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Physical Education Cooperating Teachers Participation and Beliefs as Teacher Educators

Hillary May Franks
University of Northern Colorado

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PHYSICAL EDUCATION COOPERATING TEACHERS PARTICIPATION AND BELIEFS AS TEACHER EDUCATORS

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Hillary May Franks

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Accepted by the Doctoral Committee

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Mark Smith, Ph.D., Co- Research Advisor

_____

Jennifer Krause, Ph.D., Co-Research Advisor

_____

Brian Dauenhauer, Ph.D., Committee Member

_____

Nancy Sileo, Ed.D., Faculty Representative

Date of Dissertation Defense_____

Accepted by the Graduate School

_____

Linda L. Black, Ed.D.
Associate Provost and Dean
Graduation School and International Admissions

ABSTRACT

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Cooperating teachers (CTs) have consented "to assume one of the most responsible, influential, and exciting roles in teacher education" (Henry & Weber, 2010, p. 2); therefore, it is imperative for teacher preparation programs to prepare and support them for this role. No evidence suggests ways in which CTs, specifically physical education cooperating teachers (PECTs), either do or do not participate as teacher educators during the student teaching experience. Clarke, Triggs, and Neilsen (2014) identified 11 teacher educator roles CTs engage in and suggest further exploration into the ways in which CTs identify and participate in these roles. It is unclear whether PECTs are even aware of these specified roles, if they are participating in these teacher educator roles, or if they believe these teacher educator roles are important. If physical education teacher education (PETE) programs are to provide and create professional development opportunities and/or training programs to better prepare and inform PECTs, they must first gain the knowledge and skills to be effective mentors and PECTs.

The purpose of this mixed methods study was to identify PECTs' participation in and beliefs about the importance of each of the 11 teacher educator roles throughout the student teaching experience. This study's findings offered PETE programs an understanding of how to best prepare PECTs for their roles during the student teaching

experience. This sequential explanatory design diagramed by Creswell (2013) employed quantitative research followed by qualitative research.

A survey was disseminated to 118 PECTs in the United States. The results showed PECTs reported participating in all 11 teacher educator roles and believed PECTs should participate in all 11 teacher educator roles. Moreover, the results of this study also showed a relationship existed between PECTs' beliefs and participation about the 11 identified roles. Additionally, the five PECTs interviewed in the study provided support and specific examples of participation in the 11 teacher educator roles and why they believed these roles were important for PECTs to participate in during the student teaching experience. Therefore, research on PECTs' participation and beliefs about their role should be further explored from different perspectives and potentially used as a recruiting tool for PETE programs.

Keywords: physical education cooperating teachers, student teaching experience, physical education teacher preparation

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CHAPTER I

INTRODUCTION

Teacher education generally refers to improving the general educational background of the teacher candidate; teaching pedagogy and understanding of children and learning; and preparing preservice teachers with the knowledge, attitudes, behaviors and skills to perform tasks effectively in the classroom and school (Perraton, 2010). Teacher education programs provide the setting by which a person attains education or training at a university or college to become a teacher. A central feature of teacher education includes the opportunity for teaching practice, which has long been considered the most significant component of undergraduate teacher preparation programs (Behets & Vergauwen, 2006; Chepyator-Thomson & Liu, 2003; O'Sullivan, 2003). The use of teaching practice and experiences in teacher preparation programs has a long history and support going back to the fledging days of normal schools, which were postsecondary institutions for the preparation of elementary and secondary school teachers that existed in various places throughout the world from the late-1800s through to the 1950s (Clarke, Triggs, & Nielsen, 2014; Cruickshank & Armaline, 1986).

History of Field Experiences in Teacher Education

Since the beginning of teacher education in the United States, learning to become a teacher has been embedded in the action of practice teaching. As long ago as the mid-19th century, records revealed preservice teachers for America's schools learned to teach

largely by teaching (Cruickshank & Armaline, 1986). The principal of the first public normal school in Lexington, Massachusetts, Cyrus Peirce, disclosed in letters in 1839 that he taught the 20 adolescent women in that school to become teachers partially by "requiring [them] to teach each other in my presence…[and] by means of the Model School where…the normal pupils had an opportunity, both to prove and improve their skill in teaching and managing schools" (Borrowman, 1956, p. 71). Moreover, teaching future teachers has long been rooted in the action of practice teaching to become an effective pedagogue.

As an American philosopher and educator, John Dewey (cited in Wurdinger, 1997) was and continues to be an important influence on teacher education in the United States. Dewey believed education should be based on the principle of learning through doing and was among the first to acknowledge the most notable purpose of teaching experiences was to instill in the prospective teacher a disposition toward being a student of teaching by means of experiential learning. In his book, *Experience and Education,* Dewey (1986) stated, "All genuine learning comes from experience" (p. 25). He noted students studying to be teachers need time in the real world to gain an understanding of how and why children learn (Meegan, Dunning, Belton, & Woods, 2013). Thus, with the beginning of formal teacher training in America, teacher educators adopted this learning philosophy and utilized practices known now as peer teaching, simulation, field experiences, and student teaching. Hence, the commitment to teaching practice continued throughout the decades.

In an early report on field experiences, the American Association of Teachers Colleges published the Flowers Report (Flowers, 1948) that recommended the number,

length, and variety of field experiences in teacher education programs be extended and considered an integral part of the professional curriculum (Cruickshank & Armaline, 1986). In 1963, Harvard president, Conant wrote:

> It seems clear that the future…teacher has much to learn that can be learned only in the…classroom. …I would argue that all education courses…be accompanied by "laboratory experiences" providing the observation and teaching of children. (p. 161)

With the dawn of normal schools and the improvement of teaching principles, apprenticeships in teacher preparation programs gave way (Cruickshank & Armaline, 1986). Subsequently, it became customary that apprenticeships, now referred to as field or clinical experiences, would be part of nearly every teacher preparation program in the United States. Years later, preparation of teachers gradually moved from normal schools to university settings. With the increase in number of preservice teachers and not enough faculty to teach, universities had to rely on in-service teachers to assist in the preparation of preservice teachers, thus beginning the practice of using in-service classroom teachers. These in-service teachers were expected to *cooperate* with faculty members to support in preparing future teachers, hence the term of *cooperating teacher* (Boivin, Downie, & LaRoque, 1993; Houston, 2008). Cooperating teachers (CTs) soon became an integral part of field experiences in teacher preparation programs to assist in the preparation of the teacher candidates.

Importance of Quality of Field Experiences

Teacher preparation programs are expected to provide a specified number of hours of field experiences to be an accredited program (American Association of

Colleges of Teacher Education [AACTE], 2013). Consequently, teacher educators have tried to identify the best ways to organize and think about teaching experiences, issues and problems associated with teaching experiences, and recommendations that might enhance or improve field experiences. While field experiences are essential to effective teacher preparation, they are perhaps the least intentional component of the process (Levine, 2002). For field experience placements to benefit preservice teachers, they should be well planned in positive learning environments with quality educational professionals and institutions (Bernhardt & Koester, 2015).

Field experiences are essential for preservice teachers in making connections between theory and practice (Szabo, Scott, & Yellin, 2002). Most traditional teacher preparation programs provide current research-based knowledge, both content-specific and pedagogical (Kremer-Hayon & Tillema, 1999), to prepare preservice teachers for the classroom; however, it is not enough to fully encompass all mechanisms of teaching. Early experiential learning events preceding a capstone student teaching experience enable preservice teachers to observe school-age students and teachers, work with individuals and small groups, and teach selected lessons on their own (Freeman, 2010). It is believed preservice teachers learn most from the teaching practice elements of teaching training courses where they get to engage with experienced teachers on a day-to-day basis (Keay, 2007). Experiences gained prior to student teaching will have a great impact on the competence and confidence preservice teachers hold going into the student teaching experience.

Student Teaching Experience

The culmination of nearly all teacher preparation programs in the United States is the student teaching experience (AACTE, 2013). The student teaching experience is designed to be as realistic and intensive as actual teaching. The student teaching placement is one of the most anticipated and crucial teaching opportunities offered in a teacher preparation program (Clarke, Triggs, & Nielsen, 2012). Virtually all of the approximately 4.5 million K-12 teachers in the United States had to successfully complete student teaching to receive their certification (U.S. Census Bureau, 2004). The principle objective of student teaching is to provide the opportunity for execution and demonstration of instructional competence for beginning educators. The importance of the capstone student teaching experience is well documented and has been identified as "a central component of nearly every U.S. teacher education program" (Rozelle & Wilson, 2012, p. 196).

While failing student teaching does not signify the end of one's career, it is likely to result in a tarnished reputation in addition to costing the student time and money (Anderson, 2007). One of the most regarded and identified ways to ensure a good student teaching experience is through a positive relationship among those involved. This involves placing student teachers in schools with carefully selected and qualified CTs (Zeichner, 2002).

The student teaching experience often takes place under the guidance of a CT and a university supervisor (Ziechner, 2010). Researchers in the field of teacher education have studied the relationship and characteristics of the student teacher, CT, and university supervisor as they work in unison together as members of the student teaching triad (see

Figure 1.1; He & Levin, 2008; Slick, 1998; Valencia, Martin, Place, & Grossman, 2009; Zeichner, 2002). The central role of the triad members is to work as a collaborative team employing constant communication to support, enhance, and prepare the student teacher candidate to become a reflective professional (Zeichner, 2002). Each member typically has a specific set of responsibilities usually outlined in the university's student teaching handbook.

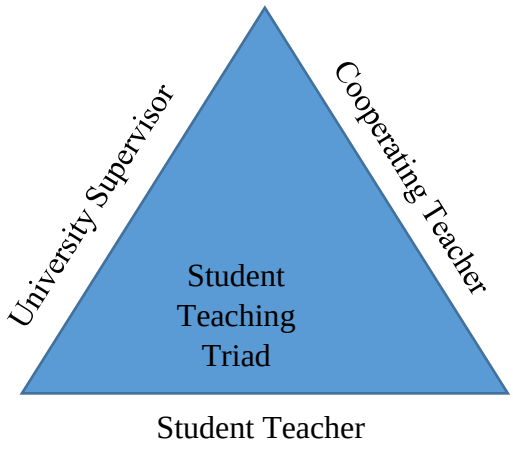

Figure 1.1. Student teaching triad.

Teacher education programs rely on willing in-service teachers to become CTs and provide classroom experience for student teacher candidates--a reliance that has grown over the years. Teacher candidates, CTs, and university supervisors should be well informed of the procedures and requirements of the student teaching experience. Communication among student teacher candidates, university faculty, public school teachers, and administrators is another important factor for a successful field experience program (Bernhardt & Koester, 2015).

Importance of the Cooperating Teacher

There is clear consensus within the field of teacher education that student teaching experiences, accompanied by well-supported and effective CTs, are critical to the preparation of new teachers (AACTE, 2013; Clarke et al., 2014; Darling-Hammond, 2000; National Council for the Accreditation of Teacher Education [NCATE], 2010). Student teachers' learning opportunities can be maximized during teaching practice by CT contribution (Hardy, 1999; O'Sullivan, 2003; Rikard & Veal, 1996; Tjeerdsma, 1998). Zeichner (1992) noted it is virtually impossible to guarantee that all student teachers will have the opportunity to be supervised by talented and gifted teachers and faculty members but should be sought after. Many in-service teachers receive little to no training from the teacher education program to prepare them for their roles as CTs (Kent, 2001). Thus, the quality of the student teaching experience can vary greatly.

Ensuring CTs have the necessary preparation to be effective mentors and supervisors is an issue too often overlooked by teacher preparation programs (Faltis, 2011). Not enough value is being placed on the CT role; yet, these individuals significantly impact student teachers they mentor and work alongside (Clarke et al., 2014; Zeichner, 2011). Cooperating teachers must have knowledge of their role in the supervision triad; together these roles could contribute to the development of consistent and cohesive system for supporting progressive teachers (Freidus, 2002).

It is recognized that the practices for ensuring CTs are professionally prepared for their work are inadequate and fail to address some of the most basic issues associated with their supervisory work (Glickman & Bey, 1990; Knowles & Cole, 1996). The lack of preparedness for supervisory work is demonstrated by the absence of preparation and

support for the work, the temporary and marginal status of those who do the work in universities, and the lack of incentive and rewards for doing a good job (Zeichner, 2002). Cooperating teachers exert a powerful influence on normative belief development (Ajzen, 1991) and, ultimately, on practices adopted by student teachers (Rozelle & Wilson, 2012). It is "critical that training for CTs emphasize the importance of skills and activities required during the capstone student teaching experience" (Smalley, Retallick, & Paulsen, 2015, p. 135).

Pedagogy research recommends teachers first articulate learning outcomes and then design learning experiences that are likely to help students attain these outcomes. Teacher educators should seek to follow this pattern with respect to preparing CTs. Teacher preparation programs should take the desired outcomes of a CT within the student teaching experience and provide them with the knowledge, skills, and opportunities for learning experiences to help achieve these outcomes. Equally, without a clear understanding of the ways in which CTs participate--or are expected to participate--in teacher education, it is difficult to know how to best support or facilitate that work (Clarke et al., 2014). Cooperating teachers' participation in teacher education is of particular significance (Keogh, Dole, & Hudson, 2006). Research should increasingly focus on gaining a comprehensive understanding that advances how the work of CTs is perceived and sanctioned (Clarke et al., 2014). Consequently, teacher educators are unaware of the ways in which they could support CTs and CTs are left to rely on their intuitive sense of what it means to supervise student teachers--often by drawing on their own practicum or student teaching experiences when they were student teachers (Knowles & Cole, 1996). Cooperating teachers' unawareness of how to supervise is

untenable if the intention is to provide the best preparation for the next generation of teachers.

