaged and have an appealing curriculum, students are likely to be engaged and to find PE enjoyable and useful (Prusak et al., 2014). This leads to positive attitudes toward PE and physical activity among students, which in turn could foster more physical activity involvement outside of class and lead to a positive and healthy lifestyle (Graham, 1995).

Limitations of the Study

One limitation of the study was that students were asked to reflect back on their high school PE experiences, while in college, meaning that some of the students' views could have changed over time, becoming either more negative or more positive. In addition, the experience of being in a PE course in college could have influenced their views; they may enjoy their college PE class more or less than their high school PE class, or they may have better, more engaged, and more enthusiastic teachers in college than in high school. The

researcher sought participants who had recently completed high school PE (in their senior year), but not all participants had completed high school PE in their senior year.

Additionally, the researcher had to take the participants' word as the truth. Participants may have exaggerated for effect or simply not communicated because they felt uncomfortable in the interview setting. The researcher tried to ask similar questions at different times during the interview to verify the participants' statements and tried to make the students feel comfortable in the interview by making it conversational and informal, hoping the students would open up and describe their PE experiences.

Finally, the researcher and one other researcher reviewed all themes and participant statements for accuracy; however, different people can view different statements as different themes. Although the researchers spent many hours reviewing and re-reviewing and agreeing on the themes, other researchers may interpret some themes differently.

Suggestions for Future Research

More research studies are need in urban schools (Lackman & Chepyator-Thomson, 2014). Based on this research, several suggestions can be made, including conducting more student voice research in urban high schools and colleges in PE. Researchers need to conduct student voice research to determine what students want and need from their educational experiences. This study focused on college freshmen at a southeastern university, but it is also important for researchers to obtain perspectives of urban students from different areas of the United States and from different years in school. Furthermore, researchers need to study a wider variety of urban students, such as those not attending college and those attending community colleges.

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Appendix

In-Depth Individual Interview Questions

- Tell me about your K–12 PE experiences.
- What do you enjoy most about PE? Tell me what makes PE fun for you. What aspects of PE are enjoyable to you?
- What did you dislike about PE?
- Tell me about your experiences outside of school in regard to sport and activity during your K–12 years.
- What could your PE teacher have done to make PE a more enjoyable experience? Probes: Activities, teaching styles, student interaction
- What can be done differently in regard to teaching in high school to get students to enroll in more PE classes in high school?
- Tell me about your experiences with sport (intramurals, club, pick-up games in neighborhood, interscholastic, etc.) in high school.
- What PE class are you currently enrolled in?
- Tell me about the process of deciding which college PE class to take. Why did you choose it? What were your reasons for taking it?
- How did your thoughts and experiences in K–12 PE impact your decision to enroll in the basic PE course(s) you selected?
- Tell me about your experiences outside of school in regard to sport and activity during college.
- Tell me about your physical activity level in college.
- What can be done differently in the course offerings/curriculum in college to get you to enroll in more PE classes in college?
- What can be done differently in regard to teaching in college to get you to enroll in more PE classes in college?
- That concludes our interview. Is there anything else you would like to mention or talk about? If not, I would like to thank you for participating in this interview. The information you provided me will be extremely useful to my research. Please feel free to contact me if you have any questions, comments, or concerns pertaining to this interview. Thank you again for your participation.

PEDAGOGY

Unfit to Teach

*Kevin Hunt, Lisa Griffin, Michael Maina,
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Abstract

Purpose: Physical education (PE) teachers appear to have a powerful influential effect on learners in the instructional environment through the manner in which they model those behaviors and practices they espouse. The purpose of this study was to determine if Georgia secondary PE teachers are capable of modeling Healthy Fitness Zone (HFZ) standards, as determined by FitnessGram 9, at a level that secondary students perceive as fit. **Method:** One hundred forty-eight participants (112 males, 36 females) ranging in age from 23 to 55 years ($M = 37$, $SD = 8.5$) were assessed independently using the FitnessGram 9 protocols for Aerobic Capacity via the 20-meter PACER test, Muscular Strength and Endurance via the push-up and curl-up tests, Flexibility via the single leg sit-and-reach test, and Body Composition via the height and weight BMI test. Assessments occurred during the 2015–2016 school year. Participants represented 64 of the 193 state public school districts, including 86 of the 954 secondary schools. **Results:** Males performed significantly below the HFZ in all of the areas, with the exception of upper body muscular strength and endurance. Females scored significantly below the HFZ in the majority of areas, with the exceptions of upper body and abdominal muscular strength and endurance. **Conclusion:** The results of this study indicate that male and female secondary PE teachers within the state of Georgia

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are unable to perform the majority of FitnessGram tests within the HFZ designated for adults—a score of > 17—and are therefore likely to be perceived by students as hypocritical, which thereby undermines their instructional effectiveness.

Social cognitive theory maintains the position that a portion of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions (Bandura, 1986). Physical education (PE) teachers in particular appear to have a powerful influential effect on learners in the instructional environment, through the manner in which they model those behaviors and practices they espouse (Cardinal, 2001; Esslinger, Pyle, Hey, & Manny, 2014; Melville, 1999; Melville & Maddalozzo, 1988; Schunk & Zimmerman, 1998). As such, the National Standards and Guidelines for Physical Education Teacher Education expect teachers to be fitness competent and physically fit to model those espoused messages related to physical fitness (National Association for Sport and Physical Education, 2009). However, past and current data suggest that PE teacher education (PETE) programs are typically underperforming in their initiative to prepare physically fit preservice teachers and that in-service teachers are thereby largely failing to fulfill their position as credible fitness role models in the instructional setting.

Staffo and Stier (2000) found that department chairs in PETE programs “unanimously agreed that PE students seeking teacher certification need to be physically fit” and were “dissatisfied with the fitness levels of their current majors” (p. 51). This point of view is still supported today by researchers such as Kamla, Snyder, Tanner, and Wash (2012), who suggested that “PETE majors are no better role models for physical fitness than non-PETE majors” (p. 20). This notion is further reinforced by the work of La Vine and Ray (2006), who agreed that PETE programs have been too lenient on fitness requirements and that “physical education majors need to be more physically active” to fulfill the functions of their jobs (p. 191). Heidorn (2013) articulates this same message, arguing that “our profession is not consistently demonstrating effective modeling in skill and fitness development among our students” (p. 5).

Yet, despite indications from the field that it may be time for PETE programs to implement fitness accountability measures into

preparation programs, little progress has been made. Staffo and Stier (2000) acknowledged that despite the misgivings of department chairs regarding preservice teacher fitness levels, few of those chairs were invested in working on curricular changes to advance any form of physical fitness assessment within their respective program. This unwillingness of some programs to change is potentially problematic to the field. If PETE programs are truly going to embrace their role of preparing effective educators to combat the growing obesity epidemic in today's youth, then they need to ensure interventions are in place to ensure their teacher candidates are effective fitness role models. As Webster et al. (2014) stated, "Pre-service programs need to carefully think about assessing candidates' fitness and helping candidates improve their fitness as a means to increase their teaching effectiveness" (p. 215).

To initiate such changes, La Vine and Ray (2006) explicitly advocated that the field should be taking broader steps to recruit majors who are convincing role models, thereby implicitly calling for the field to be more selective and exclusionary in regard to poor fitness role models. This position seems to support Staffo and Stier's (2000) message that PETE programs might benefit from introducing fitness testing into course requirements to "cull would-be physical education teachers" who do not adhere to the fitness requirements deemed acceptable of an effective role model "from the departments programs" (p. 51). The addition of fitness requirements to PETE programs may be a viable means of reducing the number of unfit preservice teachers; for instance, Baghurst and Bryant (2012) found fitness testing requirements to be limiting factors that deter unfit, would-be majors from enrolling in PETE programs.

However, if the field is going to move into an era of mandating fitness testing for preprofessionals and holding preservice and in-service teachers accountable for fitness levels, then the justification for doing so needs to be clear. One such prominent rationalization supporting the need for practitioners to be fitness competent revolves around the correlations between physical fitness and content competency. As Webster et al. (2014) found, physical fitness, specifically muscular strength, is an important factor in a teacher's ability to demonstrate skills competently and accurately. Furthermore, the correlation between unfit adult role models and youth obesity is

becoming increasingly clearer. Wilkinson et al. (2014) attributed the significance of a teacher's modeling a healthy lifestyle to the relationship that appears to exist between youth observations of poor role models and youth obesity. Moreover, physically fit teachers tend to be more active instructors. As Conlin (2014) found, middle schoolers perceived active teachers to be proper role models for their ability to participate in warm-ups, demonstrate skills, and participate in gameplay, a perception not afforded to spectator teachers, whose passive instructional style was perceived to be a limitation associated with poor physical fitness. This particular finding is similar to that of Ryan, Fleming, and Maina (2003), who found that middle school students had a tendency to admire the abilities of teachers who were fit and displayed advanced motor skills.

Secondary students' admiration regarding teacher fitness levels appears to relate largely to visible criteria. For this reason, body composition continues to be the most readily identifiable measure of fitness, based on secondary students' perceptions. This is significant because body composition continues to be the weakest area of teacher health-related fitness (Cardinal, 2001; Peterson, Byrne, & Cruz, 2003). Consistently over the years, approximately 30% to 40% of in-service health, physical education, recreation, and dance (HPERD) participants tested in research studies have had an unhealthy percentage of body fat. These visible levels of poor fitness present a significant problem for the field; findings such as those of Dean, Adams, and Comeau (2005) continue to "indicate that the physical appearance of obesity does affect the test scores of secondary students on health-related fitness knowledge" (p. 21). This concept is probably best noted in the seminal 1988 study by Melville and Maddalozzo, in which students instructed by a visibly fit teacher performed better on a cognitive test compared to students receiving the same instructional lesson from the same teacher in a fat suit, whereby the instructor's image was distorted to make him appear obese and unfit. The students in this study further reported the "fit teacher" to be a better role model, a knowledgeable practitioner, and someone whose advice they would follow regarding exercise, and they expressed contrasting opinions to the aforementioned regarding the visibly "unfit teacher." Baghurst and Mwavita (2014) and Garrett and Wrench (2008) have noted similar findings, articu-

lating that unfit teachers are readily identifiable to students based on body composition. Hence the notion that physical appearance and perceived fitness levels of PE teachers are important to student achievement becomes increasingly apparent. Yet, despite this realization that student perceptions of teacher fitness may significantly affect learning, little is currently being done to enhance fitness levels in PETE programs or to remediate in-service teacher fitness levels.

Background

Beginning with the 2011–2012 school year, the Official Code of Georgia § 20-2-777 (Elementary and Secondary Education, 2015) required each school district to conduct an annual fitness assessment program (FitnessGram) for all students in Grades 3 to 12 enrolled in Georgia public school PE classes taught by certified PE teachers. The initiative is a direct response to the escalating obesity epidemic plaguing the state's youth. The focus on fitness testing is designed to remediate consequential behaviors associated with a sedentary lifestyle, in an effort to facilitate more significant engagement with physical activity.

However, if the PE teachers charged with leading the initiative are not modeling healthy fitness lifestyles and are not physically fit, the possibility that the initiative will fail to achieve the desired results will increase. If teachers are not modeling the behaviors they espouse, students could perceive a level of hypocrisy within delivered instructional messages, which could undermine the value of the instructional messages being delivered and thereby hinder the success of the planned remediation strategy (Cardinal, 2001; Dean et al., 2005).

Currently, no data detailing fitness levels of secondary PE teachers within the state of Georgia exist. The purpose of this investigation was to (1) determine fitness levels of practicing secondary PE teachers using the fitness battery FitnessGram 9 and (2) compare those scores against the FitnessGram 9 Healthy Fitness Zone (HFZ) outcome standards for adults. The resulting data provide evidence related to whether remediation strategies need to be implemented to enhance the fitness levels of practicing PE teachers in secondary school settings in Georgia.

Method

Participants and Setting

A power analysis was conducted using GPower to determine the minimum number of participants required for inclusion in the study for findings to be generalizable. With a viable sample size for generalizability determined to be $N > 137$, potential participants from the state of Georgia's total population of current secondary public school PE teachers were then randomly selected using a standard computer selection program. All identified potential participants were contacted through their independent public school e-mail address through an informative contact letter. The contact letter outlined study protocols and procedures, outlined study outcome goals and objectives, and requested voluntary participation. Independent assessor contact information was then provided through a follow-up e-mail to those consenting to participate in the study. Arrangements were then made for testing dates, times, and locations. Initially, 250 potential participants were contacted. Of those, 163 replied, agreeing to participate.

The study team then applied exclusionary criteria to limit participant engagement, for the safety of potential participants with pre-existing medical conditions. Foremost, as is generally compulsory with students participating in FitnessGram testing, each potential adult participant was required to produce confirmation of a current annual physical, which cleared the participant for engagement in fitness-related activities. Furthermore, in conjunction with the physician physical, a medical questionnaire (PARQ) was used to exclude potential participants with cardiorespiratory disease, asthma, and/or other recent injuries and disabilities that could be exacerbated through physical exercise. Finally, accepted voluntary participants were informed that agreement to participate was in no manner binding, and as such, they were free to remove themselves from further engagement in any and all aspects of the study at any time, for any reason. The exclusionary criteria and dropout rate reduced the final participant numbers to 148 (112 males, 36 females). Participants ranged in age from 23 to 55 years ($M = 37$, $SD = 8.5$). Males ranged in age from 25 to 55 years ($M = 38$, $SD = 8.1$) and females ranged in age from 23 to 53 years ($M = 34$, $SD = 9.2$). Participants represented

64 of the 193 state public school districts, including 86 of the 954 secondary schools.

Assessment Procedures

Participants were assessed independently at their own school. However, the assessment team provided the testing instruments to maintain reliability and validity. Equipment such as sit-and-reach boxes, height and weight scales, tape measures for PACER course marking, and FitnessGram cadence audio recordings were calibrated and standardized for testing purposes. During testing sessions, one of five trained researchers facilitated each independent assessment session. The assessment team implemented FitnessGram 9 protocols (Meredith & Welk, 2010) to record reliable and valid data for the five most common tests assessed in Georgia: Aerobic Capacity via the 20-meter PACER test, Muscular Strength and Endurance via the push-up and curl-up tests, Flexibility via the single leg sit-and-reach test, and Body Composition via the height and weight BMI test. Data collection sessions were videotaped for postassessment inter- and intrarater reliability analysis. Two iPad Minis operating Dartfish Express were used for recording each testing session. Data were recorded live using FitnessGram 9 software, whereby each participant's data were coded using a numerical replacement-representation system, which ensured confidentiality. Immediately prior to testing sessions, participants were required to watch a formal prerecorded video demonstration detailing procedures and protocols for each of the five assessed areas, even though they regularly implement the assessment battery and were presumed to be familiar with the assessment procedures, protocols, and inherent risks. Specific attention was provided in the video demonstration to form breaks that were likely to lead to a halt in engagement in specific testing areas. Participants were provided with the opportunity to ask the researchers clarification questions regarding assessment scoring protocols.

Healthy Fitness Zone

This study design was not structured to test the age- and gender-appropriate physical fitness levels of the participating secondary teachers; other measures are more appropriate for this type of assessment. The intent was to determine if Georgia's secondary teachers were performing physically at a level of performance per-

ceived by secondary students as “appropriate” regarding physical fitness. Because secondary students typically struggle with differentiating age-appropriate fitness measures, the majority of secondary students determine “appropriate” fitness to be the standards to which they are personally held accountable. Hence, this study set the HFZ score of > 17 , as defined by FitnessGram measures, as the standard for evaluations of the secondary teachers.