An increasing body of research reveals strong evidence that CTs lack specific preparation to enable high quality and developmentally appropriate support for student teachers (Clarke et al., 2014; Glickman & Bey, 1990; Knowles & Cole, 1996). Cooperating teachers have consented "to assume one of the most responsible, influential, and exciting roles in teacher education" (Henry & Weber, 2010, p. 2); therefore, it is imperative for teacher preparation programs to prepare and support them for this role.

Clarke et al. (2014), in their review of 60 years of literature, identified 11 teacher educator roles CTs might participate in throughout the student teaching experience: provider of feedback, gatekeeper of the profession, modeler of practice, supporter of reflection, purveyor of context, convener of relation, agent of socialization, advocate of the practical, gleaner of knowledge, abider of change, and teacher of children. These categories of participation are defined and discussed in depth in the following chapter. These identified roles support the idea that CTs have a strong influence on the teaching practices of student teachers (Rozelle & Wilson, 2012) and the way they "come to know and participate in the profession" (Clarke et al., 2014, p. 182).

Cooperating teachers are a necessary and integral component of teacher preparation programs and often the last link between preservice teacher preparation and attaining a teaching certification. Clarke and colleagues' (2014) review of literature prompted further inquiry into the nature and substance of CT participation in teacher education. Their review also suggested potential avenues for thinking differently about how and in what ways CTs might be engaged, supported, and participate in teacher

education, which is something that has been largely missing from current conceptions of their work (Clarke et al., 2014). Lastly, beliefs and participation of physical education CTs (PECTs) on these 11 identified teacher educator roles have not been explored.

Statement of the Problem

No evidence suggested the ways in which CTs, specifically PECTs, either do or do not participate as teacher educators during the student teaching experience. Clarke et al. (2014) identified 11 teacher educator roles CTs might engage in and suggested further exploration into the ways in which CTs identify and participate in these roles. It is unclear whether PECTs are even aware of these specified roles, if they are participating in these teacher educator roles, or if they believe these teacher educator roles are important. If physical education teacher education (PETE) programs are to provide and create professional development opportunities and/or training programs to better prepare and inform PECTs, they first must gain this knowledge.

Purpose

The purpose of this mixed methods study was to identify the extent to which PECTs participated in the 11 teacher educator roles and determine PECTs' beliefs about the importance of each of the 11 teacher educator roles throughout the student teaching experience. Together, these findings could offer PETE programs an understanding of how to best prepare PECTs for their roles during the student teaching experience. The following research questions guided this study:

Research Questions

Q1 What level of participation of the 11 identified teacher educator roles do PECTs participate in during the student teaching experience?

Q2 What level of importance do PECTs believe PECTs should participate in the 11 identified teacher educator roles during the student teaching experience?

Q3 Is there a relationship between participation and beliefs of PECTs regarding the 11 identified teacher educator roles?

Significance of the Study

Professional development and training is necessary for PECTs to fulfill their roles and responsibilities during the student teaching experience. There was a recurrent theme in the body of literature surrounding student teaching placements and specifically CT effectiveness. Studies in the past 40 years typically included the identification of what a student teaching placement should entail, identified the roles and responsibilities of all members of the student teaching triad, and offered possible suggestions of how to create a better placement (AACTE, 2013). Unfortunately, research continually pinpointed the same problems time and time again. A consistent finding continues to include the lack of preparedness for mentorship and supervision of student teachers by CTs. In other words, what has been known for the last 40 years is still a problem in teacher preparation programs today.

The PETE community is aware that field experiences and the student teaching experience are central to the development of teacher candidates (Curtner-Smith, Hastie, & Kinchin, 2008; Stran & Curtner-Smith, 2009). For this reason, it is critical to provide PECTs with the necessary preparation to serve as effective mentors; knowledge of various supervisory approaches within a university-based teacher preparation program should also be addressed (Bernhardt & Koester, 2015). Physical education teacher education programs are in a prime position to nurture student teacher growth and

development through field experience requirements and should work toward identifying, training, and retaining effective PECTs.

Socialization and teacher beliefs were the underpinning theories guiding the current study. Specifically, there has been much research about the socialization of physical education teachers using occupational socialization theory. Together socialization and teacher beliefs form a conceptual framework that best explains how one becomes a teacher, a CT, and the impact CTs have on that socialization and belief development process of student teachers.

Delimitations

The first delimitation of this study was the use of a convenience sample, which was problematic due to the fact that those who chose to participate in the study might have been different from those who chose not to participate (Wiederman, 1999). Another delimitation of this study was the survey collected self-report data from participants. Self-reported data could have resulted in biased responses due to social desirability where the participants answered the way they thought they should answer in order to make the researcher or others see them more favorably (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). This delimitation was addressed by assuring participants their responses would remain confidential and the results from the study would be provided in aggregate form, reducing the pressure to respond in a socially desirable way. An additional bias related to self-reported data might have existed due to misinterpretation of a question. Careful attention to the wording of questions and the use of a pilot-test were used to reduce these biases.

Definitions of Terms

The terms succeeding are definitions provided to ensure understanding and consistency of these terms that will be used throughout the study:

Beliefs. An opinion or conviction of a person.

Cooperating Teacher (CT)/In-Service Teacher. The in-service teacher who guides and mentors the student teacher during the student teaching experience.

Field Experience. Undergraduate work done prior to student teaching within a PreK-12 school setting. This allows preservice teachers to observe mentor teachers to see a variety of teaching methods in a regular class setting.

Physical Education Teacher Education (PETE). Undergraduate program of study focused on training students to become physical education teachers.

Physical Education Teacher Education (PETE) Faculty. Those who teach physical education teacher education professional preparation courses and are deemed knowledgeable by each specific college or university coordinator.

Practice Teaching. Teaching by a student under the supervision of an experienced teacher.

Pre-service Teacher. Individuals at colleges and universities that have been admitted to, or enrolled in, physical education teacher education programs; a student in a teacher preparation program.

Student Teacher. A student teacher is a teacher candidate in a student teaching placement. Teacher candidate is used through throughout this paper to distinguish from students at K-12 schools (National Association for Sport and Physical Education, 2009).

Teacher Education Program. Provides the process by which a person attains education or training in an institution of learning to become a teacher. Equips pre-service teachers with professional knowledge and skills necessary to educate others in general or specialized subjects.

University Supervisor. Individual(s) who represent the college/university PETE program who observe the student teachers in his or her PreK-12 school placement.

CHAPTER II

LITERATURE REVIEW

In this chapter, a comprehensive review of relevant literature examining the common conceptions of CTs, identified teacher educator roles, and how CTs participate during the student teaching experience is broken into four sections: (a) common views of the cooperating teacher role; (b) cooperating teacher participation in teacher education; (c) cooperating teacher and teacher preparation program relationship; and (d) conceptual framework.

Common Views of the Cooperating Teacher Role

While much research about the student teaching experience has been conducted, there is still a lack of clarity and defining roles and responsibilities of CTs. Lack of a definition explains the wide variance in ways in which CTs, university supervisors, and student teachers interact (Koerner, Rust, & Baumgartner, 2002). Furthermore, if the teacher education program director, faculty, CT, and student teachers all hold different answers to the expectations of the role of the CT, then this can cause even more problems (Clark, 2002).

Studies investigating characteristics and attributes of the student teaching experience to better understand what makes a quality student teaching placement have been conducted over the years. The literature informs us “the voices of cooperating

teachers and student teachers are seldom heard" (Clift & Brady, 2005, p. 334). However, this would seem contradictory to the available research on the topic. To gain a better understanding, researchers have looked at the CT as a member of the student teaching triad from multiples perspectives including but not limited to student teacher view, CT view, university supervisor view, and K-12 student population view. This section of the literature review discusses the already known perceptions and expectations of the CT from multiple perspectives.

Voice of the Cooperating Teacher

LaBoskey and Richert (2002) found a better placement ought to include student teachers feeling safe, nested contexts for learning where the principles are well blended, and where there is a reflective focus to the work. This finding was similar to Arnold's (2002) study, which described CTs' feelings of responsibility to support and guide student teachers using the following words: mentors, model, guide, and facilitator. In addition, Arnold noted CTs found working with a student teacher had the potential benefit of providing "collegial support around student learning" (p. 130). Similarly, in Izadinia's (2016 study, open relationship, feedback, encouragement, and support were found to be the most crucial factors in a mentoring relationship based on pre-service and CTs' opinions. Beginning teachers reinforced the aforementioned notions, stating field experiences and students teaching were the most beneficial, authentic, or practical aspects of teacher education (Adams & Krockover, 1997; Britzman, 1991; Farkas, Johnson, & Foleno, 2000).

Similarly, Koerner et al. (2002) investigated what a good student teaching experience looked like and the roles each participant should play. Data were obtained

from 21 master's level student teachers and their CTs in early childhood, elementary, and secondary teacher education programs at one university and from seven university supervisors. The results indicated a good teaching experience is constantly changing and constantly challenging—not just for the student teacher but for the other participants as well. They revealed a clear differentiation of roles with CTs being acknowledged first as teachers of children and second as teacher educators. Feiman-Nemser and Buchmann (1987) stated, "Cooperating teachers set the affective and intellectual tone and also shape what student teachers learn by the way they conceive and carry out their roles as teacher educators" (p. 256). The results also suggested mentoring belongs primarily to the university supervisor who is seen by both the student teacher and the CT as a liaison in the student teaching experience.

Voice of the Student Teacher

Numerous studies have inquired the student teacher about the student teaching experience (Dahlgren & Chiriac, 2009; Edgar, Roberts, & Murphy, 2011; Kasperbauer & Roberts, 2007; Mueller & Skamp, 2003; Smalley et al., 2015; Torres & Ulmer, 2007; Valencia et al., 2009). One of the most agreed upon and important roles of the CT has been identified as that of a mentor by student teachers (Enz, Cook, & Wallin, 1991; Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2011; Sudzina & Coolican, 1994). These findings were consistent with Beck and Kosnik (2002) who examined student teachers' perceptions of components of a good practicum placement. Data were obtained from semi-structured interviews with 11 students enrolled in a one-year, post-baccalaureate teacher education program at a large university. The results indicated the component of a good practicum placement as identified by the student teachers included

emotional support from the CT, peer relationship with CT, collaboration with the CT, flexibility in teacher content and method, feedback from the CT, a sound approach to teaching and learning on the part of the CT, and a heavy but not excessive workload during the placement.

Torrez and Krebs (2012) investigated the characteristics and attributes of the student teaching experience to better understand what made a quality student teaching experience from CTs' and teacher candidate's perspectives. Their study reflected a holistic approach by addressing the overall context of a quality student teaching experience that included the environment, characteristics of successful CTs and teacher candidates, and the benefits and challenges of each. Results from the study indicated "constructive criticism and feedback from the CT are needed for the teacher candidate to feel supported through the practicum experience, teacher candidates value the collaboration time afforded them by their master teachers" (Torrez & Krebs, 2012, p. 492). Student teachers considered CTs to be one of the most important contributors to their teacher preparation program (Rodgers & Keil, 2007). From these perspectives, there was a common theme in the literature of how student teachers and CTs commonly described the CT as being a mentor for the student teacher.

Cooperating Teacher as a Mentor

Given the complex challenges facing student teachers, mentoring is an effective element in teacher preparation programs (Griffin, Winn, Otis-Wilborn, & Kilgore, 2003). Mentoring has been defined as a "nurturing process in which a skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels a less skilled or less experienced person for promoting the latter's professional and/or

personal development" (Anderson & Shannon, 1988, p. 40). Literature indicated the process of mentoring has been cultured to CTs on how to be effective mentors for student teachers.

Mentoring is a useful endeavor where CTs carefully guide student teachers in practicalities of the school classroom (Beck & Kosnik, 2000; Dunne & Bennett, 1997; Rajuan, Beijaard, & Verloop, 2007). Cooperating teachers can be provided with opportunities to learn and master the skills of an effective mentor when supported during the student teaching placement (Young & MacPhail, 2015). Learning opportunities about effective mentorship could be delivered by teacher preparation institutions or programs, providing structure and guidance and allowing chances for qualified CTs to undertake the role of an trainee (Young & MacPhail, 2015). Similarly, Kahn (2001) mentioned that finding high-caliber CT candidates, training them to mentor student teachers, and improving the practice of current CTs should be given high priority.

> There is little understanding of the additional demands placed on CTs; of the images they hold of themselves as CTs and of student teachers; and of the nature of their work as they undertake responsibilities associated with being a CT. (Goodfellow, 2000, p. 25)

A study looking at PECTs' preparation and practice before taking on student teachers by Rikard and Veal (1996) revealed PECTs were not fully prepared to be effective mentors for student teachers. Rikard and Veal interviewed 23 PECTs and examined their preparation for becoming supervisors and their supervisory beliefs and practices. Most PECTs shared they had no formal preparation for their supervisory roles and shared no common technical language. Rather, they applied Lortie's (1975)

apprenticeship of observation by acquiring supervisory knowledge and images of supervision primarily from memories of their own student teaching supervision and their experiences as teachers. These PECTs assumed one of three supervisory styles: (a) do it your way, (b) do it my way, and (c) we'll do it together. Rikard and Banville (2010) provided suggestions for CTs to be effective mentors by being supportive, consistently observe their mentee's teaching, and offer co-teaching opportunities. Others suggested the CT as a mentor engage in effective communication skills to support, motivate, and emotionally engage their student teachers (McCaughtry, Kulinna, Cothran, Martin, & Faust, 2005).

Many professional associations, among them the Association of Teacher Educators and NCATE, recognized the importance of providing an optimal teaching/learning environment. For this reason, they created standards both for the CTs involved with teacher candidates during their student teaching experience and for the sites where these experiences occurred (Guyton & Byrd, 2000; NCATE, 2008; National Council of Teachers of English [NCTE], 1996). However, not all teacher education programs were able to or chose to adopt the standards in their program. In 2010, the NCATE called for "improving the clinical practice of educators" (p. 2), which reiterated the importance of the role of CTs over decades--an issue that has still not been resolved. There is a need for more support for CTs who for better and for worse are functioning as teacher educators with little to no preparation for doing so (Clark, 2002).

If CTs only view themselves as mentors, it might diminish or even eliminate the role of actively controlling the learning-to-teach activities of the student teacher. Research has often reposted tensions between the roles of supporting (mentoring) and

evaluating (supervising) student teachers (Crosson & Shiu, 1994; Martinez, 1998). Because an integral part of teaching is both assessment and evaluation, these reported tensions provided further evidence that CTs are not viewing themselves as teachers of the student teachers-teacher educators.

Due to the nature and expectations of a CT, it is necessary for CTs to view themselves as K-12 teachers and teachers of future teachers (teacher educators) in unison. Leatham and Peterson (2010) sought to understand the perceptions of mathematics CTs' role and found CTs did not perceive themselves as teacher educators. The CTs' training and expertise are in the development of their K-12 students' mathematical knowledge and not in the development of preservice teacher's knowledge of teaching mathematics. Cooperating teachers from Leatham and Peterson's study identified their main roles as one of providing a place to learn how to teach (provide context and experience), modeling effective teaching (model), and answering questions about teaching (facilitate reflection). Teacher preparation faculty have a responsibility to help CTs come to view themselves as teacher educators during the student teaching experience as it is a part of the teacher preparation programs whose main purpose is to prepare future teachers (Leatham & Peterson, 2010).

Cooperating Teacher Participation in Teacher Education

Cooperating teachers should be an extension of teacher education faculty and should be prepared to counsel teacher candidates on numerous aspects of the role of a teacher (Foor, 2014). Clarke et al. (2014) conducted a systematic review of more than 400 papers and articles of research on CTs including literature from several jurisdictions from the past 60 years. Their analysis generated 11 different categories that suggested

various ways CTs participated as teacher educators, each of which is discussed in depth in the following section of this chapter: providers of feedback, gatekeepers of the profession, modelers of practice, supporters of reflection, gleaners of knowledge, purveyors of context, conveners of relation, agents of socialization, advocates of the practical, abiders of change and teachers of children. The method used for identifying the categories was rooted in a pragmatic philosophy--what a category is depends on what it does (Massumi, 2002). Clarke and colleagues identified the categories as situated practice that represented distinct forms of engagement with defined foci (Brodie, Cowling, & Nissen, 2009). While Clarke and colleagues' review examined well over 400 papers, the following descriptions of each category have been written to be manageable and understandable for the reader.

Category 1: Providers of Feedback

Hattie and Timperley (2007) defined feedback as "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p. 81), highlighting feedback legitimacy came from non-teacher sources. Clarke et al.'s (2014) review of literature stated CTs, by their position in relation to student teachers, are regarded as and expected to be providers of feedback (Broad & Tessaro, 2010; Clarke, 2006; Grimmett & Ratzlaff, 1986; Miller, Hudson, & Lignugaris-Kraft, 1992; Spear, Lock, & McCulloch, 1997). Consistently, from an international perspective, feedback is considered an important element in the assessment of learning (Black, Harrison, Lee, Marshall, & William, 2003; Clarke, 2003; Hattie, 2009; Sadler, 1989).

Providing feedback is an expectation of CTs during the student teaching experience by most all teacher preparation programs (Clarke et al., 2014). While CTs deliver feedback, some of the feedback might be inappropriate, narrow, or technical to student teachers. Kluger and DeNisi (1996) found when feedback was provided inappropriately, it could have a negative effect and result in decreased student performance in a third of the studies they analyzed. Ideally, CT feedback should promote reflection on the part of the student teacher; however, this can be rare if the CT does not know how to theorize this type of feedback. Even still, feedback continues to be endorsed globally as an effective tool for teachers of all subjects and grade levels (Leahy, Lyon, Thompson, & William, 2005) and is a widely-accepted expectation of CTs. "Providing feedback is clearly one of the most significant elements of CTs work with student teachers and this provision is not only expected but also largely defines the work of the CTs" (Clarke et al., 2014, p. 175.)

Category 2: Gatekeepers of the Profession

Cooperating teachers provide both formative and summative assessment of student teachers, the latter of which plays a significant role in student teachers' entry into the profession (Clarke et al., 2012). Boivin et al. (1993) reported CTs are generally frustrated with the expectation of providing summative feedback because of a lack of direction and professional preparation for this aspect of their work as a CT. Cooperating teachers often shoulder the responsibility, whether desired or not, for determining the student teacher's final grade (Ellsworth & Albers, 1991).

The ways in which CTs feel they play a role in whether student teachers enter the teaching profession should be further explored. Clarke and colleagues (2014) mentioned,

"It seems odd that there is so little research on teacher evaluation given the significance of this component within the context of teacher education and the increasing expectation that CTs are primarily responsible for it" (p. 176). From the review of literature, three questions emerged that surrounded the idea of a CT being a gatekeeper to the profession: (a) Are CTs knowledgeable enough for summative evaluation? (b) Are the tools that are available sufficient for summative evaluation? and (c) Are CTs' summative evaluations discriminating enough to ensure individual differences and standards of performance are not only recognized but also accurately reported? The authors suggested the answer to all three questions was "no" and believed this was one category should be further explored.

Category 3: Modelers of Practice

It is a strongly held expectation that the student teaching experience is an opportunity for student teachers to observe the modeling of teaching practice (Clarke et al., 2014). Modeling is one of the key mentoring strategies expected of CTs by universities (Calderhead & Robson, 1991). It appears that ideally CTs would model practice as students first enter the practicum setting and explore teaching in the classroom and would then be followed by a gradual move to a more reflective and independent way of engaging with student teachers, signaling a shift from mimicked to more independent and reflective practice (Clarke et al., 2012).

Cooperating teachers offer their student teachers important images of teaching through models of practice (Seperson & Joyce, 1973). During the student teaching experience, student teachers have the opportunity to observe their CT model numerous teacher roles throughout the school day beyond just the being a classroom teacher. For example, student teachers might witness their CT in staff meetings, leading parent teacher

conferences as well as lunch or recess duty, etc. Furthermore, CTs' participation in teacher education as a modeler of practice is an important aspect of their role and is expected by universities and teacher preparation programs (Clarke et al., 2014).

Category 4: Supporters of Reflection

Clarke et al. (2014) stated,

> The expectation that CTs ought to encourage and engage student teachers in reflective practice is evident in virtually every university's 'Teaching Practice Handbook' and responds to university educators' earlier concerns about CTs' emphasis on the technical, custodial, and managerial dimensions of teaching (Carter, 1990; Clarke, 1995). (p. 178)

Engaging in reflective practice with the student teacher has shown to move CTs' interactions beyond just reporting on but to meaningfully questioning into practice (Clarke, 1995; Keogh et al., 2006; Timperley, 2001). Additionally, Stegman (2007) documented strategies that enhance reflections for CTs in guiding student teachers: offering suggestions and observations from personal experience, providing supportive commentary, providing advice and insight, recommending instructional and participatory strategies, and validating thoughtful lesson preparation. Cooperating teachers can guide discussions and find common understandings of professional practice with student teachers when a reflective focus is present during interactions between the CT and student teacher (Smagorinksy & Jordahl, 1991).

Literature surrounding reflection supported the notion of the essential influence reflection has on the student teacher. In supporting reflection, "a CT potentially broadens her or his educative impact on the student teacher and may go beyond simply reporting

on practice to a deeper consideration of that practice, enriching his or her own as well the student teacher's learning" (Clarke et al., 2014, p. 178). Cooperating teachers can help guide the reflective process for student teachers through guided support and encouragement.

Category 5: Purveyors of Context

One of the most important roles a CT partakes in is providing context for student teachers. The student teaching experience is complex and can be overwhelming for most student teachers. Cooperating teachers have an important job in managing that context and introducing student teachers to the obvious as well as the often-hidden dimensions of teaching as appropriate and considering a student teacher's stage of readiness (Clarke et al., 2014). Cooperating teachers often guide student teachers in practical teaching matters such as "safety, due process, when it is necessary to obtain approval from the administration, when a counselor should be consulted, etc." (Awaya et al., 2003, p. 53). Cooperating teachers "help mediate the flux of activity" (Fairbanks, Freedman, & Kahn, 2000, p. 35) within the contextual boundaries of the student teaching experience. The aforementioned are ideas universities and teacher preparation programs emphasize; however, it is not fully comprehended until student teachers work with CTs. Koerner et al. (2002) noted the context of the student teaching experience should be open to change for student teachers to learn, rather than static and fixed.

Crasborn et al. (2011) supported previous ideas, noting CTs should be aware of the cultural and political context they invoke, especially when considering the classroom or gym itself is only one of a series of interconnected systems student teachers will encounter during the student teaching experience. Context is a major contributor to the

overall student teaching experience. Cooperating teachers are in a position to ensure this element of the field experience is fully engaged and used as part of student teachers' experiences in the school setting (Clarke et al., 2014).

Category 6: Conveners of Relation

One of the aspects of the CT role not often mentioned in a 'University Student Teaching Handbook' or listed as a responsibility is the relationship the CT and student teacher develop during the student teaching experience. Due to power relations implied by the CT and student teacher and the act of working closely for an extended period of time, it is understandable that sometime type of rapport would form between the two. Haigh, Pinder, and McDonald's (2006) study revealed the focus on relationships is an important characteristic of model CTs: they should "collaborate rather than dictate, relinquish an appropriate level of control, allow for personal relationships, share constructive feedback, and accept differences" (p. 88). In support of these ideas, without a trusting and respectful relationship, student teachers' learning can be abridged (Draves, 2008). Likewise, Clarke (2006) reported CTs felt that establishing a personal connection with the student teacher was important to establish and maintain throughout the placement to be an exemplary mentor.

Category 7: Agents of Socialization

Literature would suggest CTs have a significant influence on student teachers and how they participate in and distinguish the teaching profession with research highlighting the socialization process that occurs during field experiences. Cooperating teachers' socialization of student teachers into the profession is a powerful factor within the student

teaching experience (Applegate & Lasley, 1982); however, findings suggested CTs might not fully comprehend the extent their influence has on student teacher (Anderson, 2007).

Rozelle and Wilson (2012) reported the behaviors and values exhibited by CTs applied "a dominate influence" (p. 1204) on the practices adopted by the student teachers. The socialization process during the student teaching experience is multifaceted, a learning opportunity for both student teacher and the CT. "CTs are powerful agents of socialization and it is important that they are aware of the messages that they communicate (both implicitly and explicitly) to student teachers and how these messages impact student teacher learning" (Clarke et al., 2014, p. 182).

Category 8: Advocates of the Practical

As advocates of the practical, CTs provide first-hand knowledge of the day-to-day workings of a classroom, a dimension of teaching that is important to successful classroom practice (Clarke et al, 2014). Edwards and Protheroe's (2004) study looking at what CTs thought they offered student teachers found CTs described hands-on experience of daily practice as one of their main contributions. Elements of the practical might include but are not limited to helping the student teacher adapt to their classroom placement (Wang & Odell, 2002), lesson planning, pacing and transition of the lesson, and classroom management (Moore, 2003). Cooperating teachers help transfer knowledge learned through the PETE program into practice within school environments (Richards, Templin, & Graber, 2014)

Cooperating teachers carefully guide student teachers in practicalities of the school classroom (Beck & Kosnik, 2000; Dunne & Bennett 1997; Rajuan et al., 2007). While student teachers come into the placement with an understanding of how students

learn, content knowledge, pedagogy skills, and an understanding of classroom dynamics, it is not until fully emerged in the student teaching experience with the supervision of a CT that student teachers full comprehend the practicalities of the job. The CT provides the platform to bridge the gap between knowledge and skills learned through PETE programs and the practical application of methods during the student teaching experience (Christenson & Barney, 2011).

Category 9: Gleaners of Knowledge

One of the biggest motivators for serving as a CT is an increase in one's own professional knowledge because of the interaction with student teachers (Clarke, 2006; Evans & Abbott, 1997; Ganser, 1996; Gibbs & Montoya, 1994; Wilhelm, 2007). Cooperating teachers have an increase in new knowledge during their time working closely with the student teacher as well as interactions with the university supervisor. As a result of direct interaction with faculty members, CTs have the opportunity for new knowledge (Elsmere & Daunt, 1975). Campbell and Williamson (1983) found CTs thought more deeply about their own teaching, spent more time in lesson and unit planning, and were exposed to new professional materials when working with student teachers.

Similarly, Arnold (2002) explored CTs' perceptions of professional growth through supervision of student teachers and found CTs appreciated the experience and growth they gained throughout the experience. "Assuming the role of CT with a student teacher can provide experienced teachers with a meaningful opportunity for professional growth" and provides "purposeful focus" (Arnold, 2002, p.130). Likewise, Koskela and Ganser's (1998) research found CTs viewed "personal gains and change in terms of

receive new ideas and strategies from their student teachers" (p. 112) as an obvious advantage to working with student teachers. Overall, CTs desired to gain knowledge, which was an important part of their participation in teacher education (Clarke et al., 2014).