Data Analysis

Testing data were recorded live electronically using FitnessGram 9 software and then transferred into IBM SPSS 22 (Chicago, IL), in which analyses were performed. Descriptive statistics including percentages, means, and standard deviations were generated and represented male and female scores on each of the five fitness tests. Single-sample *t* tests compared the participants’ scores on the five assessed areas to the FitnessGram HFZ standards for adults (> 17) by gender (Meredith & Welk, 2010). The *t* tests were two-tailed, with a .05 level of significance.

During the data collection process, each assessor rescored the first, middle, and final assessment session 2 days after the original scoring. Intrarater reliability was established at $> 99\%$. Furthermore, all five assessors simultaneously rescored a random selection of five recordings from the total number of participants assessed, 2 weeks after the conclusion of the final assessment session. During the rescored session, interrater reliability was established at $> 98\%$.

Results

Descriptive statistics (see Table 1) represent the number and percentage of males and females within their respective groups performing below, at, or above the HFZ standards as stated by FitnessGram for adults. Males performed significantly below the HFZ in all areas, with the exception of upper body muscular strength and endurance. Females scored significantly below the HFZ in the majority of areas, with the exceptions of upper body and abdominal muscular strength and endurance.

Table 1*Descriptive Statistics for FitnessGram Measures by Gender*

Measure by gender	<i>M</i>	<i>SD</i>	HFZ	# ≥ HFZ	% ≥ HFZ
Males (<i>N</i> = 112)					
BMI (ht/wt)	30.04	5.29	< 25.1	24	21
Flexibility (in.)	4.75	1.50	> 8	10	9
PACER (VO ₂ max)	39.05	4.15	> 44.3	13	11
Push-Up (max)	21.00	9.50	> 18	98	88
Curl-Up (max)	22.50	5.50	> 24	33	29
Females (<i>N</i> = 36)					
BMI (ht/wt)	29.56	4.49	< 25.1	8	22
Flexibility (in.)	7.75	2.00	> 12	15	41
PACER (VO ₂ max)	30.36	6.51	> 38.6	4	11
Push-Up (max)	7.50	4.75	> 7	17	47
Curl-Up (max)	18.25	7.75	> 18	16	44

Single-sample *t* tests (see Table 2) compared the mean scores of the male participants on each of the five assessed areas to the HFZ standards for those areas. A significant difference was found on the BMI test, $t(111) = 10.08, p = .000$, whereby the sample mean of 30.04 ($SD = 5.29$) was significantly higher than the HFZ standard for BMI. A significant difference was found on the Flexibility test, $t(111) = -21.09, p = .000$, whereby the sample mean of 4.75 ($SD = 1.50$) was significantly lower than the HFZ standard for flexibility. A significant difference was found on the 20-meter PACER test, $t(111) = -13.39, p = .000$, whereby the sample mean of 39.05 ($SD = 4.15$) was significantly lower than the HFZ standard for VO₂max. A significant difference was found on the Curl-Up test, $t(111) = -2.94, p = .004$, whereby the sample mean of 22.50 ($SD = 5.50$) was significantly lower than the HFZ standard for abdominal muscular strength and endurance. Only on the Push-Up test did males score significantly higher than the HFZ standards, $t(111) = 3.13, p = .002$, with a sample mean of 21.00 ($SD = 9.50$). Hence, male public school PE teachers performed significantly below the adult HFZ in all areas, with the exception of push-ups.

Table 2*Single-Sample t Tests: Participant Scores Versus HFZ Standards*

Measure	Males		Females	
	<i>t</i> (111)	<i>p</i>	<i>t</i> (35)	<i>p</i>
BMI (ht/wt)	10.08	.000	6.09	.000
Flexibility (in.)	-21.09	.000	-12.93	.000
PACER (VO ₂ max)	-13.39	.000	-7.59	.000
Push-Up (max)	3.13	.002	-.68	.503
Curl-Up (max)	-2.94	.004	.22	.829

Single-sample *t* tests (see Table 2) compared the mean scores of the female participants on each of the five assessed areas to the HFZ standards for those areas. A significant difference was found on the BMI test, $t(35) = 6.09$, $p = .000$, whereby the sample mean of 29.56 ($SD = 4.49$) was significantly higher than the HFZ standard for BMI. A significant difference was found on the Flexibility test, $t(35) = -12.93$, $p = .000$, whereby the sample mean of 7.75 ($SD = 2.00$) was significantly lower than the HFZ standard for flexibility. A significant difference was found on the PACER test, $t(35) = -7.59$, $p = .000$, whereby the sample mean of 30.36 ($SD = 6.51$) was significantly lower than the HFZ standard for VO₂max. However, a significant difference was not found on the Push-Up test, $t(35) = -.68$, $p = .503$, whereby the sample mean of 7.50 ($SD = 4.75$) was neither significantly higher nor lower than the HFZ standard for upper body muscular strength and endurance. Nor was a significant difference found on the Curl-Up test, $t(35) = .22$, $p = .829$, whereby the sample mean of 18.25 ($SD = 7.75$) was neither significantly higher nor lower than the HFZ standard for abdominal muscular strength and endurance. Hence, female public school PE teachers performed below the HFZ in the areas of body composition, flexibility, and aerobic capacity, but not abdominal and upper body muscular strength and endurance.

Discussion

Public school PE programs have been called upon to remediate the escalating childhood obesity epidemic plaguing today's youth. A predominant mitigating factor that appears to be limiting the effectiveness of PE programs in altering the current obesity trends asso-

ciated with today's youth is tied to notions advanced within social cognitive theory. Social cognitive theory advances the notion that learners have the tendency to perceive poor role models as hypocrites. Hence, the instructional messages delivered by unfit teachers espousing the benefits of health-related physical fitness are undermined by the teacher's failure to model those principles. As such, based on student positions articulated during focus group interviews, secondary students appear to be less inclined to adhere to the instructional messages being delivered by these instructors and thereby appear to be less inclined to abide by healthy lifestyle choices that will enhance physical fitness levels. For teachers to deliver effective messages related to physical fitness, they need to model those lifestyle choices they espouse.

The results of this study indicate that secondary PE teachers within the state of Georgia are likely unable to perform the majority of FitnessGram tests within the HFZ designated for adults, with a score > 17. As such, it appears that a large population of secondary PE teachers in Georgia are failing to model the healthy fitness lifestyles they espouse in the classroom. The findings in this study are consistent with many of the findings of the aforementioned research, suggesting that health and PE practitioners are not achieving fitness and wellness recommendations across the board and are thereby not fulfilling their duty as role models.

This obvious disconnect between espoused positions and practice with regard to modeling healthy lifestyle practices requires immediate attention for remediation. To bridge this disconnect, schools and professionals in the field must place some form of accountability upon practicing teachers. It is paramount that school administration establish and enforce measures to hold teachers accountable for maintaining acceptable levels of physical fitness. Anymore continued failure on the part of the profession to hold teachers accountable is unacceptable.

Follow-Up Study

As this was an initial study into the practical fitness abilities of a large-scale population, further studies need to explore in-service teacher fitness levels. Furthermore, more research could deconstruct the correlations between teacher role-modeling ability and student performance, particularly those relationships between teacher

role-modeling abilities and student perceptions of instructional credibility. For that reason, the follow-up study implemented semi-structured focus group interviews to students in three randomly selected classes, at each of 22 randomly selected schools, from the original sites assessed. The students were specifically asked, (1) What kind of shape (physically) would you say your teacher is in today? (2) Does the physical shape your teacher is in matter to you? (3) Do you think the information your teacher provides you related to health and fitness is accurate and/or useful? (4) What could your teacher do better to promote a healthy and fit atmosphere in your classes? (5) Do you follow your teacher's advice and instruction as it relates to eating healthy and staying active? A follow-up manuscript will present these results and compare student responses regarding those teachers within this study who were defined as "fit" and "unfit" based on their performance on the FitnessGram battery.

Limitations

All of the scores recorded are reflective of secondary teachers who were willing to participate. Hence, it is possible that these scores reflect the high end of fitness levels of practicing teachers in Georgia. Moreover, the number of voluntary female participants was far fewer than that of voluntary male participants. Thus, female scores may be less indicative of population mean scores than were male scores on individual assessment batteries.

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SPECIAL EDUCATION

Satisfaction of Parents of Children With Autism Spectrum Disorder Toward Physical Education Teachers

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Abstract

This study explored the satisfaction of parents of children with autism spectrum disorder (ASD) toward physical education/adapted physical education (PE/APE) teachers using the Parent Perceptions Toward Adapted Physical Education Teachers (PPTAPET) survey (Columna, Cook, Foley, & Bailey, 2014) and examined the influence of related variables. Forty-one parents completed the PPTAPET. Most parents were satisfied or strongly satisfied regarding items associated with communication ($n = 23$, 56%), qualification ($n = 23$, 56%), and rapport ($n = 25$, 61%) subtests. Instructional placement of the child was correlated with communication ($p = .012$), qualification ($p = .015$), and rapport ($p = .009$). In addition, parents reported lower satisfaction in communication ($p = .009$), qualification ($p = .017$), and rapport ($p = .011$) when their child was educated in fully inclusive PE/APE compared to non-fully inclusive PE/APE. These results suggest that teachers should account for parent satisfaction when making decisions for instructional placements for children with ASD. More research is suggested to further analyze the satisfaction of parents of children with ASD.

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For all children, physical activity (PA) is an important element to promote and maintain health, fitness, and well-being. Developing a physically active lifestyle at an early age has been recommended to decrease the chances of developing health-related issues (e.g., obesity, anxiety, and depression) throughout the life span (Sothorn, Loftin, Suskind, Udall, & Blecker, 1999). However, children with autism spectrum disorder (ASD) tend to participate in less PA compared to their typically developing peers (e.g., Pan & Frey, 2005; Tyler, Macdonald, & Menear, 2014). Specifically, Curtin, Anderson, Must, and Bandini (2010), in a nationally representative study in the United States, indicated that the prevalence of obesity in children with ASD was 30.4%, compared to 23.6% for children without ASD. More recently, Phillips et al. (2014) examined a national sample of adolescents with ASD in the United States and found that 31.8% of them were obese. Because children with ASD tend to be more sedentary, they are also more likely to experience health-related issues such as higher rates of obesity and lower fitness levels than their typically developing peers (Curtin et al., 2010; Srinivasan, Pescatello, & Bhat, 2014; Tyler et al., 2014).

For children with ASD, deficiencies in social-communication and motor domains may negatively influence PA levels and in turn increase health-related issues such as obesity (e.g., Srinivasan et al., 2014). Fortunately, research suggests that children with ASD who participate regularly in PA can decrease their chances of developing childhood obesity (Rimmer, Rowland, & Yamaki, 2007). School-based physical education (PE) and adapted physical education (APE) programs are the most likely environments for students with disabilities, including those with ASD, to participate in and learn about PA (Pan, Frey, Bar-Or, & Longmuir, 2005). In the United States, PE/APE must be made available as part of special education for students with disabilities as per Public Law 108-446, also known as the Individuals With Disabilities Education Improvement Act (IDEA). Furthermore, IDEA stipulates that instruction should be adapted to meet students' unique needs when necessary. According to regulations associated with IDEA (Office of Special Education and Rehabilitative Services, 2006), PE/APE is a means to develop students' physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, individual and group games, and sports to maintain a physically active and healthy lifestyle.

IDEA requires that special education services, including PE/APE, be conducted in the least restrictive environment (Winnick, 2011). That is, students with disabilities are to be educated in instructional placements with students without disabilities to the maximum extent appropriate, and special classes (e.g., separate schooling or the removal of children with disabilities from general education environments) occur only when the nature or severity of the disability is such that education in general education classes (with aids and services) cannot be achieved satisfactorily (Block & Krebs, 1992; Winnick, 2011). Furthermore, IDEA mandates that public agencies (i.e., schools) ensure the availability of a continuum of alternative instructional placements to meet the needs of children with disabilities, including in PE/APE (Block & Krebs, 1992; Education of Handicapped Children, 1977). Examples of instructional placements that are typically offered for PE/APE services along this continuum include (a) full-time individualized classes, (b) full-time separate classes with peers with disabilities, (c) part-time inclusion classes, and (d) full-time inclusion classes (Winnick, 2011).

Of the typically available instructional placements, most students with disabilities (92% of elementary-aged and 88% of secondary-aged) in the United States currently receive PE/APE services in classes with peers without disabilities (e.g., Hodge, Lieberman, & Murata, 2012). Furthermore, the percentage of students with disabilities spending 80% or more of their school day in classes with typically developing peers exceeded 60% in 2012 (U.S. Department of Education, 2014). The literature suggests that education in properly implemented inclusive PE/APE environments can positively affect social skills, attitudes, and awareness for all students involved (Grenier, Collins, Wright, & Kearns, 2014; Lieberman & Houston-Wilson, 2009). However, potential issues related to poorly conceptualized inclusive PE/APE, such as students with disabilities being bullied and experiencing social isolation, are prevalent (Haegele & Sutherland, 2015). As with most educational practices, properly implemented inclusive practices tend to yield positive effects, whereas poorly implemented practices will likely produce adverse effects (Lieberman & Houston-Wilson, 2009).

Ideally, educational placement is determined on an individual, case-by-case basis, based on assessments and decisions made by experts and family members and is ultimately linked to the stu-

dent's individualized education plan (IEP; Block, 1999). According to IDEA, parents of children with disabilities are equal members of their child's education team and are entitled to participate in planning and decision-making processes for their child's education (Turnbull, Turnbull, Erwin, & Soodak, 2006). Yet, although parent involvement in special education services is regarded as essential and can produce positive outcomes such as better problem solving and quality communication (Turnbull et al., 2006), parents of children with ASD often have communication issues with their child's school (Feinberg & Vacca, 2000; White, 2014). For example, White (2014) analyzed electronic summaries of complaints made by parents of children with ASD in special education systems from 2004 to 2009, finding that parents typically expressed dissatisfaction with IEP meetings, staff qualifications, and parent participation. White argued that infrequent and unclear communication was a key barrier in parent-school conflict, which contributed to parent dissatisfaction with special education services.

Few studies have explored parent satisfaction specifically focusing on PE/APE for children with disabilities. In a related study, An and Hodge (2013) explored the experiences and meaning of parent involvement in PE/APE from the perspectives of parents of children with developmental disabilities. They suggested that relationships between PE/APE professionals and parents in their study were underdeveloped in general and that further effort is needed to promote PA outside of schools, similar to findings in special education (An & Hodge, 2013). Columna et al. (2008) echoed this sentiment from the perspective of Hispanic parents, who also highlighted the necessity for better parent-teacher communication and collaboration and for parent involvement in PE/APE.

Although researchers have begun to explore the perspectives of parents of children with ASD, more research is needed to understand fully their satisfaction or dissatisfaction toward PE/APE. Because of the global increase in diagnosed cases of ASD, and because of the high likelihood of physical inactivity and obesity for this population, it is essential for schools to develop and provide high-quality PE/APE programs for these children. In many cases, parents act as a

catalyst for developing effective programs by providing individualized information about their child and directions to improve those experiences. Researchers have not yet explored a number of educational considerations, such as instructional placements (e.g., inclusion), that may influence parents' satisfaction with their child's PE/APE program and teachers. Therefore, the purposes of this study were to (a) determine the satisfaction of parents of children with ASD toward PE/APE teachers and (b) explore relationships between child demographic (e.g., age) and school-based (e.g., instructional placement) variables and parents' satisfaction levels. In this article, the term *PE/APE* is used because, as noted by Columna, Cook, Foley, and Bailey (2014), *adapted physical education (APE) teacher* is not a term used in all contexts or countries, and the intention of this study was to be inclusive of PE teachers who also provide services to children with ASD.