Category 10: Abiders of Change

While CTs are the superior and still in charge of their classroom and students, they do make changes in their day to day duties, responsibilities, and teacher role to accommodate the student teacher who is to be a part of or taking a leadership role in their classroom environment. While CTs relish the opportunity to work with student teachers, there are unspoken and often hidden dimensions of their work they quietly and patiently accept and they do so without bother despite the impact it might have on them (Clarke et al., 2014). For example, emotional tolls such as feeling frustrated, annoyed, distracted, and a sense of loss and/or relief (Caruso, 1998) that working with a student teacher could have on CTs often goes unrealized (Hastings, 2004). Similarly, Ritter (2007) found working with a student teacher shifted the CT from the central position as the teacher in the classroom and this displacement could result in uneasiness or envy as the placement experience advances.

From the CT perspective, Koerner (1992) found working with a student teacher resulted in "interruption of instruction, teacher displacement, disruption of classroom routines, breaking teachers' isolation, and a shifting of the teachers' time and energy (p. 46). Koerner's findings prompted further inquiry into CTs' knowledge into the dimensions of supervisory practice when interacting, advising, and working with student

teachers. If so, how do CTs engage and participate in these changes? Do CTs abide to numerous changes in their role as a K-12 teacher because of their inherited role as a CT?

Clarke et al. (2014) noted,

> In some instances, abiding change allows CTs to withhold judgement and allows students to explore the practicum setting with a degree of freedom. However, in other instances, abiding changes masks the real impact (emotional and otherwise) of having a student teacher in one's classroom. (p. 185)

One of the biggest difficulties for CTs is negotiating the space between self-as-teacher and the student-as-teacher in the classroom (Bullough & Draper, 2004).

Category 11: Teachers of Children

"CTs are first and foremost teachers of children" (Clarke et al., 2014, p. 185). While this might seem obvious, it is important to keep in mind this responsibility is often overlooked when looking at the literature surrounding CTs and their relationship in the student teaching experience. Koerner (1992) found CTs saw working with student teachers as a challenge to be managed with little to no disruption to student learning. The role of being a K-12 teacher and CT is a "conflict of dual loyalties to student teachers and to the pupils they teach" (Rajuan et al., 2007, p. 239). The question in turn becomes how do you CTs balance or participate in being a teacher of children and being a teacher to your student teacher?

Clarke et al. (2014) noted, "CTs face a dilemma when inviting student teachers into their classroom: Their desire to foster the next generation of teachers is in tension with their commitment to their pupils" (p. 186). Furthermore, Koskela and Ganser (1998) reported mentoring a student teacher is an add-on to a teacher's regular work.

Research surrounding this role and acknowledging this reality is of the utmost importance for researchers and teacher preparation programs to be cognizant of when permitting CTs to work with student teachers and function as an extension of faculty.

The 11 identified teacher educator roles and descriptions of how CT participate during the student teaching experience have been provided in this section of the literature review. Clarke et al. (2014) provided both the empirical support for and normative evaluation of each as represented in their review of 60 years of literature. Research in this review included all content areas--most commonly, the classroom teacher. Research on PECTs is still sparse and future study of CT roles and functions is needed (Kahan, 1999). There is a need to explore PECTs' participation, engagement, and beliefs toward these roles.

Connection to Physical Education Cooperating Teachers and Physical Education Teacher Education Programs

Physical education cooperating teachers are a necessary and integral component of training new teachers and are often the last link between preservice teacher preparation and attaining a teaching certificate. Clarke et al.'s (2014) review of literature prompts further inquiry into the nature and substance of PECT participation in PETE and outlines potential avenues for thinking differently about how and in what ways PECTs might be engaged, supported, and participate in PETE--something that has been largely missing from current conceptions of their work. Practitioners and researchers alike should move beyond basic conceptions to more detailed understandings that provoke and advance how the work of CTs is regarded and endorsed (Clarke et al., 2014). Teacher education

literature has identified the important role CTs play in preparing preservice teachers; however, PETE programs and PECTs specifically need to be explored to identify if there are unique differences when compared to the already available CT literature. With a better understanding of how PECTs engage and participate in the student teaching experience, PETE programs can better inform, prepare, and support PECTs for the many roles they are expected to fulfill during the student teaching experience.

Cooperating Teacher and Teacher Preparation Program Relationship

It is imperative for PETE programs to work more intently to build on what has been learned about developing stronger models of teacher preparation including improved relationships with schools and PECTs. There is a need to cultivate close and systematic engagement with schools as well as acknowledge the important contributions CTs make to the professional learning of new teachers (Sahlberg, 2012). Despite an agreed recognition of the importance of field experiences in the preparation of teachers and efforts to assure quality and consistency across placement sites, student teaching experiences have been criticized for being fragmented, lacking curricular definition, and appearing disconnected from other components of teacher preparation programs (Feiman-Nemser, 2001; Guyton & Byrd, 2000; NCATE, 2001; NCTE, 1996; Richardson, 1996; Wilson, Floden, & Ferrini-Mundy, 2001; Zeichner, 1990). Good student teaching placements require teacher educators and university faculty to break outside of the traditional structures of student teaching and think in new ways about how schools and universities should relate to each other in the initial and continuing education of teachers (Zeichner, 2002).

It is common for CTs with whom students work during their field placements to know very little about the specifics of the methods and foundation courses their student teachers have completed on campus; likewise, university faculty teaching the campus courses often know very little about the specific practices used in K-12 classrooms where their students are placed (Zeichner, 2012). Efforts should be made to provide resources to educate PECTs on the background of preservice teachers' educational training and experience by university faculty. Similarly, PETE faculty members should try to become familiar and aware with teaching practices being employed in K-12 schools by PECTs. Koskela and Ganser (1995) pointed to the need "for more direct involvement of CTs in teacher education programs as a way of narrowing the gap between schools and teacher education institutions and improving the transition of new teachers from the university to the school setting" (p. 125). However, developing and maintaining a positive working environment is often time consuming and difficult for teacher preparation programs (Coulon, 1991).

The values of a teacher preparation program, the desired outcomes for student teacher placements, and the context of a placement have potentially powerful shaping effects on the ways in which student teaching placements are sanctioned (Koerner et al., 2002). Physical education cooperating teachers should be cognizant of and try to reproduce similar outcomes as the PETE program to better align with what student teachers have been trained throughout their schooling. The goals of the PETE program should be communicated to local schools during the student teaching experience (Coulon, 1991). When practices supported by PETE programs are not reinforced during the student teaching experience by the PECT, a complicated situation can arise for all

members in the student teaching triad (Young & MacPhail, 2015). Teacher educators and university faculty need to persist with current efforts or begin to make efforts to involve CTs as partners in teacher education programs (Zeichner, 2002). Christenson and Barney (2011) called for more congruency and communication among PECTs and PETE programs.

The role of a CT is influential; however, little has been done to prepare these individuals for this undertaking and minimal support from the teacher preparation program (Hoffman et al., 2015; Young & MacPhail, 2015). One strategy suggested in the literature is to screen potential CTs early for attitude and beliefs toward various aspects of supervision (Kahn, 2001). Results of "a simple screen strategy could be used to identify CTs who match up well with the program goals" (Coleman & Mitchell, 2000, p. 42). Another popular strategy includes providing or even requiring training for CT before or during the student teaching placement.

Cooperating Teacher Training

American Association of Colleges for Teacher Education (2013) recommended that CTs be "trained as mentors and highly skilled in supporting the learning of adult candidates as well as that of children" (p. 5). Professional development might serve to widen CTs' perspectives on working with student teachers and this work might be an opportunity to observe their own students in ways not possible when they are teaching the whole class themselves (Kent, 2001). Trainings should seek to inform CTs on how to appropriately address, teach, assess, and provide feedback to the student teacher as their practices and actions could potentially be adopted by the student teacher. Fortunately, CTs' understanding of their role could change with specialized training (Crasborn et al.,

2011; Giebelhaus & Bowman, 2002; Lesley, Hamman, Olivarez, Button, & Griffith, 2009).

Research illustrated the positive impact of professional development on the behaviors of CTs. In university-based training programs for CTs, Tannehill and Zakrajsek (1990), Coulon (1988), and O'Cansey (1988) reported significant positive behavior changes of trained CTs in performing supervisory practices. Similarly, McIntyre and Killian (1987) and Rikard and Veal (1996) found student teachers assigned to trained CTs were significantly more involved with students and received more feedback from their CTs than did their counterparts. Gareis and Grant (2012) found training CTs is associated with stronger student teacher performance as well as more effective assessment and feedback practices by CTs. Research from the Teacher Education Accreditation Council (Murray, 2010) indicated positive effects of higher levels of training among CTs. Untrained CTs might provide passing grades and/or ratings to student teachers who do not meet university and/or school expectations (Clarke, 2001). Field experience placements and the training of CTs are viewed as the primary responsibility of teacher preparation program faculty and staff (Bernhardt & Koester, 2015).

Physical Education Cooperating Teacher Training

It has been common practice for educators to look to the educational systems of other countries to improve the effectiveness of their own practices. In Europe, a PETE program designed a cooperating physical education training (COPET) program to maximize the learning opportunities for student teachers when on placement. The program was piloted with a cohort of 26 CTs supervising 28 student teachers. The

program consisted of a two-week teaching practice placement. Focus group interviews were conducted to evaluate the effectiveness of the COPET program. Findings indicated the CTs found the COPET program very useful in defining their role on teaching practice and the CTs felt all future CTs should have to participate in the COPET training before taking on a student teacher (Belton, Woods, Dunning, & Meegan, 2010). The benefit of university-based training programs for CTs is known, which raises the question why formal training is not common within all teacher preparation programs.

Trainings offered for PECTs within PETE programs that define roles and responsibilities and seek to better prepare are currently employed in the United States. For instance, the University of Texas at Austin, University of Wisconsin at Stout, Grand Canyon University, and Texas State University are among numerous PETE programs currently providing trainings for PECTs prior to working with a student teacher. Trainings from these university programs are conducted several ways including in-person trainings, online training courses, or a seminar type format. It is noteworthy to mention there are PETE programs that are working to better inform and prepare PECTs for the student teaching experience. Further inquiry might look to answer how effective these different types of trainings are and whether they meet the desired outcomes.

It is also worth mentioning that a number of states require well informed and educated CTs or an accomplished professional for the CT role; however, it remains to be seen the accountability and follow-through with these sanctions. Many times, there is no articulation or definition to assess the CT. Even still, it is noteworthy to acknowledge efforts being made at numerous levels to better inform and prepare CTs. Intentional and

explicit work needs to be done to decrease the gap and variance of how CTs participate in the student teaching experience.

Given the reality of how hard it is to find ideal placements for student teachers, teacher preparation programs should work closely with school-based colleagues to create and identify such settings (LaBoksey & Richert, 2002). There is a need to cultivate purposeful and meaningful relationships among K-12 schools, administration, CTs, and teacher preparation programs. Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) referred to the lack of connection between campus courses and field experiences as the Achilles heel of teacher education.

Conceptual Framework

Conceptual frameworks are products of qualitative processes of theorization. In this paper, conceptual framework is defined as a network or "a plane" of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena (Jabareen, 2009). Concepts that constitute a conceptual framework should support one another, articulate their respective phenomena, and establish a framework-specific philosophy. This study's conceptual framework was informed by Lortie's (1975) socialization theory and the influence of teachers' beliefs on behavior.

Socialization Theory

Socialization refers to the development in which persons learn the norms, customs, and ideologies central to the culture in which they participate through interactions with one another and social institutions (Billingham, 2007). To understand socialization theory, one must come to know with any socialization process the roles individuals play is socially constructed and contextually bound (Richards, 2015). A

subset or branch of the socialization theory is occupational socialization theory, which seeks to understand the ways new employees acquire the skills, knowledge, and dispositions required to become effective members of the work place environment (Bauer & Erdogan, 2011).

For decades, physical education scholars have studied the careers and lives of teachers through occupational socialization theory lenses (Richards et al., 2014; Templin & Schempp, 1989). Occupational socialization theory describes the acculturation, professional preparation, and organizational socialization of an occupation and addresses factors that contribute to decisions and behaviors (Templin & Richards, 2014). The first phase, acculturation, represents the period of time when recruits learn about the profession from teachers and other significant individuals before entering a teacher education program (Templin & Richards, 2014). Acculturation typically takes places during the estimated 13,000 hours of contact time students have with teachers during K-12 education. The second phase, professional socialization, refers to the time in which future teachers are enrolled in a teacher certification program at a college or university (Templin & Richards, 2014). The third phase, organizational socialization, is the time when individuals assume the role of teacher in K–12 schools (Richards et al., 2014).

Teacher socialization as a subset of occupational socialization is a "field of scholarship which seeks to understand the processes whereby the individual becomes a participating member of the society of teachers" (Zeichner & Gore, 1990, p. 329). Teacher socialization theory describes the induction into teaching as a blend of one's childhood school, the mini-apprenticeship of student teaching, and learning while doing (on-the-job training). This perspective recognizes teachers' sense of agency in navigating

the socialization process and acknowledges the role of pretraining socialization in shaping recruits' perspectives and beliefs relative to teaching (Zeichner & Gore, 1990). As an occupation, teaching comes with its own processes of socialization for those who are--or learning to become--part of the teaching profession (Pike & Fletcher, 2014).