Method

Participant Recruitment Procedures

A convenience sample of this study comprised 144 parents of children with ASD. The institutional review board reviewed and approved all participant recruitment procedures. E-mail addresses of prospective study participants were obtained through a parent support group and a university program servicing children with ASD in the southern United States. An introductory e-mail was sent to the parents with a website link to an electronic survey hosted on Google Forms. At this time, participants were encouraged to respond to investigator e-mails if they no longer wanted to be included in the study (i.e., receive e-mails). A reminder e-mail with the link was sent a week later, and this process was repeated three times over 4 weeks. Of 144 potential participants who were initially contacted, 18 were excluded because their e-mail addresses were no longer active. Two weeks after the final e-mail was sent, data were downloaded from the Google Forms platform and the link was deleted. Of the 126 viable participants, 41 (33%) completed the survey. Table 1 describes the demographic information of the participants.

Table 1

Frequency of Responses for the PPTAPET Across the Demographic Survey Items

Demographic survey items	Communication			Qualification			Rapport		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Child's Age in Years									
3-4 (<i>n</i> = 3)	1	0	2	1	0	2	1	0	2
5-10 (<i>n</i> = 19)	4	6	9	4	6	9	0	8	11
11-13 (<i>n</i> = 12)	3	1	8	1	3	8	1	2	9
14-17 (<i>n</i> = 4)	1	0	3	2	0	2	0	1	3
18+ (<i>n</i> = 3)	1	1	1	0	1	2	1	0	2
Child's Gender									
Male (<i>n</i> = 33)	7	7	19	7	7	19	2	10	21
Female (<i>n</i> = 8)	3	1	4	1	3	4	1	1	6
Child's Placement									
Fully Inclusive (<i>n</i> = 15)	6	4	5	5	6	4	1	8	6
Non-Fully Inclusive (<i>n</i> = 26)	4	4	18	3	4	19	2	3	21

Note. Agree includes responses of *strongly agree* and *agree*, and disagree includes responses of *strongly disagree* and *disagree*.

Instrumentation

The Parent Perceptions Toward Adapted Physical Education Teachers (PPTAPET) survey (Columna et al., 2014) was selected as the instrument for measuring participants' responses associated with their satisfaction toward PE/APE. The PPTAPET was developed and validated to assess parents' perceptions of PE/APE teachers working with children with ASD, in the areas of (a) teacher qualification, (b) parent and teacher rapport, and (c) communication skills. The PPTAPET is a valid and reliable scale, with established alpha values of 0.89 (communication), 0.89 (qualification), and 0.92 (rapport) and calculated split-half reliability of the scale of $r = 0.90$ based on the Spearman Brown Prophecy formula. (Columna et al., 2014). The survey uses 12 items related to communication with the parents (four items), teacher knowledge (four items), and parent-teacher rapport (four items). For example, the first question for communi-

cation stated, *I am satisfied with the frequency in which I communicate with my child's APE/PE teacher*; the first question for teacher qualification stated, *I feel the APE/PE teacher is qualified to instruct children with autism*; and the first question for parent-teacher rapport stated, *The APE/PE teacher shows a willingness to learn more about my child's needs*. The parents rated their level of satisfaction on a 5-point Likert-scale design.

In addition to the PPTAPET survey, participants answered a demographic survey. Child information obtained included age, gender, verbal communication, and challenging behaviors. The demographic survey also asked parents about their child's instructional placement in PE/APE, with four options: (a) fully inclusive (always with peers without disabilities), (b) partially inclusive (sometimes with peers without disabilities), (c) segregated (usually with other peers with disabilities), and (d) individualized (educated in 1:1 environments).

Research Design

This study used a cross-sectional survey research design. This survey method permitted access to parents of children with ASD for data collection purposes. Administration of the study's satisfaction survey with accompanying demographic questionnaire allowed the researchers to collect and analyze data from the participants in a manageable and economically feasible manner. The researchers were aware of the limitations of cross-sectional survey designs, namely that it is difficult to select samples that truly represent groups of individuals and to select samples at different levels that are comparable on relevant variables (Gay, Mills, & Airasian, 2006).

Data Analysis

Data analyses consisted of descriptive and inferential statistics. First, the participants' demographic data were analyzed with descriptive statistics. The percentage and frequency of demographic survey items were calculated for each section of the PPTAPET. Next, Kendall's tau rank correlation coefficients determined if significant relationships existed between PPTAPET scores and the child demographic and school-based variables. For these analyses, the 5-point Likert scale of the PPTAPET was condensed to three categories, (a) disagree (strongly disagree + disagree), (b) neutral, and (c) agree

(strongly agree + agree), and child's PE/APE options were categorized into two categories, (a) fully inclusive and (b) non-fully inclusive (i.e., partially inclusive, segregated, or individualized). SPSS 22.0 was used for analyses. Statistical significance was set at the .05 level.

Results

Descriptive statistics from the PPTAPET survey revealed that most parents either agreed or strongly agreed regarding items related to communication ($n = 23$, 56%), qualification ($n = 23$, 56%), and rapport ($n = 25$, 61%) subtests. Table 1 displays the frequency of responses by parents for each subtest by child demographic and school-based information, respectively. For items regarding severity of ASD, most parents reported that their child verbally communicates ($n = 31$, 75.6%) and engages in some degree of challenging behaviors once a week ($n = 8$, 19.5%), once a day ($n = 12$, 29%), or multiple times per day ($n = 14$, 34%).

The Kendall's tau rank correlation coefficient ($p < .05$) showed a significant relationship between child's PE placement and communication ($\tau = .344$, $p = .012$), qualification ($\tau = .332$, $p = .015$), and rapport ($\tau = .361$, $p = .009$). In further analyses for the placement variables, independent t tests ($p < .05$) determined differences between two placement options (fully inclusive and non-fully inclusive) and satisfaction scores. The results confirmed significant mean score differences between the two placement options across each of the PPTAPET subscales. More specifically, significant differences were found across the two placement options in mean parent satisfaction scores with communication, $t(39) = -2.74$, $p = .009$; qualification, $t(39) = -2.50$, $p = .017$; and rapport, $t(39) = -2.66$, $p = .011$. Table 2 shows the results of inferential statistics for the PPTAPET subscales based on placement.

Discussion

This study examined the satisfaction of parents of children with ASD toward PE/APE teachers. For the most part, parents reported being either satisfied (i.e., satisfied or strongly satisfied) or neutral in regard to each aspect of the PPTAPET survey. This tendency demonstrates that parents are likely to be satisfied with the rapport, communications, and qualifications of their child's PE/APE teacher. In general, parents of children with ASD in this study perceived some

Table 2

Mean, Correlations, and t-Test Results for the PPTAPET Subsets Based on Placement

PPTAPET subtest	Placement		Correlations		<i>t</i> test	
	Fully inclusive (<i>n</i> = 15) scores <i>M</i> (<i>SD</i>)	Non-fully inclusive (<i>n</i> = 26) scores <i>M</i> (<i>SD</i>)	τ	<i>p</i>	<i>t</i> (39)	<i>p</i>
Communication	11.3 (\pm 4.2)	14.7 (\pm 3.9)	.344	.012	-2.74	.009
Qualification	11.8 (\pm 3.4)	15.0 (\pm 4.2)	.332	.015	-2.50	.017
Rapport	13.4 (\pm 3.1)	16.5 (\pm 3.7)	.361	.009	-2.66	.011

issues that have been discussed in previous research, such as communication issues between parents and PE/APE teachers (Lieberman, James, & Ludwa, 2004; Perkins, Columna, Lieberman, & Bailey, 2013), to be less problematic. Still, however, 24% of the parents in this study reported dissatisfaction with communication.

In addition to exploring the satisfaction of parents of children with ASD, this study also attempted to examine the relationships between the satisfaction and child demographic and educational variables. The child's PE/APE placement was the sole variable that was significantly correlated with parent satisfaction; parents in this study were more likely to report being satisfied when their child was educated in a non-fully inclusive setting, rather than an inclusive PE/APE setting. Also, the *t* tests revealed significant differences in the satisfaction scores across instructional settings. This finding is particularly interesting because advocates (particularly those in APE) have recently helped shift experiences in PE/APE from mostly segregated to predominantly inclusive, in which those with and without disabilities are educated in the same environment (Block, 1999; Hodge et al., 2012). Although inclusion has gained global acceptance (Block, 1999; Fitzgerald, 2006), it is still unknown whether an inclusive PE/APE setting is the best option for students with disabilities, including those with ASD.

For a number of reasons, parents may be less satisfied with their child's PE/APE teachers when their child is educated in an inclusive environment. For example, insufficient or unclear communication

can leave parents feeling unaware of what their child is learning in PE/APE and make parents feel unable to share their own ideas for programming with teachers (Columna et al., 2014). As reported in previous studies (An & Hodge, 2013; Columna et al., 2008; Perkins et al., 2013), lack of communication, as commonly expressed by parents of children with disabilities who are educated in inclusive instructional settings, can influence parents' satisfaction with their rapport and communication with their child's PE/APE teachers. Approximately 24% of parents in this study expressed that communication was an issue. One reason PE/APE teachers may not be able to communicate more consistently with parents is a lack of time. Specifically, although PE/APE teachers view fully inclusive classes as admirable, they report that students with disabilities need more of the teacher's time to receive the best possible educational experience in inclusive settings (Hodge, Ammah, Casebolt, LaMaster, & O'Sullivan, 2004). Because of the time needed to plan for and execute appropriate educational experiences, PE/APE teachers may have less time to actively communicate with parents.

Other results of this study were somewhat surprising. In particular, parent satisfaction, especially toward communication, was expected to show different tendencies across different age bands of children. The logic behind this assumption was derived from the child's transition planning years. According to IDEA, beginning at age 16 (unless otherwise specified by state regulations), a statement of transition is developed and added to each student's IEP. At this time, every educational area in special education (including PE/APE) begins looking at what the student needs to be successful in his or her community. During this time, parent communication is critical to the success of the transition program. However, results from this study did not demonstrate a significant correlation between satisfaction of parents and age of child. A future study should more closely explore the satisfaction of parents in relation to grade level instead of child's age.

Limitations

This first study of its kind provided new insights into satisfaction of parents of children with ASD toward PE/APE teachers. At the same time, however, it has a number of limitations. First, the participants were selected from one region (i.e., southern) in the United

States and were predominantly Caucasian. Statistically, therefore, the findings are not generalizable to parents of children with ASD in other regions or of other races/ethnicities. Furthermore, the number of participants was relatively small, which further affects generalizability. The sampling procedure of this study also affects the generalizability of the findings. Because this study utilized a convenience sample, it is unlikely that it is representative of the entire population of parents of children with ASD (Fraenkel, Wallen, & Hyun, 2012). However, because of the nature of conducting research with unique populations (e.g., those with disabilities), convenience sampling is common in adapted PA-related research (Haegele & Porretta, 2015; Karkaletsis, Skordilis, Evaggelinou, Grammatopoulou, & Spanaki, 2012). Further research is necessary to explore relationships and central tendencies in larger samples of parents of children with ASD.

Second, ASD, being a spectrum disorder, presents in many forms. Therefore, the thinking and learning abilities of individuals with ASD can range from gifted to severely impaired. It is reasonable to suggest that the severity of ASD can influence the satisfaction of parents toward educational services, such as PE. However, in this study, despite some of the items asking about communication and challenging behaviors of the child, the direct information on the severity of ASD for each of the participants was not collected. Future research may want to include data of this nature to determine if the severity of ASD is an influencing variable over parent satisfaction.

Conclusions

Children with ASD tend to be less physically active and have a higher likelihood of obesity than their typically developing peers (e.g., Curtin et al., 2010). Because PE/APE programs are the most likely environment for children with ASD to learn about and participate in PA, the importance of quality programming in this arena cannot be overstated. In addition to PA participation, PE/APE courses have additional value in promoting social interactions and community engagement (e.g., Healy, Msetfi, & Gallagher, 2013). In this study, the central tendency was for parents of children with ASD to be satisfied with or neutral in regard to their child's PE/APE experience. Acceptable satisfaction may indicate that parents are in favor of the programming that their children are receiving in schools and/or the influence that these programs have on students outside of

school. However, it is unknown whether parent satisfaction with PE/APE teachers has a direct relation to the PA participation of children with ASD. To have a more complete understanding of what factors affect satisfaction of parents of students with ASD toward PE/APE teachers, it is important for researchers to explore other variables in comprehensive research.

This study sought to explore the satisfaction of parents toward PE/APE teachers and variables that might relate to or affect those satisfactions. Although most parents in this study reported being satisfied with their child's PE/APE teachers, those whose children were educated in inclusive instructional settings were less likely to report satisfaction than others. Among the potential issues that can affect parent satisfaction include the effectiveness or perceived effectiveness of inclusive PE and the lack of time that PE/APE teachers who teach inclusive classes have to communicate with parents. Yet despite several limitations, this study was the first attempt to assess parent satisfaction toward PE/APE teachers and served as the foundation for future studies based on the limitations. In addition, the findings of this study provide important information that parents, PE/APE teachers, and administrators should consider when conceptualizing PE/APE programs for students with ASD.

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TEACHER EVALUATIONS

Administrators' Perceptions of Physical Education Teacher Evaluation

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Abstract

Purpose: Using a mixed methods approach, this study aimed to develop a better understanding of school administrators' perceptions of teacher evaluation systems, specific to physical education (PE). **Method:** This study used two sources of data collection: (a) a survey sent to administrators ($n = 19$) in one urban school district and (b) a formal semistructured interview with 10 administrators from the original surveyed group. **Results:** Statements from the survey indicated that administrators valued PE, but could not control policies concerning amount and quality of PE. Administrators also felt that they were not properly trained in PE teacher evaluation and needed help. Four common themes that emerged from the interview data were (1) I value PE, but I live in reality (administrators value PE, but practice within their reality); (2) good teaching is good teaching; (3) I know my limitations, and I want/need help (relative to teacher evaluation in PE); and (4) where's the training? (administrators felt there were shortcomings in their training specific to teacher evaluation). **Conclusion:** Evidence from this study suggests more training for administrators in PE teacher evaluation is needed, along with a content-specific evaluation instrument.

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People's experiences allow them to build different perspectives or mental models of how things occur in the world (Dervin, 1998; Starbuck & Milliken, 1988). Moreover, these mental models may act as perceptual filters that help to determine what people notice and how they interpret it. Sense-making theorists, such as Starbuck, Milliken, and Dervin, assume that people see what they know and that their actions are based on experience from their past. To understand individuals' perceptions further and how administrators interpreted teacher evaluation specific to physical education (PE) within the school as an organization, this study used sense-making theory as its framework (Dervin, 1998; Starbuck & Milliken, 1988).

With the absence of standardized testing in PE classrooms (National Association for Sport and Physical Education & American Heart Association, 2012), the sole measure of teacher performance often relies on the teacher evaluation process in place at the district level and on the expertise of the school-level administrator charged with conducting the evaluation. Generally, the school principal is the instructional leader and holds the role for successfully guiding the professional growth of the teachers within the school and for determining whether teachers will keep their job (Donaldson, 2009; Millman, 1981). Protheroe (2002) stated that a well-executed evaluation of teaching calls for the understanding of standards for student learning, an in-depth understanding of what good teaching looks like in all classrooms across each subject taught, and a strong ability to communicate and provide appropriate feedback. Moreover, principals must have an in-depth knowledge of each teacher's performance, skills, and areas of strength and weakness.

Although PE teachers and the subject itself remain marginalized within the school setting (Sheehy, 2011), teacher evaluation systems remain an important measure in determining effective teaching and professional growth and in promoting student learner outcomes. With school administrators as the likely school-site evaluators in PE teacher evaluation, identifying their perceptions of the overall evaluation process is important in determining administrators' value orientation toward the subject itself (Tziner, Murphy, & Cleveland, 2001).

Kersten and Israel (2005) examined K–8 principals' perceptions of general teacher evaluation and revealed an array of mixed results

toward the topic. Principals reported that even though they invested a large portion of their day implementing the district-required evaluation system, they felt that it had little effect on improving individual teacher instruction or student achievement. These findings are similar with those in another study, which determined that principals' attitudes toward teacher evaluation can affect the evaluation process in determining effective teacher practices (Tziner et al., 2001). Consequently, when administrators feel there is low motivation or incentive for teacher evaluation, it may become a cursory procedure with no appreciable effect on teaching practice. Thus, this may lead to a school culture in which teacher evaluation is not taken seriously and opportunity for instructional improvement is missing (Donaldson, 2009).

Teacher Evaluation Systems

Many teacher evaluation systems are in use across the country. With regard to PE, no individual systems cater specifically to the subject area. Consequently, PE teachers are evaluated with the same generic systems as other subject areas, three of which will be reviewed in the following section. The three commonly used teacher evaluation systems that will be reviewed are (a) the Teacher Advancement Program (TAP; National Institute for Excellence in Teaching, 2013), (b) the framework for teaching (FFT; Danielson, 1996, 2007), and (c) the Marzano teacher evaluation model (Marzano, 2003; Marzano Research Laboratory, 2013).

The TAP program was created to assist school administrators in restructuring the evaluation and rewards system within the school to recruit and retain teachers (Little, 2009). The system links accountability with compensation by focusing on the following key elements: (a) multiple career paths, (b) ongoing applied professional growth, (c) instructionally focused accountability, and (d) performance-based compensation. When school districts adopt this system, they have 1 year as an introductory period before monetary consequences are put into place by the administrators (National Institute for Excellence in Teaching, 2013).

Danielson's (1996) FFT was created to improve teacher instruction. The four domains of the system target different areas of teaching: (a) planning and preparation, (b) classroom environment,

(c) instruction, and (d) professional responsibility. Each of these domains has 22 specific performance components, which also include 76 specific task elements that are measured across a rating scale: (a) unsatisfactory, (b) basic, (c) proficient, and (d) distinguished.

The Marzano evaluation model was designed based upon Marzano's previous works associated with teaching areas and behaviors (Marzano Research Laboratory, 2013). Marzano's model includes four domains that target different areas of teaching: (a) classroom strategies and behaviors, (b) preparing and planning, (c) reflecting on teaching, and (d) collegiality and professionalism.

Issues Related to Teacher Evaluation

With teacher evaluation policies raising fundamental questions about what effective teaching is and how it can be measured, the ability of school administrators to determine effective teaching behaviors across multiple subject areas is critical. Kimball and Milanowski (2009) indicated that the higher skilled that evaluators are in determining teacher behaviors across the many dimensions in teacher evaluation systems, the more accurate evaluation scores will be in determining teacher effectiveness. However, a major concern with teacher evaluation systems nationwide is that evaluators are failing to identify and remove low-performing teachers (Jacob & Lefgren, 2008). A recent analysis of state evaluation scores in Illinois showed that 83% of the state's districts had never given an unsatisfactory rating to a tenured teacher (Sartain, Stoelinga, & Krone, 2010).

Another critical issue within current teacher evaluation practices is the lack of confidence that teachers have in their evaluators (Norris et al., 2017). Halverson, Kelley, and Kimball (2004) pointed out that many teachers were able to identify when their evaluators lacked pedagogical content knowledge within their particular subject area. Thus, teachers felt that their evaluators were not qualified to evaluate instructional content decisions. Evaluators' lack of ability to make valid evaluations often led to very little critical feedback in written evaluation results (Halverson et al., 2004).

Value-Added Models

Value-added models (VAMs) of teacher evaluation have become a popular method for measuring the value a teacher adds to student learning (Amrein-Beardsley & Collins, 2012; Berliner, 2014).

VAMs use a complex statistical formula to determine if teachers are contributing to a student's growth from year to year. Many districts use these models to make high-stakes decisions such as promotion, tenure, pay, and termination. Rothstein et al. (2010) stated that although VAMs contribute to stronger analyses of school progress and program influence and to increased validity of evaluations, these models alone are not reliable and valid indicators of teacher effectiveness. Most recently, VAMs have been criticized for assessing teachers based upon student outcomes and not considering the countless variables outside of the classroom that contribute to student success (Amrein-Beardsley & Collins, 2012; Berliner, 2014). The use of VAMs has the potential to affect PE teachers, on the basis that PE teachers are now starting to be held accountable for school-wide standardized testing data.

No known studies to date have examined administrators' perceptions of evaluating physical educators. Therefore, the purpose of this study was to determine K-8 school administrators' perceptions of conducting formal teacher evaluation of PE teachers in today's context of high-stakes accountability approaches to teacher evaluation. The research question guiding this study was, how do administrators perceive the evaluation process specific to PE? The emphasis of this question was based on four specific foci: (a) perceptions of the value of PE, (b) perceptions and understanding of measures used to determine teacher effectiveness in PE, (c) perceptions and understanding of measures used to determine student achievement in PE, and (d) perceived ability to conduct teacher evaluation in PE.

Method

Recruitment and Procedures

With district and university research approval, an e-mail requesting participation in an online survey addressing administrators' perceptions of PE and the teacher evaluation process was sent to all principals ($N = 38$) in one urban school district in the western United States. Administrators were given a link to a consent form and an online survey. The SurveyMonkey online survey program was used to administer the survey. Of the 38 administrators who received the invitation to participate, 19 fully completed the survey. Administrators who completed the survey were invited to partici-

pate in a formal interview. Of these 19 participants, 10 agreed to be interviewed. Those to be interviewed filled out their contact information to be accessed by the research team.

Participants and Setting

Nineteen administrators, 14 female and five male, completed the survey questionnaire component of the study. Four of the 19 participants had 1 to 5 years of administrative experience, seven had 5 to 10 years, and 8 had over 10 years' experience. All but one of the participants indicated that their ethnic background was Caucasian; one indicated a biracial background. Ten of the 19 administrators who completed the survey questionnaire agreed to a postsurvey interview. Seven were female, and three were male. Table 1 presents the demographic information of the interview participants. Pseudonyms were used to conceal the identity of the interview participants.

Table 1
Administrator Interview Demographics

Administrator	Gender	Ethnicity	Experience	Taught PE
Jack	M	Caucasian	8 Years	No
Barbara	F	Caucasian	Over 10 Years	No
Audrey	F	Hispanic	9 Years	Yes
Karen	F	Caucasian	Over 10 Years	No
Fred	M	Caucasian	8 Years	No
Eric	M	Caucasian	Over 10 Years	No
Paris	F	Caucasian	Over 10 Years	No
Pamela	F	Caucasian	Over 10 Years	No
Jill	F	Caucasian	3 Years	No
Susan	F	Hispanic	2 Years	No

Note. M = male; F = female.

The district comprised 25 schools: 19 elementary schools and six middle schools. The district served 17,756 students. The district reported ethnic backgrounds of the students as 65.31% Caucasian, 15.33% Hispanic, 8.16% African American, 8.46% Asian/Pacific Islander, and 2.7% American Indian. ESL students make up 2.9% of the district population. Of all of the students in the district, 23.4%

were eligible for free or reduced lunch. The district was “moving toward” using high-stakes teacher evaluation, but had not yet fully implemented it at the time of data collection.

Instruments

Data from two sources were collected in this study: (a) a survey questionnaire developed by the researchers and (b) semistructured interviews. The survey questionnaire was used to target the entire administrator population from the participating district to learn about their perceptions of teacher evaluation specific to PE. The interviews were conducted to examine the administrators’ perceptions of teacher evaluation in more depth.

Short survey. The survey served three purposes: (a) to gather demographic information, (b) to examine administrators’ level of agreement on statements concerning PE teacher evaluation, and (c) to determine which participants were willing to be interviewed.

The participants provided answers to 12 statements (items) using the following Likert-scale responses: *strongly disagree* (1), *disagree* (2), *agree* (3), and *strongly agree* (4). All of the items were in reference to teacher evaluation of PE teachers. Following are two example items: “Teacher evaluations are a reliable measure of teacher effectiveness in physical education” and “I am skilled in accurately employing the current formal teacher evaluation tool (e.g., Marzano) when evaluating the performance of classroom teachers.”

The researcher created the items for the survey using general teacher evaluation literature as a framework (see Table 2).

Pilot study and expert assessment. A pilot study that provided the researcher with an opportunity to obtain feedback on the survey items and adjust the interview protocol was conducted prior to the formal study. Two administrators were chosen from outside the district and served as pilot study participants.

Two content experts in the field of PE teacher education also evaluated the items on the survey for content appropriateness. Minor changes were made to the instrument based on the pilot study and content expert evaluation of the short survey. Those suggestions were directed at content overlap and redundancy of statements.

Internal consistency reliability. The items on the survey were evaluated for internal consistency, and the entire sample showed adequate consistency across the items (overall Cronbach’s alpha of

.81). Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to measure its reliability.

Semistructured Interview

The general interview guide was developed using the classroom teacher evaluation literature as a framework. The research team created interview questions based on four foci: (a) perceptions of the value of PE, (b) perceptions and understanding of measures used to determine teacher effectiveness in PE, (c) perceptions and understanding of measures used to determine student achievement in PE, and (d) perceived ability to conduct teacher evaluation in PE. The interview questions were developed to reveal administrators' perceptions of their districts' current high-stakes teacher evaluation systems in general and specific to the PE context. For example, one question related to the "classroom lesson observation" asked administrators, "Specific to your district's evaluation tool, what are key elements you look for when scoring the physical education teacher?" Two content experts in the field of PE teacher evaluation evaluated the questions for content appropriateness and did not have recommendations for changes.

Each interview was conducted by the primary investigator (PI) on the campus of each participant. Interviews lasted approximately 1 hr. They were recorded with a digital voice recorder. The PI, using Mac OS X Mountain Lion Dictation, then transcribed digital voice records.

Data Analysis

Surveys. Descriptive statistics were calculated for each question (see Table 2). In addition, for each survey statement, the percentage of respondents who scored it as *agree* or *strongly agree* was calculated.

Interviews. Interview data were analyzed using constant comparison methods (Bogdan & Biklen, 2007). Common themes were identified and coded using the Dedoose (www.dedoose.com) online qualitative analysis software program (Dedoose Version 4.5, 2013). Two research team members independently reviewed all transcripts. Team members used frequent peer debriefing sessions to determine that all of the themes had emerged from the data, to negotiate themes, and to minimize researcher bias (Lincoln & Guba, 1985). They used member checks to determine whether themes and interpretations

of participant statements were accurate (Kvale & Brinkman, 2009). They did this by sending all of the final transcripts to the participants to ensure that accurate statements had been made. The participants did not recommend changes. Finally, team members used a negative case analysis to ensure the accuracy of findings, with no negative cases emerging (Bogdan & Biklen, 2007). Negative case analysis is the method of searching and discussing the data for elements that do not support themes or patterns that emerge from the data analysis.

Results

Findings of this study are presented through statistical data from the survey and a discussion of its meaning, along with a discussion of the common themes that emerged from the qualitative data. The general themes identified from the data sources include (a) I value PE, but I live in reality; (b) good teaching is good teaching; (c) I know my limitations, and I want/need help; and (e) where's the training?

Survey Data

Table 2 presents mean and standard deviation scores for each survey questionnaire statement and the percentage of respondents who scored each statement with *agree* or *strongly agree*.

Table 2
Administrators' Perceptions of PE Teacher Evaluation

Survey statement	<i>M</i>	<i>SD</i>	%
1. Physical education is just as important to whole child development as are "core subjects" (e.g., mathematics)	3.53	0.51	100
2. Teacher evaluation is as important for physical education teachers as it is for teachers of "core subjects"	3.84	0.37	100
3. Physical education teachers should be held to the same expectations as teachers of other school subjects	3.68	0.48	100
4. Teacher evaluations are a useful tool for professional growth in physical education	3.63	0.50	100
5. Teacher evaluations are a reliable measure of teacher effectiveness in physical education	3.53	0.51	100

Table 2 (cont.)

Survey statement	<i>M</i>	<i>SD</i>	%
6. Current teacher evaluation practices impact teachers' classroom practices positively	3.58	0.51	100
7. Evidence of student growth and achievement is (or "should be"?) an important factor of teacher evaluation in physical education	3.37	0.68	84.21
8. My district's teacher evaluation system (e.g., Marzano) can accurately assess/determine the pedagogical content knowledge of physical education teachers	3.00	0.67	78.95
9. I am skilled in accurately employing the current formal teacher evaluation tool (e.g., Marzano) when evaluating the performance of classroom teachers	3.28	0.46	89.47
10. I am skilled in accurately employing the current formal teacher evaluation tool (e.g., Marzano) when evaluating the performance of physical education teachers	3.00	0.59	78.95
11. I am highly skilled in using the data collected through the district's current teacher evaluation system for use in postobservation feedback sessions with my physical educator(s)	3.11	0.81	68.42
12. Feedback sessions/postevaluation conferences are valuable to the professional growth of my physical education teacher(s)	3.63	0.50	100

Note. Likert scale ranged from 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*. $n = 19$. Percentage indicates participants that either agreed or strongly agreed with statement.

Administrators valued PE and felt it was as important as core subject areas (e.g., mathematics). In addition, administrators believed that PE teachers needed to be held to the same high expectations as teachers of other subject areas. Furthermore, administrators found that teacher evaluations in PE were a useful tool for professional growth and a reliable measure of teacher effectiveness.

Statements 8, 10, and 11 received less than an 80% response rate of either *agree* or *strongly agree* (see Figure 1 for percentages). All three of these statements focused on how the administrators perceived the evaluation system used within their respective district. Statement 8 focused on whether or not the administrator felt the current evaluation system could accurately assess or determine the pedagogical content knowledge of PE teachers. Although the response rate was high (> 75%) for administrators agreeing with this statement, 21.05% of the administrators disagreed. Statement 10 focused on whether or not the administrator felt skilled at employing the current teacher evaluation system within a PE classroom setting. There was evidence that 21.05% of the teachers either disagreed or strongly disagreed with this, meaning they did not feel skilled at employing teacher evaluation within a PE classroom.

The largest percentage of administrators either disagreeing or strongly disagreeing occurred with Statement 11 (31.58%). This statement focused on understanding how administrators perceived their ability to use data collected from the formal evaluation and give feedback to the PE teacher during the postevaluation conference. With 100% of the administrators either agreeing or strongly agreeing (see Statement 12 in Figure 1) that the feedback session was important to the professional growth of the PE teacher, Statement 11 responses reflected a slight disconnect with how administrators could effectively use the evaluation data during the feedback session.

Interview Results

Four common themes emerged from the interview data: (1) I value PE, but I live in reality (administrators value PE, but practice within their reality); (2) good teaching is good teaching; (3) I know my limitations, and I want/need help (relative to teacher evaluation in PE); and (4) where's the training?

Theme 1: I value PE, but I live in reality. Administrators in this study valued PE. Moreover, it was apparent that they understood that PE is beneficial in the education of the whole child. The administrators also described the cognitive benefits that physical activity contributes toward students' academic achievement. Karen has been an administrator for over 10 years. She stated,

I believe that physical education plays an important part in a child's overall education, it plays a role in helping us accomplish everything else that we try to do with kids. Keeping the kids active and teaching them about healthy lifestyles will benefit in the classroom. I obviously can't control the amount of time spent in PE, but I can encourage brain breaks and other types of physical activity during the school day. I think that we see positive results in reading and math and everything else that they do.