Lortie's (1975) socialization theory explains how student teachers learn their roles as teachers from mediated entry into the profession. Similarly, PECTs might mediate their conceptions of supervisory roles based on memories of receiving supervision and on learning to teach in the "real world." In physical education literature, Lortie's theory was used by Templin (1979) in his early work on occupational socialization of preservice teachers during transformation into beginning teachers. Lawson (1983) referred to Lortie's work in his description of student teaching as mediated entry into the "reality shocks" of schools. Schempp and Templin (1989) applied Lortie's apprentice of observation as it related to the development of physical education teachers. Finally, Rikard and Veal (1996) applied Lortie's socialization theory and apprenticeship of observation to the development of CTs as supervisors of student teachers. Many other scholars in the physical education community have also applied socialization theory and/or occupational socialization theory to frame their work within preparing preservice teachers, the development of beginning teachers, and how physical education recruits or teacher candidates come to know the profession.

The literature suggested recruits enter PETE programs with firm beliefs about what it means to be an effective PE teacher. Physical education teacher education in general has been found to fall short in bringing changes to the beliefs of teacher candidates (Curtner-Smith, 2009). Yet, some teacher preparation programs under the

right set of circumstances could successfully challenge erroneous beliefs about teaching PE within PETE programs (Graber, 1996).

Teacher Beliefs

The Teaching and Learning International Survey (TALIS; Organization for Economic Cooperation and Development [OECD], 2009), which surveyed teacher preparation programs from several countries, found teachers' beliefs, attitudes and practices are important for understanding and improving education processes. Good education is characterized by quality learning opportunities for students provided by the teacher, meaning "the teacher is the most important factor for student learning" (Abell, 2007, p.1105). Consequently, efforts to improve education are served by efforts to improve teachers' teaching competences, i.e., by providing quality learning opportunities for teachers in the context of teacher education and professional development programs. In designing these curricula and programs, one of the major challenges was to scaffold teacher learning in a way that is immediately relevant to practice (Borko, Jacobs, & Koellner, 2010). The success of such programs is partly dependent on the extent to which teachers' experiences are a match or mismatch between the program, their personal routines, perceptions of the domain, or existing school cultures. Thus, for teacher education and professional development programs to succeed, teachers' beliefs about teaching and learning should be considered (Verloop, Van Driel, & Meijer, 2001).

Research on teacher beliefs is complex due to a lack of agreement of defining the construct of "beliefs" as well as different perspectives on the relationship between knowledge and belief (Jones & Carter, 2007; Pajares, 1992). Overall, scholars believe teacher beliefs are organized into larger belief systems (O'Sullivan, 2005; Pajares, 1992).

In these systems, beliefs are related not only to other beliefs but also to cognitive and affective constructs such as self-efficacy, epistemologies, attitudes, and expectations (Purdie & Boulton-Lewis, 2003; Hofer & Pintrich, 1997; Jones & Carter, 2007; Keys, 2003). In the literature, teacher beliefs are sometimes distinguished from teacher knowledge but this distinction remains somewhat arbitrary since in the mind of a teacher, knowledge and beliefs are intertwined (Keys, 2003; Lombaerts, De Backer, Engels, Van Braak, & Athanasou, 2009; Meijer & Van Driel, 1999; Meirink, Meijer, Verloop, & Bergen, 2009; Pajares, 1992).

Richardson (1996) stated, "Attitudes and beliefs are important concepts in understanding teachers' thought processes, classroom practices, change, and learning to teach" (p.102). In the daily practice of teaching, beliefs play a significant role in shaping teachers' behavior. Teachers' beliefs are thought to have a profound influence on their classroom practices (Kuzborska, 2011). Beliefs about teaching and learning in general, as well as their domain-specific beliefs, are deemed especially important in this respect (Richardson, 1996; Stipek, Givvin, Salmon, & MacGyvers, 2001). Understanding teachers' belief structures is critical to improving teacher education programs and teaching practices (Calderhead, 1996; Feiman-Nemser & Remillard, 1996; Pajares, 1992). O'Sullivan (2003) pointed out teacher educators should seek to understand the critical role of teachers' beliefs and address them. Understanding teacher's beliefs enables teacher education programs to influence teachers' views of teaching and learning and the role within this process to support program goals for their teacher candidates.

It has been a contestable issue whether beliefs influence classroom practices (Calderhead, 1996; Siedentop & Tannehill, 2000). Researchers studying teaching have

often overlooked the degree to which beliefs influence the nature of teachers' actions, resulting in limited empirical work on the alignment of teachers' beliefs and actions (Tsangaridou & O'Sullivan, 2003). Studies examining the impact of teacher education on teacher cognition have continuously reported that the anticipated transfer from course input to practice is greatly affected by teachers' prior knowledge and beliefs (Cabaroglu & Roberts, 2000; Freeman, 1993; Sendan & Roberts, 1998). That is, teachers interpret and respond to new knowledge only in ways that relate to their existing beliefs and practices (Kuzborska, 2011).

A growing line of research in physical education has focused on the role of preservice teachers' beliefs in teaching (O'Sullivan, 2003), specifically seeking to come to know the ways in which preservice teacher's beliefs impact their teaching practice, which remains that the beliefs of in-service teachers should be explored, specifically CTs. Building on occupational socialization theory, specifically teacher socialization and teacher beliefs, is presented in a way in which these two theories interacted to form the conceptual framework of the present study. To conceptualize the merging of the two theories, one must be able to envision the construct of teacher socialization, which seeks to understand the process by which a teacher enters the profession while also envisioning teacher beliefs that potentially influence the nature of teachers' actions. Therefore, one of the purposes of this study was to determine the extent to which PECTs participated in numerous teacher educator roles and how they believed PECTs should participate in numerous teacher educator roles during the student teaching experience.

Conclusion

The literature revealed a strong justification that PECTs lacked specific preparation to enable high quality and developmentally appropriate support for student teachers and might not fully understand their role as a PECT (Clarke et al., 2014). In the past, work and research with CTs have paid greater attention to the purpose of student teaching as perceived by the CTs, the teacher educators, and the researchers--not specifically CTs' level of participation and beliefs toward their participation in numerous teacher educator roles. Continued work should focus on the influence of CT perceptions on teacher educator roles and the learning outcomes of student teaching (Peterson & Leatham, 2009), which supported the recommendations of Mitchell, Clarke, and Nuttall (2007) to explore further how CTs "operationalize their understanding, particularly the pedagogical strategies they employ in attempting to meet their objectives for the student teachers with whom they work" (Mitchell et al., 2007, p. 24). Do teacher preparation programs, specifically PETE programs, perceive they are providing CTs with opportunities to be informed and involved as teacher educators? And do PECTs participate in teacher education as part of PETE programs?

Physical education cooperating teachers are a necessary and integral component of PETE programs, often the last link between preservice teacher preparation and graduation or teaching certification. Clarke et al.'s (2014) review of literature prompted further inquiry into the nature and substance of CT participation in teacher education. This literature review also suggested potential avenues for thinking differently about how and in what ways CTs might be engaged, supported, and participate in teacher education, something that has been largely missing from current conceptions of their work. In an

article looking at the process of student teaching and why it is part of the teacher preparation program, the author noted the need for "more support for CTs, who for better and for worse are functioning as teacher educators with little to no preparation for doing so" (Clark, 2002, p. 78). Similarly, Kahn (2001) noted that finding high-caliber CT candidates, training them to mentor student teachers, and improving the practice of current CTs should be given high priority.

Identified categories by Clarke et al. (2014) highlighted the various ways CTs participate in teacher education: as providers of feedback, gatekeepers of the profession, modelers of practice, supporters of reflection, gleaners of knowledge, purveyors of context, conveners of relation, agents of socialization, advocates of the practical, abiders of changes, and teachers of children. These identified teacher educator roles could provide a way for PETE programs to identify how PECTs might be participating in numerous teacher educator roles during the student teaching experience. However, without a clear understanding of the ways in which CTs participate or are expected to participate in teacher education, it is difficult to know how best to support or facilitate that work (Clarke et al., 2014). Teacher educators are limited in the ways in which they can support CTs. Thus, CTs are left to rely on their intuitive sense of what it means to supervise student teachers by drawing on their own practicum experience when they were student teachers (Knowles & Cole, 1996). Research on PECTs is still sparse and future study of CT roles and functions is needed (Kahan, 1999).

The conceptual framework that encompassed this study included occupational socialization theory and teacher beliefs. An abundance of literature and scholarship surrounds occupational socialization theory (Pike & Fletcher, 2014; Richards et al., 2014;

Stroot & Ko, 2006; Templin & Richards, 2014). Occupational socialization theory as a framework through which to understand the careers and pedagogical decisions of physical education teachers has been encouraged to inform future research (Richards et al., 2014). Teacher beliefs was the second theoretical construct that informed this study. Professional development opportunities might change beliefs and attitudes but participation in such activities might itself be due to certain beliefs (OECD, 2009). Previous research suggested there are significant relations among teachers' beliefs, attitudes and practices (OECD, 2009).

CHAPTER III

METHODOLOGY

Problem, Purpose, and Research Questions

Over the past 60 years (1950-2011), substantial research has advanced into how cooperating teachers (CTs) engage and participate as members in the student teaching experience. There is a lack of literature on how PECTs specifically participate in the student teaching experience and their beliefs about teacher educator roles. Therefore, the purpose of this sequential, explanatory, mixed methods study was to identify how PECTs participated in numerous teacher educator roles, their beliefs about PECT participation per these roles, and if there was a relationship between PECT participation and beliefs regarding the 11 identified roles. Together, these findings could offer PETE programs an understanding of how to best prepare PECTs for their roles during the student teaching experience. The following research questions guided the study:

Q1 What level of participation of the 11 identified teacher educator roles do PECTs participate in during the student teaching experience?

Q2 What level of importance do PECTs believe PECTs should participate in the 11 identified teacher educator roles during the student teaching experience?

Q3 Is there a relationship between participation and beliefs of PECTs regarding the 11 identified teacher educator roles?

This chapter is divided into nine parts: (a) research design, (b) phase one--instrumentation, (c) phase one--sample, (c) phase one--data collection, (d) phase one--

data analysis, (e) phase two--instrumentation, (f) phase two--sample, (g) phase two--data analysis, and (h) summary.

Research Design

This study employed mixed methods research that uses both quantitative and qualitative methods for collecting data in the same study (Creswell, 2013). The sequential, explanatory, mixed methods approach for this study encompassed quantitative data collection through a survey distributed to collect numerical data. Next, PECT interviews were conducted to collect qualitative data.

Using a sequential, explanatory, mixed methods design, this study was able to identify the level of participation and beliefs in which PECTs engaged and had toward the identified teacher educator roles and the type of relationship between PECT beliefs and participation. A quantitative survey with correlations analysis was followed by interviews to further explore the relationship between beliefs and participation (Creswell, 2013). The researcher's goal was to discover if PECTs participated and/or believed the identified roles were important and if beliefs played a role in the type of participation PECTs engaged in the identified teacher educator roles.

Characteristics of Mixed Methods Research

The field of mixed methods has only been widely accepted for the last decade and has evolved from the idea proposed by Campbell and Disk, to triangulation in the late 1970s, then on to Creswell's five types, and Tashakkori and Teddlie's sixth type (Creswell, 2003; Onwuegbuzie, 2002). Mixed methods design allows the researcher to overcome the limitations of one design and look at an issue from two different perspectives using quantitative and qualitative methods to complement each other.

Greene, Caracelli, and Graham (1989) and Creswell (1994) put forth five reasons for combining research methods in one study--triangulation, complimentary, development, initiation, and expansion. Triangulation identifies converging results and neutralizes any biases that might develop from one method. Complimentary seeks different facets of a phenomenon and looks for overlapping or elaboration. Development uses the first method to inform the second method. Initiation identifies contradictions and new perspectives. Expansion adds scope and breadth to the study (Creswell, 1994; Onwuegbuzie, 2002).

Creswell (2003) suggested a systematic framework for approaching mixed methods design and involved four decisions to consider:

1. What is the implementation sequence of data collection?
2. What method takes priority during data collection and analysis?
3. What does the integration stage of finding involve?
4. Will a theoretical perspective be used? (p. 211)

Creswell also identified six strategies as ways to conduct mixed methods research: sequential explanatory, sequential exploratory, sequential transformative, concurrent triangulation, concurrent nested, and concurrent transformative.

The key characteristics of mixed methods designs are the rationale, quantitative and qualitative data, priority, sequence, data analysis matched to design, and a diagram (Creswell, 2013). The research is given the most weight and determines the sequence for data collection and analysis--exploratory versus explanatory design. Exploratory design in qualitative research followed by quantitative research should not be confused with the explanatory design in quantitative research followed by qualitative research.

Visualization through a diagram helps the reader identify the sequence of data collection (Creswell & Creswell, 2005).

This study used a sequential explanatory design diagramed by Creswell (2013) with quantitative research followed by qualitative research. A mixed methods sequential plan was chosen because adding a qualitative study to a quantitative study would allow the research to elaborate on the findings from the quantitative research as well as add depth to the study. Tashakkori and Teddlie (1998) diagramed this type of sequential design as Type VIII: Sequential Mixed Model Studies, a complex mixed method design. Table 3.1 has been adapted to illustrate the method employed in each of the two phases for this study

Table 3.1

Sequential Explanatory Mixed Methods Model

Type VIII: Sequential Mixed Model Studies**
Phase 1 of the Study
Stage One:
Type of Inquiry: QUAN
Stage Two:
Data collection: QUAN
Stage Three:
Analysis: QUAN
Phase 2 of the Study
Stage One:
Type of Inquiry: QUAL
Stage Two:
Data Collection: QUAL
Stage Three:
Analysis: QUAL

**There must be mixing such that each approach appears in at least one phase of the study. Source: Tashakkori & Teddlie. (1998). *Mixed methodology*. Thousand Oaks, CA: Sage Publications. p. 151.

The sequential explanatory design as seen in Figure 3.1 shows how the two types of data are integrated during the research process (Creswell, 2003). Quantitative results are collected and analyzed and then the qualitative data are collected to "explain or elaborate" on the data from Phase One. The phase with the greatest emphasis is designated using capital letters.

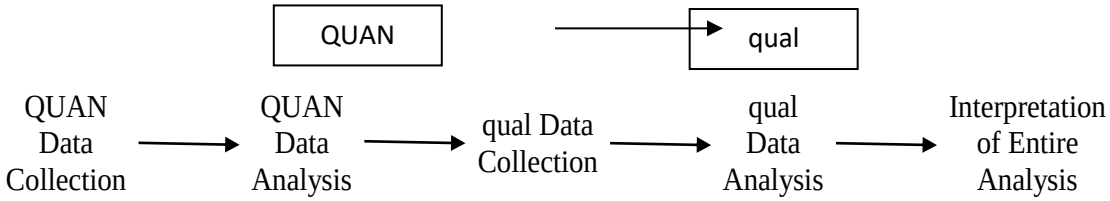

Figure 3.1. Visual model for sequential explanatory design. Source: Creswell (2003), *Research design*. Thousand Oaks, CA. Sage Publications, p. 213.

Phase One: Quantitative Research Design

Phase One: Instrumentation

The instrument used for this study, the Physical Education Cooperating Teacher Participation and Beliefs Survey, by means of a rating scale was created based off the work from Clarke et al.'s (2014) review of literature. The findings from the Clarke et al. (2014) literature review were used to create the survey instrument after approval from Clarke. Dillman, Smyth, and Christian's (2009) tailored survey design method was used to develop the electronic survey instrument and inform the data collection process. Physical education cooperating teachers were asked to classify their perceived participation and beliefs of each of the 11 categories of participation during the student teaching experience on a 5-point Likert-type scale. Jacoby and Matell (1971) found justification in scoring Likert-type scale items dichotomously and trichotomously and

concluded that “reliability and validity are independent of the number of scale points” (p. 498).

Section 1, Questions 1-10. Section 1 of the survey collected demographic information (see Appendix A). Demographic questions were asked to describe the sample and control variables. Gender, age, grade level taught, and the state of teaching residency were included to describe the sample. Level of education and number of student teachers were used as control variables during data analysis.

Section 2, Question 11. Section 2 of the survey asked for PECTs to identify the extent to which they believe they participate in the 11 teacher educator roles during the student teaching experience (see Appendix A).

Section 3, Question 12. Section 3 of the survey asked for PECTs to identify the extent to which they believed the 11 teacher educator roles are important roles for PECTs to partake during the student teaching experience (see Appendix A). Both sections 2 and 3 of the survey used a 5-point Likert scale, ranging from *Strongly Disagree* (1) to *Strongly Agree* (5) using positively-phrased items.

Section 4, Question 13-15. Question 13 was an open-ended question allowing participants an opportunity to add any information, suggestions, or ideas that could be offered to support their participation and role as a PECT from PETE programs. Questions 14-15 asked PECTs if they would be willing to participate in a follow-up interview; if so, they were asked to provide their email address and/or telephone number (see Appendix A). Physical education cooperating teachers were informed that if interviewed, they would receive a $25 gift card after the interview. Physical education

cooperating teachers were communicated with via email or phone call if they were selected for the phone interview portion of the study.

Validity and Reliability for Phase 1
Instrument

Several steps were taken to ensure the validity and reliability of the survey instrument used to collect data. Internal validity asked the question, how congruent are one's findings with reality? In quantitative research, the question is often more precisely stated as, are we observing or measuring what we think we are observing or measuring? (Merriam, 1995). Reliability was concerned with the question of the extent to which one's findings would be found again, i.e., if the inquiry is replicated, would the findings be the same? (Merriam, 1995). Sections 2 and 3 of the research survey constructed for this research study were tested for reliability prior to dissemination to participants and during data analysis.

Validity. To establish content and face validity, one university professor, who has extensively published research in field experience and cooperating teacher literature, reviewed and analyzed the initial instrument along with two PECTs (see Appendix B). The three individuals were asked to critique the readability, clarity, conciseness, and layout of each section of the survey, which contributed to content validity evidence (DeVellis, 1991). They were instructed to assess each section of the survey on whether its wording and content were appropriate and the degree to which each item in the rating scales (Sections 2 and 3 of the survey) addressed the underlying teacher educator constructs. In addition, the individuals were instructed to suggest additional items or changes where they saw fit. As a result, there were no deletions or additions of items--only subtle changes to the wording of questions or instructions and minor grammar edits.

Based on feedback from the three individuals, items, definitions, and formatting was revised and minor changes were made to the survey as appropriate. For example, it was suggested by the university professor to differentiate Sections 2 and Section 3 by adding PART ONE to the heading of Section 2 and PART TWO to the head of Section 3 (see Appendix A). Other changes or edits to the survey instrument included several grammatical or spelling errors.

Reliability. Creswell and Creswell (2005) stated, "If the scores are reliable, then they will relate (or correlate) at a positive, reasonably high level, such as 0.6" (p. 162). An "acceptable level of reliability is to some degree determined by the type of test" (Gay, 1996, pp. 150-151). The instrument was piloted to report consistency for each summated scale by construct (see Table 3.2) as recommended by Nunnally and Bernstein (1994). A preliminary calculation of internal consistency and reliability was made for the combined and individual subscales using Cronbach's alpha (α).

The Cronbach's alpha for Section 2 of the survey, which asked PECTs to identify the extent to which they believed they participated in the 11 teacher educator roles during the student teaching experience, was .827, suggesting the items had relatively high internal consistency and were considered acceptable. Similarly, the Cronbach's alpha for Section 3 of the survey, which asked PECTs to identify the extent to which they believed the 11 teacher educator roles were important roles for PECTs to fulfil during the student teaching experience, was .875--also considered acceptable with relatively high internal consistency.

Table 3.2

Categories, Number of Items, and Internal Consistency of Researcher-Designed Instrument

Category	Number of items	Alphaα
Providers of feedback	2	.829
Gatekeepers of the profession	2	.807
Modelers of practice	2	.649
Supporters of reflection	2	.680
Gleaners of knowledge	2	.718
Purveyors of context	2	.675
Conveners or relation	2	.882
Agents of socialization	2	.683
Advocates of the practical	2	.520
Abiders of change	2	.858
Teachers of children	2	.804

αCronbach's alpha. Scale: >.9 = Excellent, >.8 = Good, >.7 = Acceptable, >.6 = Questionable, >.5 = Poor and <.5 = Unacceptable (George & Mallery, 2003).

Dillman et al.'s (2009) tailored design method was used to develop the electronic survey instrument and data collection process. Physical education cooperating teachers were asked to indicate their level of agreement in their participation in the 11 identified roles of a teacher educator on a 5-point Likert-type scale, Level of Agreement (1 = *Strongly Disagree,* 2 = *Disagree,* 3 =*Neither Agree nor Disagree,* 4 = *Agree,* 5 = *Strongly*

Agree; Vagias, 2006; see Appendix A). Participants were also asked to indicate how important they believed the identified teacher educator roles were for PECTs to participate in during the student teaching experience: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 =*Neither Agree nor Disagree*, 4 = *Agree*, 5 = *Strongly Agree*; Vagias, 2006; see Appendix A).

Phase One: Sample

The population for this mixed methods study consisted of adults (18+) who served as student teaching PECTs across the United States during the past 1-10 years. While the total population size of PECTs in the United States is unknown, there are roughly 180 PETE programs throughout the United States. This population was purposively selected to better understand perceptions of PECTs in the United States. Purposeful sampling techniques were appropriate for this study because the aim was to "intentionally select individuals to learn or understand the central phenomenon" (Creswell, 2013, p. 156). Selecting PECTs throughout the country provided the potential to acquire a great deal of data regarding the ways in which U.S. PECTs participated and their beliefs about numerous identified teacher educator roles as well as providing an opportunity to inform PETE programs across the country on how to prepare and train PECTs for their role (Patton, 1990).

Sample size is an important consideration for researchers because results from an insufficient sample size can lead to false conclusions (Huck, 2011). Statistical techniques and model selected analysis inform the required sample size (Tabachnick & Fidell, 2007). In this study, the correlation required a sufficient sample size be acquired to interpret and draw conclusions from data. A small sample size would have resulted in a low power,

which would increase a Type two error rate. The current study required a sufficient sample size be acquired to reliably draw conclusions when testing the strength of the association between the two variables. Sample size was determined per the G*Power software (Faule, Erdfelder, Lang, & Buchner, 2009), which calculated sample size required for statistical tests based on the number of factors or variables in the model. An effect size emphasizes the difference in magnitude of given approaches for purposes of comparison. Hattie (2009) suggested an effect size of 0.2 is relatively small, an effect size of 0.4 is medium, and an effect size of 0.6 is large within the field of education. With a medium effect size (p =.4), power at .95 at an alpha level of .05, the minimum recommended sample size was 70.

Phase One: Data Collection

Following approval of the university's Institutional Review Board (see Appendix C), all PETE program coordinators in the study were identified from across the United States to recruit the population of PECTs. The email script sent out followed Dillman et al.'s (2009) recommendation to include an introduction to the study's purpose, anticipated time to complete survey, inform the survey participation is voluntary, contact information for researcher, and lastly a link to the survey. The informed consent form was included on the first page of the survey followed by a question to ensure the respondents to this survey were reflective of the target sample (see Appendix D. A dichotomous "yes or no" question was included on the second page asking respondents whether they had served as a PECT. Individuals who responded "no" were directed to an exit page that thanked them for their time, allowing the completed surveys to reflect only PECTs who fit the target sample through purposeful sampling. Purposeful sampling

techniques were appropriate for this study as they aimed to "intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2013, p. 156).

A total of 180 PETE programs coordinators from 47 different states were contacted via Qualtrics and asked to disseminate the survey to their PECT contact list (see Appendices E and F). Over 50 of the emails sent to the PETE program coordinators were returned due to inactive or incorrect email addresses or the program no longer active/provided at the institution. Similarly, numerous emails were not distributed because the PETE program coordinators did not work with PECTs directly. For example, some PETE programs did not place student teachers directly; rather, it took place in a different department or college, such as the teacher education department, which resulted in the PETE faculty not having contact with the PECT. Likewise, some PETE programs and faculty did not work directly with the PECTs as the university supervisor; rather, that role was occupied by a different representative at the university. Both examples provided explanations as to why the PETE program coordinator did not have contact information for the PECTs. Therefore, a large number of potential PECTs from identified PETE programs were never contacted or provided the survey link to participate in the study due to the lack of direct contact with the PECTs on the PETE programs' part. The emails with survey links were sent to PECTs from either the PETE program coordinator or sent directly from the researcher.

Similarly, Society of Health and Physical Educators (SHAPE; n.d.) organization presidents were contacted at state, regional, and national levels via email and also asked to disseminate the Qualtrics survey link to their member contact list (see Appendices G

and H). Forty-one SHAPE presidents were contacted asking for their participation and support in connecting with their members. The number of emails sent on behalf of the SHAPE presidents remains unknown, how many SHAPE members were PECTs, and how many of them participated in the study via contact with their SHAPE affiliates.

Data collection took place between September 5 and September 22, 2017 with an initial email invitation sent on September 5 and follow-up emails sent September 18, resulting in the completion of 131 surveys. While 184 participants started the survey, only completed surveys were retained for analysis, a 71.2% completion rate of those who started the survey (n = 131). During analysis, 13 data sets were unusable due to questions being misinterpreted. Examples of misinterpretation included participants not reading the rating scales correctly by marking low levels of participation or low levels of agreement and then contradicting the rating scales by providing descriptions and examples of high levels of agreement and/or participation in the teacher educator roles in the open-ended response question on the survey. Two of the participants who misinterpreted the rating scale were contacted to see if they answered incorrectly. Both of the PECTs confirmed to answering the rating scales incorrectly. At this point, the assumption was made for the remaining 11 survey results as also misinterpreted and were not calculated in the data analysis. Once the data set was cleaned, 118 survey responses were usable for analysis, resulting in a 64.1% usable rate. There was no way to determine the number of PECTs who received the initial invitation to complete the survey; therefore, a response rate could not be calculated or reported. General demographics and characteristics of the respondents are summarized in Table 3.3.

Table 3.3

Summary of Demographic Characteristics for Phase 1: Online Survey (*N* = 118)

Characteristic	*n*	%
Gender		
Male	51	43.2
Female	67	56.8
Age		
20-29	3	2.5
30-39	27	22.9
40-49	39	33.1
50-59	37	31.4
60-65	12	10.2
Teaching Level		
Elementary School	69	58.5
Middle School	35	29.7
High School	41	34.7
School Location		
AZ	7	5.9
CA	1	.8
CO	33	28
GA	1	.8
HI	1	.8
ID	3	2.5
IL	1	.8
KS	2	1.7
ND	1	.8
NM	1	.8
NY	61	52
OK	1	.8
SD	4	3.4
UT	1	.8
Education Level		
Bachelor's Degree	19	16.1
Master's Degree	98	83.1
Doctorate Degree	1	.8
Years of Teaching Experience		
>5 years	2	1.7
6-10 years	10	8.5
11-20 years	50	42.4
21-30 years	36	30.5
31-40 years	19	16.1
>40 years	1	.8
Number of Student Teachers		
1	12	10.2
2-5	46	39
6-10	31	26.3
11-15	16	13.6
16-20	7	5.9
21-25	3	2.5
>25	3	2.5
Received Formal Training		
Yes	26	22
No	92	78

Note. Valid percentage is reported for each demographic characteristic.