Administrators in this study also identified the effect that PE has on public health. They understood the overweight and obesity crisis that affects youth with sedentary lifestyles. Jill, who has been an administrator for 3 years, was animated when asked if PE was as important as other subjects within her school. She stated,

I do! Absolutely. Especially because our students, the kids, don't play outside as much as they should. They don't play outside as much as we used to. We know that there is a problem with childhood obesity, we see it. Here in school we see it. Kids are sitting more, playing video games more, on the computer all the time, watching TV. They spend the majority of the day inside. So absolutely, I feel that physical education is just as important as other subjects.

Administrators may have held a strong value for PE, but they also indicated that budget cuts and other factors controlled by policymakers are out of their control. Susan is relatively new to administration with only 2 years of experience. She stated,

To me, I think it is very important. One, it is a state standard, and it is part of the whole child, and the whole education process. Because of budget cuts, kids are only able to attend it once a week or once every six-day cycle, depending on the school district.

Although administrators in this study valued PE, they lacked knowledge as to what curricular models and instructional strategies were currently being used within their schools. Consequently, when asked about curriculum in PE, none of the administrators were able

to discuss the specifics of the PE curriculum at their school. Eric, who has over 10 years of experience, seemed a little uncertain about what curriculum model was being used in his school. He stated, “I know that elementary, they use the Pangrazi model. I am assuming that we use the same model in middle school, but please don’t quote me on that one.”

Audrey is a biracial female with 9 years of administrative experience. She indicated that she had prior teaching experience in PE. When asked about curriculum in her school, she stated,

Oh, um, you know, that’s an interesting question. I don’t believe that there is one. I mean, it’s not the Pangrazi, it’s not the dynamic physical education, it’s kind of a morphed version of that, they do use part of that, I would say a more morphed version of the dynamic.

Quality PE is another area in which administrators seemed to have a lack of knowledge and understanding. Moreover, when asked about the definition of quality PE, administrators seemed to relate their answer toward student participation and engagement levels. When asked about the definition of quality PE, Barbara, who has over 10 years of experience as an administrator, replied,

I don’t think that quality physical education instruction is that much different than quality math instruction. It’s about having an understanding of knowing what you want students to learn and do, and giving them lots of opportunities to practice doing that. So in PE that means giving students the opportunity to be moving and participating.

When asked about quality PE, Jack, an administrator with 8 years of experience, added, “Just like we want kids to be involved in their learning in the classrooms, it’s getting them active, it’s skill development, it’s practice and then application of that skill.”

The administrators emphasized professional development (PD) as an area that promotes growth with their teachers. Moreover, they felt that PD was important. However, they seemed to perceive PD for physical educators with an “us and them” approach and were at a loss to be of assistance to the physical educators at their school. Thus, the administrators seemed to understand PD for core subject teachers,

but had minimal input regarding how much and what kinds of PD that PE teachers received. Fred has been an administrator for 8 years, and he responded about PD with the following statement:

If it is, it's typically done at the district level. We don't provide it at the site level. Usually PE along with our other specialty areas if we're doing staff development days, we have one district staff development day in October. Typically, the PE teachers will get together and work on something and they will usually ask the principal's permission to go do this, and I always say absolutely, it's going to be more meaningful than working on our academic improvement plan. So I think anytime they can, they have to seek it out though and I know on Wednesdays, which is our early release day, PE teachers will try get together and go over things. They will try to have departmental meetings among themselves and I think a lot of it is their own initiative in what they do, which is too bad, but that is just the way it works around here.

When asked about PD, Jill, who has 3 years of experience, added,

I don't know, but I think that our district will provide things for them. Two times a year we have our staff development days, and there are no students. Teachers are in professional development all day long, and oftentimes PE teachers will go and do their own professional development and not be here at our site. So I know that they are offered professional development, but I know it's not a huge priority. I think a lot of times they have to seek it outside of the district.

Theme 2: Good teaching is good teaching. As a group, the administrators believed that the evaluation system used within their district was intended to fit all content areas. They also believed that good teaching is good teaching and, regardless of content area, teaching behaviors can be measured all the same. Jack has 8 years of experience, and he stated,

PE just like in every other grade level or any other content area, I am not going to be the content expert, but even without that depth of knowledge, it's again about the delivery of

good instruction. Whether it be reading or writing or math, whatever it may be, we kind of look for the same things.

Paris, who has over 10 years of experience, added,

I think I am pretty comfortable and as an administrative group we are pretty comfortable that we can make this apply to any classroom whether it be PE, art, music, because a lot of the elements, there is content, there is routine events happening constantly in the classroom.

According to the administrators in this study, they measured good teaching and teacher effectiveness by the engagement of the students. For instance, administrators appeared to gauge the level of student activity as a primary indicator of good teaching and teacher effectiveness. Thus, when asked about the measurement of teacher effectiveness during a formal observation, Barbara, with over 10 years of experience, stated, "It's measured by the level of engagement the kids are engaged in." Audrey, an administrator with 9 years of experience, also stated, "I would say that this is a hard one. I would say data based on the understanding of. . . . I would say the level of engagement/the level of activity versus sitting time." Karen, who has over 10 years' teaching experience, added,

I want to see that everyone is participating. So if there is an act or activity the teacher is expecting everyone to do I will actually count how many kids are doing it and divide it by the total number of kids. What I shoot for, and I think that this is a reasonable goal, is somewhere between 80% and 100%, participating 100% of the time.

In addition to engagement levels of students as a measure of good teaching and teacher effectiveness, administrators also looked at procedures such as safety and classroom management as key areas. Susan, who has 2 years of experience, stated,

Besides student engagement, another thing I would say would be is the classroom organized, is it safe, are there sticks flying across the room, is a lesson going smooth, are all the kids being monitored, are they getting feedback, are the kids moving, is there talking going on, are the kids off task?

When asked about measures of good teaching and teacher effectiveness, Paris, who has over 10 years of experience, added, “Classroom management in PE. It would look like this to me: Is it safe, are students being held accountable, it is optional whether or not the students are participating?”

Although administrators believed that the evaluation system used within their district was intended to fit all content areas, they also indicated that it lacked subject matter specificity, which makes it difficult for someone without a PE background to assess PE teachers fairly. Barbara (over 10 years of experience) stated,

I don't have the knowledge or skill to really and truly evaluate my physical education teacher in the way that someone with a PE background could do. I don't try to cover that up either. I am pretty honest with my special area folks. If I don't know, I ask them to tell me what I am looking for.

Audrey (9 years of experience) added,

I feel like this is our model, and now how are we going to make teachers try to fit into this model? I have trouble with that anyway, but, for example, let's just say I am going to choir, how are they going to provide an answer to question six about test and hypothesis? How about cognitive complex and provide what those two evidences are? You know, I sometimes feel like we're trying to fit a square peg into a round hole.

Theme 3: I know my limitations, and I want/need help.

Administrators in this study acknowledged their limitations relative to teacher evaluation specific to PE. They pointed out that their pedagogical content knowledge may be lacking in the field of PE and that they might need more training specific to the field and outside sources of expertise. Karen, with over 10 years of experience, stated,

If I were a PE teacher, I would want more specific feedback in my area, but realistically I don't know how possible that is without bringing in an expert in art, or PE, or music to evaluate them. I think it would be very beneficial if at a future principals meeting the district would have a physical

education teacher come out and talk to us about and explain to us exactly what we should be seeing at the different grade levels and this is also the design of the format of our lessons so that it would strengthen my knowledge of [PE], because I kind of feel like it's rudimentary right now, I know that there is a scope and sequence.

Barbara (over 10 years of experience) stated,

I would never want to give up the evaluation of the physical education teacher, but I wonder if there wasn't someone that came and looked at it really from that physical education standpoint about the quality of what's happening for kids as far as instruction, if there wasn't someone that could help do that.

As a group, the administrators stated the importance of the feedback sessions with teachers after administrator observations. As a group, the administrators stated the importance of the feedback sessions with teachers after administrator observations; they felt it was important for teachers to reflect on their own teaching. Moreover, administrators counted on feedback sessions to assist in the PD of the PE teacher. These sessions were often teacher led with the administrator relying on the expertise of the teacher in the discussion of lesson results. Eric (over 10 years of experience) stated,

Why did you pull this group aside and have them do that, you know what I mean? So there is a lot for me, you know, my postevaluation conferences with my specialty areas are those types of questions because I want to get their level of thinking, because they have a level of thinking and expertise about their subject area that I just don't have because I haven't had those experiences. My classroom teachers, a lot of times I know why they did this or why they did that. I don't have to ask. I know why you pulled that kiddo, and I know why you did this. I don't particularly know that for PE and music. I'm like, oh really; their feedback conferences are really about giving them the opportunity to talk about their rationale and chain of thinking and those types of things.

Jack (8 years of experience) stated,

It is really hard for us to dive deep into each subject area. Sometimes we hear that as a criticism, like hey, you don't know my content as well as I do. I shouldn't. I shouldn't know your content as well as you do and if I do, um, you are the grade level content expert, the content expert in your subject area.

Theme 4: Where's the training? As a group, administrators identified a weakness in the area of teacher evaluation training. Thus, administrators noticed within their administrative certification process a shortcoming in regard to how to conduct effective teacher evaluation. Furthermore, the administrators within this study felt that they resorted to “on-the-job training” upon entering into their first leadership position. Paris, with over 10 years of experience, stated,

I would say the administrative license share program didn't do jack for me in regards to [laughter] preparing me to be an instructional leader. I would hope that they're getting better. You get out in the field, and it's kind of like a sink or swim. That's where you'll get your experience.

Karen (over 10 years of experience) stated,

Well, it paled in comparison to on-the-job training, so maybe I had one three-credit class that talked about supervision. The university administrator training program did not prepare me for everything I needed to know about supervision and evaluation.

Audrey (9 years of experience) added,

We received very little training during my master's program. And then, when ordered to become a qualified evaluator, we went to two-day training. Now this model, the Marzano, we've received extensive training. Well over 70 hours, very extensive training. So with this new model we received a lot of training, but when I went to become an administrator we didn't, we got little to none or very inadequate training.

Susan, who has been an administrator for 2 years, added,

My schooling for administration, I didn't receive any on teacher evaluation. I think that we took one class where we did research on them, but I don't remember ever covering them. It is interesting that I did not have any training during my school. You would think that you would get training on teacher evaluation. We did talk about the needs of looking at teachers and evaluating them, but not actually, like, looking at different tools and comparing them or learning how to use them.

Discussion

The good news is that evidence from this study supports that the administrators as a group valued PE and understood the benefits it had on students. This aligns with the findings from Sallis, McKenzie, Kolody, and Curtis (1996), who noted that a high percentage of school administrators believe that PE can enhance concentration, decrease discipline problems, and improve academic performance. Hence, one would think that with a high percentage of administrators who value the subject, it would be a higher priority within the curriculum. In reality, the No Child Left Behind Act (2002) has played a huge role in reducing PE in the schools, making it a low priority within the curriculum (Barosso, McCullum-Gomez, Hoelscher, Kelder, & Murray, 2005; Prince et al., 2008). Administrators understood that even though they value PE, their hands are tied because of national, state, and district policies, the constant pressure to improve students' academic achievement scores, along with increasingly prevalent use of high-stakes teacher evaluation practices (Amrein-Beardsley & Collins, 2012; Berliner, 2014; Herlihy, 2012; Hill, Kapitula, & Umland, 2011).

Administrators defined quality PE in their own words, and all but one administrator was unfamiliar about which curricular model was used in their schools. This evidence suggests a major disconnect with the reality of what these administrators see and what they are supposed see in a quality PE setting. These results are consistent with results in studies that found a high percentage of principals were unaware and far removed from the day-to-day realities in PE (Locke,

1974; Lounsbery, McKenzie, Trost, & Smith, 2011). This poses a major problem, as the delivery of quality PE is vital for enhancing physical activity opportunities for students, benefiting the overall health of students, and developing skills, attributes, and behaviors to be active for life in students (Le Masurier & Corbin, 2006; McKenzie, Marshall, Sallis, & Conway, 2000). Furthermore, quality PE programs can have positive outcomes on student achievement and overall well-being (Coe, Pivarnik, Womack, Reeves, & Malina, 2006). Thus, the Centers for Disease Control and Prevention (2009) has recognized school PE as an important and available resource for promoting physical activity and healthy behaviors among children. Finally, it is important that the principal, as the school curriculum leader, is aware of current curriculum trends within PE and thus knows that students are receiving quality PE (San Diego State University, 2007).

The administrators identified PD as being important in the professional growth of the PE teachers. However, administrators approached PD with an us-versus-them lens. Moreover, they had a strong grasp on the types and amount of PD for core subject teachers, but when asked about PD for physical educators, they were unable to provide the same information about their PE teachers. This is concerning, as PD has been linked to teacher development and to student learning (Huffman & Thomas, 2003). Wang and Ha (2008) pointed out that a major issue related to PD for PE teachers is the lack of support from the school-site principal. Furthermore, it is suggested that multiple stakeholders are to be involved with the PD of the PE teacher if it is to be effective; additionally, PD should be considered through multiple lenses and aligned with elements such as district policies and curriculum requirements (Wang & Ha, 2008).

Administrators were convinced that the Marzano teacher evaluation system used within their district was applicable to all content areas, including PE. The phrase *good teaching is good teaching* was used often during the interview process. Thus, it is assumed that the same teaching behaviors that are observable within a classroom are observable within a PE setting (e.g., gymnasium, playing field). Locke (1974) explained the complexities of the PE classroom and discussed the major differences it has from those present in the classroom. Moreover, students in PE are active and mobile, some-

times within areas spanning an acre. Furthermore, students are not confined to a desk, which makes classroom management and direct instruction more challenging. Finally, although teaching behaviors may be defined the same across all subject matters, the ecology of a PE setting and how those behaviors may look are different.

Administrators also agreed, however, that the current system lacked content matter specificity, which makes it more difficult for them to assess the PE teacher fairly. Kimball (2002) similarly reported that administrators felt comfortable giving generic forms of feedback on various teaching strategies, but lacked content knowledge, which made it difficult for them to give a content-related evaluation.

Administrators acknowledged that there is a lot of room for improvement in regard to the evaluation of PE teachers. The administrators agreed that they lack content knowledge, which thus makes it difficult for them to give valid assessments of teaching performance in PE. These outcomes are consistent with those in the literature that points out the lack of content knowledge that administrators face when evaluating teachers not only in PE, but also in all subject areas (Donaldson, 2009; Halverson et al., 2004; Kimball, 2002). Related to the lack of content knowledge that administrators felt that they possessed, all of them agreed that more training specific to PE content and instructional methods would be beneficial to conducting more effective teacher evaluations.

Feedback is an important component of the teacher evaluation process (Danielson, 1996). Administrators in this study agreed that the feedback sessions were beneficial regardless of the administrators' level of content knowledge. They pointed out that these sessions are often teacher led. Moreover, this further demonstrates the lack of pedagogical content knowledge from the administrators' standpoint. With feedback and reflection being a major component in the professional growth of teachers, the ability of the administrator to discuss instructional strategies based on specific content is vital.

Prior to becoming an administrator, administrators must go through a mandatory certification process. The current results suggest that administrators felt that during their certification program they did not receive adequate training to conduct teacher evaluations. These outcomes are consistent with those in studies that show evidence of principal candidates and existing principals being

ill-prepared and inadequately supported to act as curriculum leaders while fulfilling all of the other demands of the job (Levine, 2005; Peterson, 2001). Moreover, they agreed that they received the bulk of their PD in regard to most procedural responsibilities including teacher evaluation from on-the-job training. Donaldson (2009) discussed the internal constraints to differentiation in teacher evaluation, pointing out that “without high-quality professional development, evaluators will not evaluate accurately and the evaluation will likely have little impact on teaching or learning” (p. 9).

Strengths and Limitations of the Study

This study was one of the first to examine administrators’ perceptions of teacher evaluation specific to PE. This study may be groundbreaking and encourage future studies in the area of teacher evaluation specific to PE. Moreover, with the direction in which accountability measures for nontested subjects are headed, it is important that researchers conduct more research studies in this area.