Phase One: Data Analysis

Upon completion of data collection from the surveys, the quantitative data were analyzed using the newest available version of Statistical Package for the Social Sciences (SPSS) 23.0. While Statistical Analysis System (SAS) was the software originally planned to be used for data analysis, the researcher felt more comfortable and familiar using the SPSS software. To answer the research questions for this study, descriptive statistics (measures of central tendency) were used to analyze demographic and individual response item data on the survey. Descriptive statistics were used to better understand the data (Huck, 2011). Summated means (grand means) were calculated for Pearson correlation coefficients and Spearman correlations. Pearson correlation coefficients are useful indicators to assess the strength and direction of the relationship between two variables (Glass & Hopkins, 1996). The Spearman correlation evaluates the relationship between two continuous or ordinal variables and is based on the ranked values for each variable rather than the raw data (Hauke & Kossowski, 2011).

Additionally, Cronbach's alpha coefficients were calculated after collecting surveys from the sample to determine reliability. Reliability coefficients ranged from $\alpha=1$ to $\alpha=.7$ to be considered acceptable to excellent (George & Mallery, 2003).

Phase Two: Qualitative Research Design

Theoretical Perspective

An interpretivist perspective guided this research paradigm. A interpretivist worldview suggests meaning is made through human interaction and the social world is "produced through meaningful interpretations" (Pascaleas, as cited in Jones, Torres, & Arminio, 2014, p. 22). Interpretivist positions are founded on the theoretical belief that

reality is socially constructed and fluid. Thus, what we know is always negotiated within cultures, social settings, and relationship with other people (Crotty, 1998). From this perspective, validity or truth cannot be grounded in an objective reality. What is taken to be valid or true is negotiated and there can be multiple, valid claims to knowledge. Interpretivism argues that people--unlike non-human forms of life--interpret their environment and themselves in ways that are shaped by the particular cultures in which they live (Crotty, 1998). These distinctive cultural orientations shape what they do and when and how they do it.

The roots of interpretivism comes from Max Weber (1864-1920; cited in Crotty, 1998) who suggests that in the human sciences, we are concerned with understanding (Verstehen). It is Weber's contention that in any scientific study of society, understanding (Verstehen) should be substantiated by empirical evidence. Weber was avid for empirical knowledge and stressed the need for scientifically valid and historical and social data. By positing a reality that cannot be separate from our knowledge of it (no separation of subject and object), the interpretivist paradigm suggests researchers' values are inherent in all phases of the research process (Crotty, 1998). Crotty (1998) suggested the researcher adopt an exploratory orientation--one that tries to learn what is going on situations and to arrive at an understanding of the distinctive orientations of the people concerned.

Methodology

This study employed an interpretivist component of the sequential, qualitative research design using a phenomenological research approach to describe PECTs' perceptions and lived experiences of beliefs and participation as teacher educators.

Qualitative methods provided the means to grasp and sense the lived experience of participants on the nature of participation in teacher education (Creswell, 2012). Based on the review of literature and suggestions for further inquiry into participation in teacher education, the research questions were refined to a semi-structured interview guide. In a phenomenological study, the researcher gains insight of the phenomenon of interest through interviewing knowledgeable participants (Creswell, 2013). Specifically, this study explored the lived experiences of PECTs to understand the nature of their beliefs of their role during the student teaching experience and if they participated as teacher educators.

Phase Two: Instrumentation

Data were collected via semi-structured interviews with five participants. The range in number of participants to be interviewed was informed by Creswell (2013) who, from his numerous reviews of qualitative research, indicated phenomenology research to range from 3 to 10 individuals. Individual interviews consisted of open-ended and in-depth questions about their perceptions and lived-experiences on description, usage, benefits of their beliefs, and how they participated in the teacher educator roles during their time as PECTs (see Appendix I). Interview questions were determined based on participants' survey data. For example, if a participant had a high participation level in the role of Provider of Feedback and a high level of belief, the participant would be asked to elaborate on his/her indicated response. Similarly, if a participant indicated having a low level of participation in the role of Gatekeeper of the Profession but a high level of belief that PECTs should participate in this role, the participant would be asked to elaborate on his/her indicated response. Participants were encouraged to elaborate on

their answers and to allow a natural flow of conversation to direct the discussion and explore their thoughts, feelings, and experiences in greater depth (Patton, 2002).

The interview guide was prepared by the researcher and revised by two experts in the field of teacher education. Experts in the field were comprised of PECTs who had served in the role for at least five years and supervised at least three student teachers. For the reliability and validity of the interview questions, two experts were asked to review the questions for readability, validity, and comprehension. Following the review, interview questions were revised accordingly. The identified experts were also asked to participate in the interview process to help determine an approximate amount of time to conduct the interview.

The interviews lasted approximately 45-90 minutes and took place via phone. Each interview was audio-recorded with the permission of the PECTs. Participants were informed of the research process and assured their information would be kept confidential.

Phase Two: Sample

After the analysis of Phase One--PECT Participation and Beliefs Survey data, participants for Phase Two were selected. Phase Two consisted of a phone interview during which PECTs were asked to share their experiences of serving as a PECT and elaborate on their survey responses. A purposive sample of PECTs was selected for Phase Two of the study based on their willingness to volunteer, their survey responses, specifically the level of participation and beliefs of the identified teacher educator roles and their reported lived experiences as PECTs. For example, one individual was selected based on survey responses by indicating they strongly agreed to participate in a certain

teacher educator role; however, they also indicated they did not agree at a high level of belief that PECTs should participate in that teacher educator role. In the same way, another PECT was selected based on the congruency of the survey response answers for reported levels of participation on beliefs for teacher educator roles.

The purpose of conducting follow-up interviews to the survey was to get a sense of the lived experience of PECTs on the nature of participation in teacher education (Creswell, 2012). The final questions in the survey asked participants if they would be willing to partake in a 45-minute interview conducted by telephone. If willing, participants were asked to provide contact information--either an email or telephone number. As an incentive, participants were informed they would be sent a $25 gift card if they were chosen and completed the interview. Five PECTs were interviewed for a total cost of $125. A total of 75 of 118 PECTs (63.6%) volunteered for Phase Two of the study.

Phase Two: Procedure

All survey data were downloaded into SPSS and a separate file was created for the 75 PECTs who volunteered for Phase Two of the study. The education level, number of student teachers, and level of participation and beliefs of the teacher educator roles were the variables and data used to identify the PECTs who would be contacted for further participation in the study. The PECTs selected included participants who had different levels of education (bachelors, masters, doctorate), a range in number of student teachers (1 to 20+), and varying levels of reported participation and belief levels. Using contact information provided from the last question of the survey, the PECTs were contacted and asked to participate in a phone interview. Initially three PECTs were

contacted to participate in Phase Two of the study. At the conclusion of the first three interviews, an additional two PECTs were contacted for continued data collection. A follow-up email or phone call was made to each; when no response was returned, an additional two PECTs were contacted. Seven contacts were made as two PECTs did not respond to the invitation for further participation in the study. Five interviews were conducted.

Interviews were concluded once the researcher established data saturation had been met. Data saturation is reached when there is enough information to replicate the study (O'Reilly & Parker, 2013; Walker, 2012), when the ability to obtain additional new information had been attained (Guest, Bunce, & Johnson., 2006), and when further coding was no longer feasible (Guest et al., 2006). Failure to reach data saturation has an impact on the quality of the research conducted and hinders content validity (Bowen, 2008; Kerr, Nixon, & Wild, 2010). Burmeister and Aitken (2012) stated data saturation is not about the numbers per se but about the depth of the data. Upon the completion of the second round of reading the entire qualitative data set, it was determined the five interviews were appropriate for the quality of the research.

The five PECTS, two male and three female who participated in the interviews, lived in four different states spanning the United States. When looking at the degree status, two PECTs had an earned a bachelor's degree, two PECTs had a master's degree, and one PECT had a doctoral degree. The number of student teachers supervised, years of teaching experience, and formal PECT training ranged greatly. Table 3.4 provides the demographic information for the five PECTs who were interviewed for Phase Two. Pseudonyms were used to protect participants' identities.

Table 3.4

Summary of Demographic Characteristics for Phase Two: Interview

PECT (Age)	State	Grade Level	Degree Earned	Years of Experience	Number of STs	CT Training Received
Sarah (28)	CO	Elem.	Bach.	5	1	No
Nicole (62)	HI	Elem.	Mast.	40	20	Yes
Barry (46)	ID	Middle	Mast.	19	14	Yes
Tim (47)	NY	Elem.	PhD.	19	19	Yes
Kelly (32)	CO	Elem.	Bach.	8	2	No

Individual interviews consisted of open-ended and in-depth questions about their perceptions and lived experiences, their beliefs, and how they participated in teacher educator roles while serving as PECTs (see Appendix I). Interview questions were determined based on the participant's survey data. Participants were encouraged to elaborate on their answers to allow a natural flow of conversation and explore their thoughts, feelings, and experiences in greater depth (Patton, 2002).

Opening questions reviewed the participants' reported descriptive data from the survey and initiated conversation and discussion by focusing on participants' individual experiences of being a PECT. Questions then centered on participants' own perceptions of how they participated and their beliefs as PECTs surrounding the 11 teacher educator roles. Concluding questions focused participants' experiences of being a PECT and how these experiences might have changed their feeling toward how they should participate during the student teaching experiences and their beliefs about what PECT should do during the student teaching experience. Probes were used throughout the interview to

elicit further information and ensure the participants had discussed everything they felt relevant before moving on to the next question. Lastly, participants were offered the opportunity to ask questions, add any other information they found interesting, and then they were thanked for their time and participation.

Phase Two: Data Analysis

As recommended by Creswell (2016), the researcher implemented Moustakas's (1994) approach to data analysis. After the interviews, the audio recordings were transcribed and the transcriptions were read numerous times. The data were analyzed with deductive and inductive approaches. Data were analyzed first with a deductive approach by which the data were examined by systematically looking at whether the participation and beliefs of the 11 teacher educator roles were supported or should be rejected. To test the theory of PECTs level of participation and beliefs, the interviews provided specific data to support or reject the theory, thus analyzed from a deductive approach.

Data were then analyzed with an inductive approach by first exploring the general sense of data, then coding the data, and lastly specifying the themes (Creswell, 2012). Second and third readings were completed from which the researcher identified participant statements that were significant to the experience of participation as a PECT. A final list of significant statements was developed; the statements were then grouped into larger units of information and from these units, common themes were identified (Creswell, 2013). The researcher identified frequently repeated and consensus statements considered most significant. Based on these significant statements and the themes, the researcher wrote an exhaustive description of *what* the PECT participants experienced

related to beliefs and participation in the identified teacher educator roles. Representative quotes were identified to support the narrative. Next was an exhaustive description of *how* the PECT participants experienced their beliefs and participated in the identified teacher educator roles. Once again, representative quotes were identified to support the description. A final narrative was written to describe the essence of the experience to complete the data analysis through writing. This narrative was based on the composite of the first two narratives and included the *what* and *how* of the PECTs' experiences. The process outlined by Moustakas (1994) including examination of the data for themes, using writing to analyze, and including researcher reflection yielded "an explicit structure of the meaning of the lived experience" (Creswell, 2013, p. 195).

Trustworthiness and Dependability

Rigor refers to establishing the credibility and trustworthiness of the data; for this study, it was demonstrated through attention to and confirmation of information discovery (Denzin & Lincoln, 2005). Lincoln and Guba (1985) outlined gold standard criteria for qualitative researchers by which to establish the trustworthiness of qualitative data: credibility, dependability, conformability, and transferability. Several operational techniques were used to increase the likelihood credible findings would be produced (Streubert & Carpenter, 1999). First, triangulation within and across data from the survey questionnaire and interviews was used to strengthen the credibility and dependability of the study (Creswell, 2013). Specifically, data from the participants' interview responses were triangulated with data collected in the initial survey questionnaire (Merriam, 2009). Also, transcripts were read by a peer to contribute to the trustworthiness of the data. Peer debriefing requires the researcher to work together with one or several colleagues who

hold impartial views of the study. The impartial peer examined the researcher's transcripts, final report, and general methodology. Afterward, feedback was provided to enhance credibility and ensure validity. Finally, member checking was used to confirm the findings. Each participant was sent a copy of his/her transcribed interview and a first draft of the findings was emailed to selected participants for verification that the essence of their remarks was captured.

Researcher Stance

Researchers' prior experiences can influence how research is done and how results are interpreted (Sparkes & Smith, 2014). Therefore, it is essential to provide background information about the researcher's prior experiences. As an undergraduate student, the researcher spent three and a half years pursuing a teaching degree in physical education and health education (PESH) K-12 in Washington state. During her student teaching experience, she had the opportunity to be supervised and mentored by a fantastic CT who served as a physical education and health education teacher at a 7-12 grade school with 15+ years of teaching experience. Her CT had served as a CT several times before he had me as a student teacher and also received formal training from the university with regard to his role and responsibilities as a CT for the university. Several of her peers who were in her PESH cohort were not placed with "good" CTs for their student teaching experiences. The researcher remembered these individuals sharing their frustrations and concerns during our student teaching seminars and it made her grateful she was with a CT who was supportive and mentored her during her placement. This was her first time experiencing how different the student teaching experience could be for each student teacher depending upon with whom he/she was placed.