The identifiable limitations within this study were (a) a small sample size, (b) a limited number of interviews, and (c) specificity to one school district. This may have caused a lack of generalizability to the larger population (Locke, Silverman, & Spirduso, 2010). Furthermore, having one interview inhibited the opportunity for subsequent follow-up questions, which may have reduced the chances for richer data (Patel, Doku, & Tennakoon, 2003).

Conclusion

School administrators have the responsibility of determining the effectiveness of PE teachers within public schools. Administrators understanding the importance of PE is just not enough. They need to be advocates and supporters of quality PE programs and understand what is going on within the PE curriculum in their schools. Unfortunately, in today’s world, some children are suffering from overweight and obesity, diabetes, and other diseases brought on by sedentary and unhealthy lifestyles. Having effective physical educators teaching children is vital in combating this epidemic. Moreover, administrators are key players in determining PE teacher effectiveness; they are evaluating and making high-stakes decisions. Thus, it is vital that they receive the proper training and education on effec-

tive PE classroom practices, new trends in PE curricula, and the ecology in a PE setting, to determine these high-stakes decisions. Finally, administrators need to be given the proper instrumentation to give a valid evaluation to PE teachers. Although generic systems may suffice in the eyes of policymakers and stakeholders for now, future instrumentation must reflect what PE teachers and evaluators consider being the essential elements of instruction in a PE setting and must yield reliable results.

This study is one of the first to examine administrators' perceptions of teacher evaluation specific to PE. Evidence from this study suggests that more training for administrators in PE teacher evaluation, along with a content-specific evaluation instrument, is greatly needed. More research is necessary in the area of PE teacher evaluation, as the call for evidence-based outcomes in teacher effectiveness and student achievement is a central part of educational systems.

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TEACHER EVALUATIONS

A Document Analysis of Teacher Evaluation Systems Specific to Physical Education

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Abstract

Purpose: *The purpose of this document analysis study was to examine current teacher evaluation systems, understand current practices, and determine whether the instrumentation is a valid measure of teaching quality as reflected in teacher behavior and effectiveness specific to physical education (PE).* **Method:** *An interpretive document analysis study was conducted on three teacher evaluation systems with documents collected from 10 school districts from the western United States. The three teacher evaluation systems were (a) the Danielson Framework for Teaching (FFT), (b) the Teacher Advancement Program (TAP), and (c) Marzano’s Teacher Evaluation Model. The National Association of Sport and Physical Education (NASPE) PE teacher evaluation instrument was used in this study as a comparative tool to determine whether the targeted knowledge, skills, and behaviors within PE settings were present within the three teacher evaluation systems.* **Findings:** *Two systems had a high percentage of the NASPE key items present (TAP 87.5%, FFT 82.5%). The Marzano model had the least number of NASPE key items present within its system (62.5%).*

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Conclusion: *The TAP and FFT tools appear to be appropriate for use in evaluating PE teachers, contingent on at least two criteria: (a) school administrators having completed proper training on the use of the evaluation tool and (b) the evaluator having adequate PE-specific content knowledge and pedagogical content knowledge.*

Teacher evaluation serves two distinct purposes: (1) personnel decisions (e.g., tenure, termination) and (2) improvement of practice (i.e., professional development; Scriven, 1981). With the current push for more accountability of teachers in the classroom (No Child Left Behind Act [NCLB], 2002; U.S. Department of Education, 2009), it has become a priority to show evidence of student outcomes and teacher effectiveness. Thus, districts have adopted various teacher evaluation systems to help them make high-stakes decisions such as job retention and termination. Furthermore, it is important that schools use high-quality teacher evaluation systems to provide teachers with the tools they need to tailor instruction, enhance practice, and advance student learning continuously (National Education Association, 2014). Therefore, the purpose of this study was to evaluate three generic teacher evaluation systems and determine their effectiveness in evaluating physical education (PE) teachers. The literature addressing the purpose and importance of high-quality teacher evaluation systems served as a conceptual framework for this document analysis (Boyd, 1989; Henneman, Milanowski, Kimball, & Odden, 2006; Koppich, 2008; Scriven, 1981).

Three commonly used teacher evaluation systems were examined in this study: (a) the Teacher Advancement Program (TAP; National Institute for Excellence in Teaching, 2013), (b) the Framework for Teaching (FFT; Danielson, 1996, 2007); and (c) the Marzano Teacher Evaluation Model (Marzano, 2003; Marzano Research Laboratory, 2013). All of these systems target important areas related to quality teaching and emphasize student achievement.

Teacher Evaluation

Darling-Hammond (2000) determined that quality teachers have a great effect on student learning within the classroom. However, determining quality teaching and identifying teacher pedagogical skills may be a difficult endeavor based upon the extreme variability of student aptitude and prior instruction (Zimmerman

& Deckert-Pelton, 2003). Furthermore, to evaluate the quality of a teacher effectively, it is important for the evaluator to know what to measure and how to measure it accurately (Kennedy, 2008). The most common method of teacher observation and evaluation is performed by the school principal or administrator. Typically, district evaluation documents provide little guidance on what to observe across subject areas and how to analyze the outcomes and provide feedback to the teachers (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007). Historically, teacher assessment has been used to weed out underperforming teachers (Halverson, Kelley, & Kimball, 2004). Thus, current evaluation practices lack consistency in measuring teaching effectiveness, which has led to a system in which 90% of teachers are labeled as top performers, with only a small number labeled unsatisfactory (Little, 2009). Moreover, with such a high percentage of teachers deemed as top performers, teachers lacking in pedagogical content knowledge and teaching effectiveness may slip through the cracks (National Education Association, 2014).

Henneman et al. (2006) suggested that credible evaluation systems need to have five crucial elements: (a) evidence-based teaching standards, (b) valid instrumentation, (c) thorough training and recalibrating of raters, (d) multiple evaluators, and (e) established process for providing feedback and targeting support. In addition, teacher evaluation systems need to facilitate increased communication and be transparent so that teachers know what is expected of them (Henneman et al., 2006). Current evaluation systems are structured so scoring rubrics target generic teaching components, that is, teaching skills that are deemed to apply to “all” subject areas (Danielson, 1996, 2007; Little, 2009; Marzano Research Laboratory, 2011; Maricopa County Education Service Agency, 2013). Consequently, generic instrumentations may be invalid in measuring teacher quality and performance in PE, simply because dynamics differ from the general classroom to the physical activity settings.

Value-added models. Value-added models (VAMs) represent assessments used to link academic growth with a particular teacher. These models are associated with tested subjects and are used to hold teachers accountable; they use complex formulas to predict the amount of academic growth achieved by a student in a given year. The validity and reliability of scores produced by VAMs have been questioned because of the lack of consideration of multiple variables

associated with students' academic growth in and outside of the classroom (Amrein-Beardsley & Collins, 2012; Berliner, 2014; Hill, Kapitula, & Umland, 2011).

Commonly Used Teacher Evaluation Systems

TAP. TAP was created to assist schools in restructuring the evaluation and rewards system to recruit and retain talented teachers (Little, 2009). This system links accountability with compensation by focusing on the following key elements: (a) multiple career paths, (b) ongoing applied professional growth, (c) instructionally focused accountability, and (d) performance-based compensation. School districts adopt this system and after 1 year adopt monetary consequences that affect teachers (National Institute for Excellence in Teaching, 2013). Many studies have been conducted that examine TAP and its effects on the professional growth of teachers when it is implemented in schools. In addition, studies have indicated that teachers in TAP schools consistently outperform teachers in control schools across many states (Schacter & Thum, 2004; Solomon, White, Cohen, & Woo, 2007). However, Glazerman and Seifullah (2010) stated that much of the existing evidence on the effects of TAP has been found by the program's developers. Consequently, because of the convenience of self-selected samples, the possibility of program bias is great, which calls for a need of more evidence.

Danielson FFT. Danielson created her Framework for Teaching (FFT) in 1996 to assist in the improvement of teacher instruction (Danielson, 1996). The system has four domains that target different areas of teaching: (a) planning and preparation, (b) classroom environment, (c) instruction, and (d) professional responsibility. Each of these domains has 22 specific performance components, which also include 76 specific task elements that are measured using a rating scale: (a) unsatisfactory, (b) basic, (c) proficient, and (d) distinguished. Over the years, many studies have shown positive correlations with teacher evaluation scores and student achievement (Kane, Taylor, Tyler, & Wooten, 2010; Sartain, Stoelinga, & Brown, 2009). In a study spanning four states, researchers found positive correlations between FFT scores and student achievement (Henneman et al., 2006). Although many studies have validated the effectiveness of the Danielson FFT system, the majority of them are not published in peer-reviewed journals.

Marzano Teacher Evaluation Model. The Marzano Teacher Evaluation Model comprises items based upon previous works associated with teaching areas and behaviors (Marzano Research Laboratory, 2013). Marzano's model includes four domains that target different areas of teaching performance: (a) classroom strategies and behaviors, (b) preparing and planning, (c) reflecting on teaching, and (d) collegiality and professionalism. Moreover, the domains include 60 elements that target various behaviors related to teaching.

The Marzano system maps out a route for administrators and teachers to follow throughout the school year. Thus, specific meetings, self-reflections, observations, goal setting, and feedback sessions are required for administrators and teachers to stay on track. According to the Marzano system's website (<http://www.marzano-evaluation.com>), the system is research based and many studies have shown positive correlations between use of the model with teachers and student achievement (Haystead, 2010; Marzano & Haystead, 2010, 2011; Marzano Research Laboratory, 2010). Most of the studies examining the Marzano system have been conducted and published by Marzano's research group. Thus, further independent and peer-reviewed studies may be needed to determine the effectiveness of this model.

Teacher Evaluation in PE

Unless evaluators are trained and highly knowledgeable in PE content and reliability issues, bias-scoring outcomes may occur (Brandt et al., 2007). Bias scoring occurs when evaluators do not have adequate training and are unaware of the characteristics and behaviors that the evaluation is designed to measure (Oliva, Mathers, & Laine, 2009).

PE is considered a non-core subject and is not subject to standardized testing procedures (NCLB, 2001). Moreover, current trends in value-added measures of student achievement are either non-existent in PE or used based upon other school-wide measures of achievement (Prince et al., 2008).

With little to no accountability measures enforced in PE, formal teacher evaluations serve as the sole indicator of teacher quality and effectiveness (National Association for Sport and Physical Education [NASPE], 2012). Therefore, the purpose of this document analysis study was to examine three current teacher evaluation

systems, understand current practices, and determine whether the instrumentation is a valid measure of teaching quality as reflected in teacher behavior and effectiveness specific to PE.

Method

Participants and Setting

Ten school districts from the western United States were used in this study. The districts were located within the largest county in their state and consisted of rural, suburban, and urban school districts.

Data Collection

Recruitment letters requesting all documents associated with teacher evaluation systems for PE teachers were sent to the superintendent's office of 56 school districts within the western United States. To increase response rates, the researcher called each district office and spoke directly with a curriculum coordinator or representative responsible for teacher evaluation. Of the 56 school districts, 10 responded and supplied the evaluation system information. From these documents, three common evaluation systems were identified and served as the data sources for this study.

Comparative Evaluation Tool

NASPE (2007) created a teacher evaluation tool to identify the knowledge, skills, and behaviors needed by teachers to provide sound instruction in the K–12 PE classroom. A NASPE-appointed task force of experts in PE teacher education (PETE) constructed the tool. The task force constructed the tool by using the quality PE literature as a conceptual framework (NASPE, 2003, 2004). The tool is a resource for evaluating teacher behaviors and effectiveness in PE settings. The NASPE tool consists of five domains: (1) Instruction, (2) Evidence of Student Learning, (3) Management/Organization, (4) Learning Climate, and (5) Professionalism. Within each domain, multiple elements reflect different teaching behaviors. In total, 67 elements reside within the five domains.

The NASPE PE teacher evaluation instrument was used in this study to determine whether the targeted knowledge, skills, and behaviors within PE settings were present within the three teacher evaluation systems being used in the state. Domain 5 (Professionalism) was

not used in this study because not all teaching behavior targeted in this element were observable.

Data Analysis

The researchers used two rounds of document analyses to ensure an accurate evaluation of the three teacher evaluation systems.

Key items from the NASPE instrument. In the first round of analysis, the researcher and another independent reviewer examined and discussed each of the domains and elements within the NASPE evaluation tool. Based on overlapping elements and nonobservable teaching behaviors (e.g., class planning and preparation), the researchers narrowed down the list of 67 key items (elements) to 55. The researchers discussed the 55 key items from the NASPE tool and determined the items necessary to include and exclude from the final list of key items for evaluation of PE teachers during observations. After discussing and agreeing upon the lists of key items from the NASPE tool, the researchers sent this list to five experts in the field of PE for validation. These experts were chosen based upon the theory triangulation literature. Theory triangulation is the use of multiple perspectives to interpret a single set of data from experts in various status levels within a field or profession (Guion, Diehl, & McDonald, 2011). The experts consisted of two professors of PE, two doctoral candidates of PE, and one K–12 teacher with over 10 years of experience in teaching PE. The experts reviewed the list of key items and decided to agree or disagree if the items were key indicators of teacher evaluation based on observations. When an expert disagreed, the researchers requested a rationale for the decision. Once the researchers received the list with feedback from the experts, they reconvened and discussed the outcomes. There was a consistent agreement among the experts ($\geq 80\%$) on 45 items (81% from the initial decision), 36 to include and nine items not to include. After discussions, the researchers decided to exclude two items from the initial decision and to include one item as recommended by the experts. After feedback, they also decided to combine seven key items into three items based upon overlapping definitions (key items 12 and 54; 39 and 40; and 50, 51, and 52). The final list included 40 key items.

Evaluation of three teacher evaluation instruments using NASPE key items. In the second round, the researchers determined

the presence of the 40 NASPE key items in the teacher evaluation systems. First, the researchers independently determined whether each of the 40 NASPE key items were present within the teacher evaluation systems. After both researchers evaluated the instruments for the 40 key items, they held multiple debriefing sessions to discuss their decisions, rationales, and overall findings for each evaluation instrument. After multiple discussions, the researchers agreed which NASPE key items were present in each teacher evaluation system. Second, the researchers validated their findings by sending these to three of the five aforementioned experts. The experts consisted of one professor of PE, one doctoral candidate of PE, and one K–12 teacher with over 10 years of experience in teaching PE. The experts reviewed the findings and either agreed or disagreed with the researchers (e.g., see Table 1). If they agreed, the experts checked agreed, and if they disagreed, the experts checked disagree and explained in a short rationale. Once experts' data were received, the researchers discussed the agreement levels. The researchers held multiple debriefing sessions to analyze the data and finalize outcomes.

Trustworthiness of data. The researchers used theory triangulation methods in analyses in the first and second rounds of this study. Theory triangulation is the use of multiple perspectives from experts in various status levels within a field or profession to interpret a single set of data (Guion et al., 2011). The researchers used constant peer debriefing to determine credibility and dependability of the data and to establish trustworthiness. Peer debriefing sessions are “a process of exposing oneself to a disinterested peer in a manner paralleling an analytical session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirers mind” (Lincoln & Guba, 1985, p. 308). The researchers also used member checks to determine if experts agreed that the final items on each teacher evaluation instrument represented the key items on the NASPE instrument. Lincoln and Guba (1985) defined member checking as a technique for establishing the validity of an account (p. 298).

Results

This section displays and discusses data including (a) the percentage of common parts and parts that are not present within each

Table 1
Sample Researcher Findings for Expert Validation

NASPE			Teacher evaluation system				
Domain	Key item	Description	Domain	Item	Description	Agree/ disagree	If disagree please explain
Instruction	Lesson introduction	Teacher provides an introduction that is appropriate for the lesson	NA	NA			
Instruction	Learning expectations/objectives/instructional goals	Teacher states the skill or concept the students are to learn	Content	Content accessibility	Discusses plan for making content accessible.		
Instruction	Content is accurate and current	Skills and content are taught accurately	Content	Conceptual understanding	Guides all Students to create...		

Note. NA signifies NASPE key item not found within teacher evaluation system of inquiry.

teacher evaluation system in comparison to the items in the NASPE teacher evaluation tool, (b) key items from NASPE that are present in 100% of the teacher evaluation systems, and (c) NASPE key items that are missing in $\geq 75\%$ of the teacher evaluation systems.

Danielson FFT

The document analysis of the FFT indicates that seven items (17.5%) from the NASPE tool were not present within the FFT and 33 (82.5%) were present (see Table 2).

Table 2
NASPE PE Teacher Evaluation Tool Versus Danielson FFT

NASPE		Danielson	
Domain	Key items	Domain	Item
Instruction	Lesson introduction is appropriate	NA	NA
Instruction	Learning expectations/objectives/instructional goals are clearly communicated to students	Instruction	Communicating with students
		Planning and Preparation	Setting instructional outcomes
Instruction	Content is accurate and current	Planning and Preparation	Demonstrating knowledge of content and pedagogy
Instruction	Content and tasks are developmentally appropriate and properly sequenced	Planning and Preparation	Designing coherent instruction
		Instruction	Engaging students in learning
Instruction	Content and tasks are presented concisely and clearly, emphasizing key elements	Instruction	Communicating with students
Instruction	Engages students in learning by enabling all learners to participate through multiple modalities (opportunities to practice the skill)	Instruction	Engaging students in learning

Table 2 (cont.)

NASPE		Danielson	
Domain	Key items	Domain	Item
Instruction	Opportunities for teachable moments are recognized and utilized	Instruction	Demonstrating flexibility and responsiveness
Instruction	Instruction is differentiated for all learners (accommodations and modifications are made for students with disabilities or varied learning styles)	Instruction	Demonstrating flexibility and responsiveness
Instruction	Specific, meaningful, and timely feedback is provided to students (e.g., performance, efforts, and positive contributions)	Instruction	Using assessment in instruction
Instruction	Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas	Planning and Preparation	Setting instructional outcomes
Instruction	Student performance is continually assessed to guide instruction	Instruction	Using assessment in instruction
Instruction	Independent learning is promoted, encouraged, and reinforced through daily assessments	Instruction	Using assessment in instruction
Instruction	Lesson pace is appropriate	Instruction	Engaging students in learning
Instruction	Appropriate closure is provided	NA	NA

Table 2 (cont.)

NASPE		Danielson	
Domain	Key items	Domain	Item
Evidence of Student Learning	Assessment is based on mastery of learning expectations that are aligned with local, state, and national standards	NA	NA
Evidence of Student Learning	There is ongoing formal and informal assessment	Instruction	Using assessment in instruction
Evidence of Student Learning	Assessment criteria is communicated to students	Instruction	Using assessment in instruction
Evidence of Student Learning	Multiple assessment strategies and tools are used (formative and summative) to monitor student learning	Instruction	Using assessment in instruction
Evidence of Student Learning	Students are able to articulate relevance and transfer of learning	NA	NA
Evidence of Student Learning	Student progress is documented in a retrievable record-keeping system	Professional responsibilities	Maintaining accurate records
Evidence of Student Learning	Student progress and achievement is communicated regularly to relevant stakeholders	Professional responsibilities	Communicating with families
Management/Organization	Lesson plans and curriculum are aligned with current local, state, and national standards	NA	NA
Management/Organization	Instructional area is safe, orderly, and supports learning activities	The classroom environment	Organizing physical space
Management/Organization	Adequate and developmentally appropriate equipment is accessible and utilized	The classroom environment	Organizing physical space

Table 2 (cont.)

NASPE		Danielson	
Domain	Key items	Domain	Item
Management/ Organization	Instructional support materials are utilized to enhance the lesson	Planning and Preparation	Demonstrating knowledge of resources
		The classroom environment	Organizing physical space
Management/ Organization	Students understand and adhere to class rules, routines, and behavioral expectations	The classroom environment	Managing student behavior
Management/ Organization	Class routines maximize instructional time	The classroom environment	Managing classroom procedures
Management/ Organization	There is a behavior management plan that is fair, firm, and equitable	The classroom environment	Managing student behavior
Management/ Organization	Appropriate behaviors are reinforced consistently	The classroom environment	Managing student behavior
Management/ Organization	Students are actively monitored and closely supervised using effective management strategies	The classroom environment	Managing student behavior
Management/ Organization	Students are appropriately grouped	The classroom environment	Managing classroom procedures
Management/ Organization	Effective and smooth transitions are apparent	The classroom environment	Managing classroom procedures
Management/ Organization	Allocated time is used effectively and efficiently, allowing students to remain focused on the lesson and task expectations	The classroom environment	Managing classroom procedures

Table 2 (cont.)

NASPE		Danielson	
Domain	Key items	Domain	Item
Management/ Organization	Students are engaged in relevant, meaningful physical activity a minimum of 50–60% of the instructional time	NA	NA
Management/ Organization	Accurate records are maintained	Professional responsibilities	Maintaining accurate records
Learning Climate	Lifelong physical activity and skillful movement are promoted	NA	NA
Learning Climate	There is a safe, secure learning environment that promotes success, appropriate risk taking, positive self-expression, and enjoyment	The classroom environment	Organizing physical space
Learning Climate	High expectations for learning and behavior are evident	The classroom environment	Establishing a culture for learning
		The classroom environment	Managing student behavior
Learning Climate	Climate of courtesy and respect is established	The classroom environment	Creating an environment of respect and rapport
Learning Climate	Students support the learning of others	The classroom environment	Creating an environment of respect and rapport

Note. NA = not present.

The evidence indicates that the FFT and NASPE tool are very common across the instructional domains. Both systems support maximum student engagement and the teacher's ability to demonstrate pedagogical content knowledge in the classroom. One area of disconnect was related to the structure of the lessons; the NASPE

tool targets an appropriate lesson introduction and closure, whereas these key items are not present within the FFT system.

Evidence of student learning was supported in the NASPE and FFT systems. Both systems support the use of ongoing formal assessments, along with the use of multiple assessment strategies to monitor student learning. An area within the Evidence of Student Learning domain that was supported in the NASPE tool but not present within the FFT was assessment of student mastery of learning expectations aligned with national, state, and local standards.

The evidence also indicates that both systems support the management and organization of a healthy learning environment. Moreover, both systems commonly use terms such as *on-task behavior*, *grouping*, and *classroom procedures*. Furthermore, one area that is targeted in the NASPE tool, which is missing from the FFT, is the amount of time students are to be engaged in meaningful physical activity.

TAP

The document analysis of the TAP system indicates that five items (12.5%) from the NASPE tool are not included in the TAP system and 35 items (87.5%) were present (see Table 3).

Table 3

NASPE PE Teacher Evaluation Tool VS. the TAP System

NASPE		TAP	
Domain	Key items	Domain	Item
Instruction	Lesson introduction is appropriate	Instruction	Lesson Structure and Pacing
Instruction	Learning expectations/objectives/instructional goals are clearly communicated to students	Instruction	Standards and Objectives
Instruction	Content is accurate and current	Instruction	Presenting Instructional Content Teacher Content Knowledge

Table 3 (cont.)

NASPE		TAP	
Domain	Key items	Domain	Item
Instruction	Content and tasks are developmentally appropriate and properly sequenced	Instruction	Presenting Instructional Content
Instruction	Content and tasks are presented concisely and clearly, emphasizing key elements	Instruction	Presenting Instructional Content
Instruction	Engages students in learning by enabling all learners to participate through multiple modalities (opportunities to practice the skill)	Instruction	Activities and Materials Teacher Knowledge of Students
Instruction	Opportunities for teachable moments are recognized and utilized	Instruction	Motivating Students
Instruction	Instruction is differentiated for all learners (accommodations and modifications are made for students with disabilities or varied learning styles)	Instruction	Teacher Knowledge of Students
Instruction	Specific, meaningful, and timely feedback is provided to students (e.g., performance, efforts, and positive contributions)	Instruction	Academic Feedback
Instruction	Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas	Designing and Planning Instruction	Student Work
Instruction	Student performance is continually assessed to guide instruction	Instruction	Academic Feedback
Instruction	Independent learning is promoted, encouraged, and reinforced through daily assessments	Instruction	Academic Feedback

Table 3 (cont.)

NASPE		TAP	
Domain	Key items	Domain	Item
Instruction	Lesson pace is appropriate	Instruction	Lesson Structure and Pacing
Instruction	Appropriate closure is provided	Instruction	Lesson Structure and Pacing
Evidence of Student Learning	Assessment is based on mastery of learning expectations that are aligned with local, state, and national standards	Designing and Planning Instruction	Assessment
Evidence of Student Learning	There is ongoing formal and informal assessment	Designing and Planning Instruction	Assessment
Evidence of Student Learning	Assessment criteria is communicated to students	Designing and Planning Instruction	Assessment
Evidence of Student Learning	Multiple assessment strategies and tools are used (formative and summative) to monitor student learning	Designing and Planning Instruction	Assessment
Evidence of Student Learning	Students are able to articulate relevance and transfer of learning	Designing and Planning Instruction	Student Work
Evidence of Student Learning	Student progress is documented in a retrievable record-keeping system	NA	NA
Evidence of Student Learning	Student progress and achievement is communicated regularly to relevant stakeholders	NA	NA
Management/Organization	Lesson plans and curriculum are aligned with current local, state, and national standards	Designing and Planning Instruction	Instructional Plans
Management/Organization	Instructional area is safe, orderly, and supports learning activities	The Learning Environment	Environment

Table 3 (cont.)

NASPE		TAP	
Domain	Key items	Domain	Item
Management/ Organization	Adequate and developmentally appropriate equipment is accessible and utilized	The Learning Environment	Environment
Management/ Organization	Instructional support materials are utilized to enhance the lesson.	The Learning Environment	Environment
Management/ Organization	Students understand and adhere to class rules, routines, and behavioral expectations	The Learning Environment	Managing Student Behavior
Management/ Organization	Class routines maximize instructional time	The Learning Environment	Managing Student Behavior
Management/ Organization	There is a behavior management plan that is fair, firm, and equitable	The Learning Environment	Managing Student Behavior Respectful Culture
Management/ Organization	Appropriate behaviors are reinforced consistently	The Learning Environment	Managing Student Behavior
Management/ Organization	Students are actively monitored and closely supervised using effective management strategies	The Learning Environment	Managing Student Behavior
Management/ Organization	Students are appropriately grouped	Instruction	Grouping Students
Management/ Organization	Effective and smooth transitions are apparent	Instruction	Lesson Structure and Pacing
Management/ Organization	Allocated time is used effectively and efficiently, allowing students to remain focused on the lesson and task expectations	Instruction	Lesson Structure and Pacing Expectations

Table 3 (cont.)

NASPE		TAP	
Domain	Key items	Domain	Item
Management/ Organization	Students are engaged in relevant, meaningful physical activity a minimum of 50–60 % of the instructional time	NA	NA
Management/ Organization	Accurate records are maintained	NA	NA
Learning Climate	Lifelong physical activity and skillful movement are promoted	NA	NA
Learning Climate	There is a safe, secure learning environment that promotes success, appropriate risk taking, positive self-expression, and enjoyment	The Learning Environment	Environment
Learning Climate	High expectations for learning and behavior are evident	The Learning Environment	Expectations
Learning Climate	Climate of courtesy and respect is established	The Learning Environment	Respectful Culture
Learning Climate	Students support the learning of others	The Learning Environment	Respectful Culture

Note. NA = not present.

The evidence indicates that the NASPE tool and TAP system are very similar across all domains. Moreover, the data indicate that the NASPE tool is 100% common with the TAP instrument in the Instruction domain.

There is a disconnect between the two systems in the areas of keeping accurate records of student progression and communicating progression to relevant stakeholders. The NASPE tool emphasizes the documentation of student progress and communication to relevant stakeholders, whereas the TAP system does not. Last, the TAP system does not indicate the amount of time students are to be engaged in meaningful physical activity during class.

Marzano’s Teacher Evaluation Model

The document analysis of Marzano’s Teacher Evaluation Model indicates that 15 items (37.5%) from the NASPE tool are not included and 25 items (62.5%) are present (see Table 4).

Table 4

*NASPE PE Teacher Evaluation Tool Versus
Marzano’s Teacher Evaluation Model*

NASPE		Marzano	
Domain	Key item	Domain	Item
Instruction	Lesson introduction is appropriate	NA	NA
Instruction	Learning expectations/objectives/instructional goals are clearly communicated to students	Classroom Strategies and Behaviors	Providing Clear Learning Goals and Scales (Rubrics)
Instruction	Content is accurate and current	NA	NA
Instruction	Content and tasks are developmentally appropriate and properly sequenced	Classroom Strategies and Behaviors	Previewing New Content Chunking Content Into “Digestible Bites”
Instruction	Content and tasks are presented concisely and clearly, emphasizing key elements	Classroom Strategies and Behaviors	Chunking Content into “Digestible Bites” Practicing Skills, Strategies, and Processes
Instruction	Engages students in learning by enabling all learners to participate through multiple modalities (opportunities to practice the skill)	Classroom Strategies and Behaviors	Practicing Skills, Strategies, and Processes
Instruction	Opportunities for teachable moments are recognized and utilized	Classroom Strategies and Behaviors	Elaborating on New Information

Table 4 (cont.)

NASPE		Marzano	
Domain	Key item	Domain	Item
Instruction	Instruction is differentiated for all learners (accommodations and modifications are made for students with disabilities or varied learning styles)	NA	NA
Instruction	Specific, meaningful, and timely feedback is provided to students (e.g., performance, efforts, and positive contributions)	Classroom Strategies and Behaviors	Celebrating Success Reflecting on Learning
Instruction	Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas	Classroom Strategies and Behaviors	Previewing New Content
Instruction	Student performance is continually assessed to guide instruction	NA	NA
Instruction	Independent learning is promoted, encouraged, and reinforced through daily assessments	NA	NA
Instruction	Lesson pace is appropriate	Classroom Strategies and Behaviors	Maintaining a Lively Pace
Instruction	Appropriate closure is provided	NA	NA
Evidence of Student Learning	Assessment is based on mastery of learning expectations that are aligned with local, state, and national standards	Planning and Preparing	Attention to Established Content Standards

Table 4 (cont.)

NASPE		Marzano	
Domain	Key item	Domain	Item
Evidence of Student Learning	There is ongoing formal and informal assessment	Classroom Strategies and Behaviors	Tracking Student Progress Celebrating Success
Evidence of Student Learning	Assessment criteria is communicated to students	Classroom Strategies and Behaviors	Providing Clear Learning Goals and Scales (Rubrics)
Evidence of Student Learning	Multiple assessment strategies and tools are used (formative and summative) to monitor student learning	NA	NA
Evidence of Student Learning	Students are able to articulate relevance and transfer of learning	Classroom Strategies and Behaviors	Previewing New Content
Evidence of Student Learning	Student progress is documented in a retrievable record-keeping system	NA	NA
Evidence of Student Learning	Student progress and achievement is communicated regularly to relevant stakeholders	Collegiality and Professionalism	Promoting Positive Interactions With Students and Parents
Management/Organization	Lesson plans and curriculum are aligned with current local, state, and national standards	Planning and Preparing	Attention to Established Content Standards
Management/Organization	Instructional area is safe, orderly, and supports learning activities	Classroom Strategies and Behaviors	Organizing the Physical Layout of the Classroom
Management/Organization	Adequate and developmentally appropriate equipment is accessible and utilized	NA	NA

Table 4 (cont.)

NASPE		Marzano	
Domain	Key item	Domain	Item
Management/ Organization	Instructional support materials are utilized to enhance the lesson	Planning and Preparing	Use of Available Traditional Resources
Management/ Organization	Students understand and adhere to class rules, routines, and behavioral expectations	Classroom Strategies and Behaviors	Establishing Classroom Rules and Procedures
Management/ Organization	Class routines maximize instructional time	Classroom Strategies and Behaviors	Establishing Classroom Rules and Procedures
Management/ Organization	There is a behavior management plan that is fair, firm, and equitable	Classroom Strategies and Behaviors	Establishing Classroom Rules and Procedures Applying Consequences for Lack of Adherence to Rules and Procedures
Management/ Organization	Appropriate behaviors are reinforced consistently	Classroom Strategies and Behaviors	Applying Consequences for Lack of Adherence to Rules and Procedures Acknowledging Adherence to Rules and Procedures
Management/ Organization	Students are actively monitored and closely supervised using effective management strategies	NA	NA

Table 4 (cont.)

NASPE		Marzano	
Domain	Key item	Domain	Item
Management/ Organization	Students are appropriately grouped	Classroom Strategies and Behaviors	Organizing Students to Interact With New Knowledge Organizing Students to Practice and Deepen Knowledge
Management/ Organization	Effective and smooth transitions are apparent	Classroom Strategies and Behaviors	Maintaining a Lively Pace
Management/ Organization	Allocated time is used effectively and efficiently, allowing students to remain focused on the lesson and task expectations	NA	NA
Management/ Organization	Students are engaged in relevant, meaningful physical activity a minimum of 50–60 % of the instructional time.	NA	NA
Management/ Organization	Accurate records are maintained	NA	NA
Learning Climate	Lifelong physical activity and skillful movement are promoted	Classroom Strategies and Behaviors	Organizing the Physical Layout of the Classroom
Learning Climate	There is a safe, secure learning environment that promotes success, appropriate risk taking, positive self-expression, and enjoyment	NA	NA
Learning Climate	High expectations for learning and behavior are evident	NA	NA

Table 4 (cont.)

NASPE		Marzano	
Domain	Key item	Domain	Item
Learning Climate	Climate of courtesy and respect is established	Classroom Strategies and Behaviors	Understanding Students' Interests and Backgrounds Using Verbal and Nonverbal Behaviors That Indicate Affection for Students
Learning Climate	Students support the learning of others	Classroom Strategies and Behaviors	Understanding Students' Interests and Backgrounds Using Verbal and Nonverbal Behaviors That Indicate Affection for Students

Note. NA = not present.

Both the NASPE tool and the Marzano system emphasize the use of clear expectations, objectives, and instructional goals within the Instruction domain and the Classroom Strategies and Behaviors domain. Moreover, both systems support the use of developmentally appropriate learning tasks that are accessible for all learners. Furthermore, progressions, chunking, and proper feedback during lessons are important common parts of both instruments. Although important areas of this domain share many commonalities, the data suggest that NASPE key items are not present in 42.9% of Marzano's instructional domain. Some key items from the NASPE instrument that are missing from the Marzano system are (a) appropriate introduction and closure of the lesson, (b) the use of accurate and current content, and (c) accommodations and modifications for students with disabilities.

The Evidence of Student Learning domain in the NASPE tool is similar to Marzano's Classroom Strategies and Behaviors domain. Evidence of its presence was found in 70% of the Marzano system. The Marzano system emphasizes clear learning goals and scales, along with assessments that are linked to content standards. Furthermore, one area that the NASPE tool supports that is not mentioned within the Marzano system is the use of multiple assessment strategies, along with documentation of student progress within a retrievable records system.

The NASPE Management/Organization key items are evident in 64.3% of the Marzano system. Moreover, both systems support establishing rules and classroom procedures, along with an organized classroom environment. The Marzano system does not emphasize active monitoring and supervision nor pinpoint the amount of time students are expected to be physically active during instructional time.

The NASPE Learning Climate key items are evident in 60% of the Marzano system. Thus, both systems emphasize promoting an environment of courtesy and respect. Furthermore, two key items from the NASPE tool that are absent from the Marzano system are the emphasis of (a) a safe and secure learning environment and (b) high expectations for learning and behavior.

NASPE Tool Key Items Present in 100% of the Three Systems

Evidence supports that 15 key items (37.5%) from the NASPE tool are present in 100% of the three teacher evaluation systems. Of the 15 key items in the NASPE tool present within all three systems, seven (46.7%) are from the Instruction domain, one (6.7%) is from the Evidence of Student Learning domain, five (35.7%) are from the Management/Organization domain, and two (13.3%) are from the Learning Climate domain.

NASPE Tool Key Items Missing From the Three Systems

Five key items (12.5%) were missing from $\geq 75\%$ of the three teacher evaluation systems: (a) lesson introduction is appropriate; (b) appropriate closure is provided; (c) student progress is documented in a retrievable record-keeping system; (d) students are engaged in relevant, meaningful physical activity a minimum of 50–60% of instructional time; and (e) lifelong physical activity and skillful movement are promoted.

Discussion

Teacher evaluators can use generic teacher evaluation systems to evaluate teacher effectiveness across multiple subject areas, including PE (Danielson, 1996, 2007; Marzano Research Laboratory, 2011). Two of the systems had a high percentage of the NASPE tool key items present (TAP, 87.5%, FFT, 82.5%). In contrast, the Marzano model had the least number of NASPE key items present (62.5%). Based on the variance in the presence of the NASPE tool key items, these generic teacher evaluation systems may not comprehensively address PE.

Evaluators need to be trained and highly knowledgeable in the subjects they observe. Brandt et al. (2007) discussed the importance of evaluators being trained and proficient in the subjects that they observe to avoid subjective and biased evaluations. Brandt et al. also stated that district evaluation systems typically provide little guidance about what to observe across subject areas. These statements are relevant to this document analysis study in that the language across all of the teacher evaluation systems of inquiry is not PE specific. With the need for quality physical educators in every classroom, it is important that PE teachers are properly evaluated on teacher effectiveness within their subject area. The researchers and the experts who contributed to this analysis are trained professionals within PE and were able to connect the language within the three systems' domains to the context of PE. This is not the case with most evaluators, who lack that specific training (Brandt et al., 2007).

The document analyses determined that a high percentage of the NASPE tool key items are present within the three teacher evaluation systems. However, key items missing from the three teacher evaluation systems are in areas that are pertinent to delivering quality PE lessons or that are specific to this content. Consequently, the five NASPE key items left out of a majority of the three teacher evaluation systems are key concepts that are taught by PETE programs.

Strength and Limitations

An identifiable strength of this study was the knowledge and ability of the research team to identify and connect the language from the three teacher evaluation systems to PE.

An identifiable limitation of this study was the small sample of systems. Many known teacher evaluation systems are used through-

out the United States. The three systems examined in this study were limited to one county in one state in the western United States.

Conclusion

PE as a school subject is not excused from the recent call for evidence of student learning and teacher effectiveness across all subject areas. Thus, more measures of accountability will be expected in the near future. In light of this, the call for more training of school administrators and evaluators is essential in allowing PE teachers the opportunity to receive a fair and valid evaluation.

This study can stimulate more research within the area of teacher evaluation in PE. Furthermore, it appears important to develop an instrument that could complement currently used systems or stand alone to measure teacher effectiveness specific to PE.

In conclusion, the TAP and FFT tools appear to be appropriate for evaluating PE teachers, contingent on at least two criteria: (a) school administrators having completed proper training on the use of the evaluation tool and (b) evaluators having adequate PE-specific content knowledge and pedagogical content knowledge.

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YOU AND THE LAW

Assessing the Legality of State Tournament Bans in Interscholastic Athletics

Beau F. Scott and Leeann M. Lower

St. Patrick High School v. New Jersey Interscholastic
Athletic Association, No. 10–cv–948 (DMC),
2010 WL 715826 (D. N.J. 2010)

State high school athletic associations are tasked with facilitating equitable athletic opportunities for all member schools. To accomplish this task, state associations implement rules designed to ensure competitive balance (Johnson, Tracy, & Pierce, 2015). With over 7.8 million participants, interscholastic athletics are extremely popular and garner the attention of millions of spectators each year (National Federation of State High School Associations, 2015). Stakeholders (e.g., coaches, parents, athletic directors) often challenge policies and sanctions by state associations based on how these restrictions affect interested teams or athletes. This review examines St. Patrick High School's (St. Patrick) case against the New Jersey State Interscholastic Athletic Association (NJSIAA) regarding sanctions given to the school for breaking association rules regarding out-of-season open gyms.

Facts of the Case

St. Patrick (Plaintiff) is a private school located in Elizabeth, New Jersey, and a member of the NJSIAA (Defendant). The NJSIAA is responsible for regulating and coordinating interscholastic athletic

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competition within the state, including boys basketball, for which St. Patrick had a history of successful teams.

All state athletic associations, including the NJSIAA, have rules explicitly prohibiting recruiting students for athletic reasons (Johnson et al., 2015). Upon receiving reports of athletically motivated recruiting, the NJSIAA hired a private investigator to report on St. Patrick's boys basketball program activities. During the investigation, the private investigator attended several open gyms held by the boys basketball team and uncovered St. Patrick holding illegal out-of-season open gyms prior to the start of the 2009–2010 season, which violated NJSIAA rules.

St. Patrick attended a formal hearing addressing the illegal open gyms, for which the NJSIAA's Controversy Committee ruled the boys basketball team would be banned from participation in the state tournament. St. Patrick appealed the sanction to the association's Executive Committee, but the state tournament ban was upheld. This appeal process typically requires a 10-day review period between committee hearings, but the NJSIAA accelerated the process to determine St. Patrick's eligibility for the upcoming state tournament. The plaintiff sought injunctive relief on the association's decision to ban the St. Patrick boys basketball team from the state championship, alleging that the NJSIAA violated procedural due process provided by the 14th Amendment and that the actions of the private investigator constituted unreasonable searches and seizures prohibited by the Fourth Amendment.

Court Analysis

Plaintiff Complaint

To substantiate a due process claim, the plaintiff must prove that a state actor deprived an interest associated with the Fourteenth Amendment's protection of life, liberty, or property without due process of the law. Neither party disputed the NJSIAA's status as a state actor. St. Patrick asserted that the NJSIAA violated their property right to participate in the state tournament, a right that they deemed "the most critical benefit of membership in the NJSIAA" (para. 12). The plaintiff cited *Perry v. Sinderman* (1972), which determined that a property interest can constitute a mutually explicit understanding

between a government employer and employee (i.e., the state association and a member school).

St. Patrick alleged that the association did not follow the “clearly-established procedures for such discipline” (para. 12). The plaintiff argued that the state association did not follow established procedures for levying a punishment to a member school as dictated in their bylaws. St. Patrick contended that the association’s insistence on accelerating the appeal review period to meet the deadline for state tournament seeding violated the previously set standards on time in the appeal process.

Finally, St. Patrick accused the NJSIAA of unreasonable searches and seizures prohibited by the Fourth Amendment, in their use of the private investigator. The plaintiff argued that students and parents expect some level of privacy within the school grounds. Moreover, because neither school official nor student gave consent to the private investigator, the search was argued to be unreasonable. Furthermore, the plaintiff asserted that because the collection of evidence gained by the private investigator was collected in an unconstitutional manner, the evidence entered during the appeal process was improper and thus could not be used to determine a punishment.

Defendant Response

The defendant sought to dismiss the claims of violations of the 14th and Fourth Amendment regarding due process and unreasonable searches and seizure. The defense argued that accelerating the appeal timeline was essential under the circumstances because the postseason basketball seeding was imminent. Moreover, the defense argued that the amount of time given to the plaintiff to prepare their appeal was sufficient because the submission for the written appeal was not changed, rather it was the review period for members of the Executive Board that was altered. The defense referenced *Goss v. Lopez* (1975) when stating that the exact timing and nature of a hearing depends on the accommodations required by the parties involved. In this case, the defense required an expedited hearing that was deemed permissible. Regarding the plaintiff’s claim regarding impermissible evidence, the defense argued that this dispute (whether true or not) had no bearing on the claim of a due process violation.

To address the plaintiff's alleged Fourth Amendment violation, the defendant pointed out that the private investigator attended only open-gym sessions held by St. Patrick (i.e., no closed practices or private meetings). The defense argued that the very nature of an open-gym session presents no expectations of privacy, as the purpose of open gyms is to allow outside stakeholders the opportunity to see athletes play. Furthermore, the defense referenced the actions of the private investigator, stating that there were no physical searches of persons or lockers.

Court Decision

The district court ruled in favor of the defendant and denied the plaintiff's motion for injunctive relief. To gain injunctive relief, the plaintiff had to prove the likelihood of success based on merits of their claims (i.e., 14th and Fourth Amendment claims) and irreparable harm if relief is not granted. The court ruled the appeal process constitutional because it allowed the defense to respond to the allegations, provide context for their actions, and state why those actions were necessary, even though the process was expedited. As the NJSIAA appeal process was applied consistently, the plaintiff was not likely to succeed based on their due process claim. Regarding the illegal search and seizures claim, the plaintiff had to prove their expectation for privacy outweighed the state actor's need to manage a breach of public order. Because the open gyms were held to allow players more exposure from college coaches (i.e., members of the public), the court ruled the school should not expect privacy in such situations. The court also ruled that simply because an event occurs on private property does not mean privacy interests are held, citing *Illinois v. Andreas* (1983). The court also ruled that irreparable harm would not be experienced by the plaintiff, referencing cases such as *Dziewa v. PIAA* (2009) and *Sharon City School District v. PIAA* (2009) that determined ineligibility of participation in interscholastic athletics is not an irreparable harm. The court supplemented this sentiment by stating that St. Patrick had the opportunity to play a full regular season, which included a county tournament and out-of-state events. Thus, injunctive relief was not granted based on irreparable harm.

Implications

Interscholastic athletic associations frequently hear cases regarding eligibility of teams and individuals who have committed infractions. Although these cases vary in nature and context, many revolve around due process claims. The results of this case serve to educate coaches and athletic administrators about probable outcomes of due process litigation regarding appealing sanctions given to schools for violating competitive balance rules. As this case reinforces the constitutionality of a state tournament ban as a form of punishment for infractions against state athletic association rules, schools should thoughtfully consider their allegations of constitutional violation prior to filing a legal complaint. The application of this case has already served as precedent in subsequent cases, with courts confirming a state tournament ban does not constitute irreparable harm (*Doe v. Banos*, 2010; *Mattison v. East Stroudsburg University*, 2013).

Furthermore, this case serves as a warning to basketball programs around the country, demonstrating possible repercussions for violating athletic association bylaws. As issuing state tournament bans is a practice that is still commonly used across the United States (Lanni, 2016; Woog, 2016), schools should take note of the outcome of this case to gauge probable outcomes of similar cases. By publishing a review of state association rules in an association newsletter, the athletic association can make schools more aware of what constitutes permissible behavior within the context of the association's bylaws and the possible punishment that can be levied for violations. Schools can hold preseason compliance meetings with coaches to inform them of state association rules and restrictions that may have changed and to remind them of acceptable practices to meet athletic eligibility requirements. Last, state athletic associations can use the NJSIAA's hiring of a private investigator as a possible solution to investigate alleged wrongdoings in states with limited in-house resources. In the ever-changing environment of interscholastic competitive balance, these strategies help ensure that schools are in compliance with association bylaws and they maximize the efficiency of athletic departments.

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Instructions for Authors *The Physical Educator*

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