Currently, the researcher serves as a university supervisor at the University of Northern Colorado (UNC) and has supervised six student teachers in the past five semesters. She has interacted with about 12 different PECTs in this position. As a university supervisor, the researcher had personal experience and a heightened awareness of how different each PECT and student teaching experience could be for our student teachers here at UNC. While she has interacted with several PECTs who would be considered "ideal" placements, there were far too many she felt the student teachers deserved better. For example, some of the PECTs did not mentor their student teacher, did not provide a safe learning and teaching environment for the student teacher, did not encourage reflective feedback, and/or did not provide quality feedback. She also knew PECTs here at UNC did not receive any type of formal training for their roles beyond the Student Teaching Handbook so they were most likely performing their roles as they remembered their CTs supervising them during their student teaching experience. There is most likely some type of socialization process taking place with the PECTs our UNC students teachers are sent to. The PECTs have been socialized into their current position as a K-12 physical education and PECT.

The researcher also serves as a part-time K-12 physical education teacher for District 6 in Greeley, Colorado. She has taught second through eighth grade PE for the past two years at Frontier Access School. She has had a number of UNC PE teacher candidates come out to observe her teaching or come co-teach with her. She has some informal experiences with having teacher candidates come into her classroom and either take over the class or lead certain activities. The researcher believes it is important to

note that while she has not served as a PECT, she has had similar interactions with the UNC teacher candidates who have come into her classroom.

The researcher acknowledges her past experiences as well as her involvement as a university supervisor at UNC could potentially have led to some personal bias that could have distorted the data collection and interpretation processes (Creswell, 2013). To help offset her potential biases, special caution was used when interviewing participants to remain open to the findings that emerged by not letting preconceptions influence the process. The researcher was mindful of staying aware of her potential biases and to not let her personal stance or feelings influence the results and portray a certain outcome.

Summary

This sequential, explanatory, mixed methods study took place in two major phases as presented in this chapter to identify the extent to which PECTs participated in the 11 teacher educator constructs, PECTs' beliefs about the importance of each of the 11 teacher educator roles, and explored the relationship between PECTs' participation and beliefs regarding the 11 identified teacher educator roles. After data collection was completed, the results were tabulated and analyzed using SPSS. A Pearson correlation analysis and Spearman's correlation were calculated. The survey's final questions asked for volunteer participants for Phase Two of the study. The surveys were analyzed and five PECTs who volunteered for Phase Two were selected based on their level of participation and beliefs of the identified teacher educator roles for follow-up interviews. Interviews were transcribed and analyzed with deductive and inductive approaches.

CHAPTER IV

RESULTS

The purpose of this study was to identify how physical education cooperating teachers (PECTs) participated in numerous teacher educator roles and their beliefs about participation per these roles. The study consisted of two phases. Phase One entailed quantitative data collection via web-based survey for PECTs across the United States. Phase Two consisted of qualitative data collection via telephone interviews with five PECTs who completed the survey and volunteered to be interviewed.

Results are presented in the following order starting with Phase One: a description of the participants who completed the survey, descriptive statistics of major variables, and preliminary analyses including reliability of subscales and correlations between variables. Next, Phase Two results are presented with a description of the participants who were interviewed, themes that emerged through analysis, and a depiction of the essence of the experiences of a PECT.

Phase One: Quantitative Data

Phase One: Population and Sample

There were 118 participants in this study. General demographics and characteristics of the respondents were summarized in Table 3.3.

Phase One: Results

The purpose of Phase One of the study was to (a) identify the level of participation PECTs participated in regarding the 11 identified teacher educator roles during the student teaching experience in Section 2, (b) identify the level of importance PECTs believe PECTs should participate in regarding 11 identified teacher educator roles during the student teaching experience in Section 3, and (c) determine if a relationship existed between participation and beliefs of PECTs regarding the 11 identified teacher educator roles?

Descriptive statistics (measures of central tendency) were used to determine the level to which PECTs participated and believed PECTs should participate in the identified teacher educator roles. A Pearson correlation was computed for each of the constructs related to the PECT participation scores and the individual constructs related to the PECTs belief scores to determine the relationship between participation and beliefs. Pearson correlation coefficients are useful indicators to assess the strength and direction of the relationship between two variables (Glass & Hopkins, 1996). Spearman's correlation was also reported in the results table as it evaluated the monotonic relationship between two continuous or ordinal variables and was based on the ranked values for each variable rather than the raw data (Hauke & Kossowski, 2011). In a monotonic relationship, the variables tend to change together but not necessarily at a constant rate, making it a more appropriate correlation computation for this data set.

The alpha level selected for this study was 0.05, which determined the level of risks for committing a Type I error. An alpha level of 0.05 was selected due to the nature

of this study as there were no innate life-threating risks to participation. An alpha level of 0.05 was deemed appropriate and acceptable for computing bivariate correlations.

Research Question 1

Q1 What level of participation of the 11 identified teacher educator roles do PECTs participate in during the student teaching experience?

To answer the first research question, the analysis for this question included descriptive statistics (measures of central tendency), which are reported for each of the 11 constructs. Physical education cooperating teachers' reported level of participation was (*GM*=4.59, *SD*= .379) in the 11 teacher educator roles during the student teaching experience. Individual role category results are presented in Table 4.1.

Table 4.1

Means and Standard Deviations for Physical Education Cooperating Teachers' Participation

Category	*M*	*SD*
Providers of Feedback	4.67	.509
Gatekeepers of the Profession	4.33	.816
Modelers of Practice	4.87	.365
Supporters of Reflection	4.72	.507
Gleaners of Knowledge	4.49	.613
Purveyors of Context	4.79	.451
Conveners or Relation	4.28	.759
Agents of Socialization	4.75	.472
Advocates of the Practical	4.49	.613
Abiders of Change	4.54	.668
Teachers of Children	4.59	.891

Table 4.1 shows that on average the respondents participated in all 11 teacher educator roles. Furthermore, PECTs' participation in the role of Modelers of Practice (*M*

= 4.87, *SD* = .365) compared to participation in Conveners of Relation (*M* = 4.28, *SD* =.759) would suggest PECTs reported participating more strongly as Modelers of Practice than as Conveners as Relation. However, the differences between *Agree* = 4 and *Strongly Agree* = 5 still suggested the PECTs reported participating in those roles in some form. There was also a larger deviation on the scale for the roles of Teachers of Children (*SD* =.891) and Gatekeepers of the Profession (*SD* =.816), meaning the differences in responses to these two items were larger compared to the other nine items.

Research Question 2

Q2 What level of importance do PECTs believe PECTs should participate in the 11 identified teacher educator roles during the student teaching experience?

To answer the second research question, the analysis for this question included descriptive statistics (measures of central tendency) which are reported for each of the 11 constructs. Physical education cooperating teachers reported levels of beliefs about participating in the 11 categories (*GM* = 4.65, *SD* =.392). Individual role category results are presented in Table 4.2.

Table 4.2

Means and Standard Deviations for Physical Education Cooperating Teachers' Beliefs

Category	*M*	*SD*
Providers of Feedback	4.74	.441
Gatekeepers of the Profession	4.55	.665
Modelers of Practice	4.83	.396
Supporters of Reflection	4.82	.410
Gleaners of Knowledge	4.64	.533
Purveyors of Context	4.77	.446
Conveners or Relation	4.42	.749
Agents of Socialization	4.79	.408
Advocates of the Practical	4.66	.528
Abiders of Change	4.52	.718
Teachers of Children	4.43	.918

Table 4.2 displays that on average the respondents believed all 11 teacher educators' roles were important for PECTs to participate in during the student teaching experience. Additionally, PECTs' beliefs about the importance of PECT participation in the role of Modelers of Practice (*M* = 4.83, *SD* = .396) compared to participation in Conveners of Relation (*M* =4.42, *SD* =.749) would suggest PECTs believed PECT participation s more important as Modelers of Practice than as Conveners of Relation. However, the differences between *Agree* = 4 and *Strongly Agree* = 5 still suggested the PECTs believed all 11 teacher educator roles were important for PECTs. There was also

a larger deviation on the scale for the role of Teachers of Children (*SD* =.918), meaning the differences in responses to this item were larger compared to the other 10 items. This is further discussed in a succeeding section of this chapter.

Research Question 3

Q3 Is there a relationship between participation and beliefs of PECTs regarding the 11 identified teacher educator roles?

To answer the third research question, the analysis employed a Pearson and Spearman's correlation to measure the relationship between the PECTs level of participation and beliefs (see Table 4.3).

Table 4.3

Correlation of Physical Education Cooperating Teachers' Practice to Beliefs

Category	Pearson Correlation	Spearman's Correlation
Providers of Feedback	.714**	.748**
Gatekeepers of the Profession	.694**	.687**
Modelers of Practice	.482**	.580**
Supporters of Reflection	.526**	.581**
Gleaners of Knowledge	.566**	.580**
Purveyors of Context	.510**	.582**
Conveners or Relation	.789**	.789**
Agents of Socialization	.524**	.552**
Advocates of the Practical	.356**	.461**
Abiders of Change	.752**	.695**
Teachers of Children	.673**	.634**

**. Correlation is significant at the 0.01 level (2-tailed) P<0.05.

The results suggested all 11 correlations were statistically significant for both the Pearson and Spearman's correlations. For example, PECTs who reported a 4 = *Agree* to participating as a Supporter of Reflection would mostly likely and with a high probability

also report a 4 =*Agree* that the role of Supporter of Reflection was important for PECTs to engage in during the student teaching experience. In summary, PECTS' participation level was found to be a strong conjecturer of PECTs' belief levels.

Phase Two: Qualitative Data

After the analysis of Phase One--PECT Participation and Beliefs Survey data, participants for Phase Two were selected. Phase Two consisted of a phone interview in which PECTs were asked to share their experiences of serving as a PECT and elaborate on their survey responses. Table 4.4 represents the demographic information for the five PECTs who were interviewed for Phase Two.

Table 4.4

Summary of Demographic Characteristics for Phase Two Participants

PECT (Age)	State	Grade Level	Degree Earned	Years of Experience	Number of STs	CT Training Received
Sarah (28)	CO	Elem.	Bach.	5	1	No
Nicole (62)	HI	Elem.	Mast.	40	20	Yes
Barry (46)	ID	Middle	Mast.	19	14	Yes
Tim (47)	NY	Elem.	PhD.	19	19	Yes
Kelly (32)	CO	Elem.	Bach.	8	2	No

The PECTs who were selected for follow-up interviews self-reported varying levels of participation in the 11 teacher educator roles as presented in Table 4.5. It was evident all five PECTs agreed they strongly participated as Modelers of Practice (*GM* = 5) and Agents of Socialization (*GM* = 5) during the student teaching experience.

However, there was a discrepancy in the participation level of the role of Teachers of Children (*GM* = 3.6). This role was misinterpreted by Nicole and Barry and is further discussed during Phase Two of the study as to why they selected *Disagree* = 2 as their participation level. Overall, the five PECTs agreed they participated in the remaining eight teacher educator roles.

Table 4.5

Phase Two Physical Education Cooperating Teacher Interviewees' Participation Level

Category	Sarah	Nicole	Barry	Tim	Kelly	Grand Mean
Providers of Feedback	5	5	4	5	5	4.8
Gatekeepers of the Profession	3	4	4	5	5	4.2
Modelers of Practice	5	5	5	5	5	5.0
Supporters of Reflection	5	5	5	5	4	4.8
Gleaners of Knowledge	4	4	5	4	5	4.4
Purveyors of Context	5	5	4	5	4	4.6
Conveners or Relation	4	5	3	5	4	4.2
Agents of Socialization	5	5	5	5	5	5.0
Advocates of the Practical	5	5	4	5	4	4.6
Abiders of Change	4	5	4	5	4	4.4
Teachers of Children	4	2	2	5	5	3.6

The five PECT interviewees' self-reported levels of importance about participation in the 11 teacher educator roles is presented in Table 4.6. All five PECTs strongly agreed it was important for PECTs to participate as Modelers of Practice (*GM* = 5) during the student teaching experience. Similar to the interviewees' reported levels of participation, the role of Teachers of Children (*GM* = 3.6) had the lowest level of importance compared to the other 10 teacher educator roles. This role was also misinterpreted by Sarah, Nicole, and Barry and is further discussed later in this chapter. Overall, the five PECTs agreed the remaining nine teacher educator roles were important for PECTs to participate in during the student teaching experience.

Table 4.6

Phase Two Physical Education Cooperating Teachers Interviewees' Level of Beliefs

Category	Sarah	Nicole	Barry	Tim	Kelly	Grand Mean
Providers of Feedback	4	5	4	5	5	4.6
Gatekeepers of the Profession	3	4	4	5	5	4.2
Modelers of Practice	5	5	5	5	5	5.0
Supporters of Reflection	5	5	4	5	5	4.8
Gleaners of Knowledge	5	5	5	4	5	4.8
Purveyors of Context	5	5	4	5	4	4.6
Conveners or Relation	5	5	3	5	3	4.2
Agents of Socialization	5	5	4	5	5	4.8
Advocates of the Practical	4	5	5	5	4	4.6
Abiders of Change	4	5	4	5	5	4.6
Teachers of Children	3	3	1	5	5	3.4

Phase Two Results

In reviewing the data from the interviews and the open-ended questions in the survey, Phase Two sought to better understand PECTs' experiences of their participation and beliefs as PECTs and to add depth to the quantitative results. Four themes emerged as PECTs described their experiences toward their role within the student teaching experience. The theme of PECT participatory roles was a direct result of a deductive approach to the analysis of better understanding PECTs' participation and beliefs about these roles. The remaining three themes emerged through an inductive approach to data analysis: their relationship with the PETE program, faculty, and student teachers; the challenges and support structures for PECT from PETE programs; and the perceived benefits of being a PECT. All themes are presented with a brief discussion as well as subthemes and identified quotes from the interview to support each paradigm.

Physical Education Cooperating Teachers' Participatory Roles

The theme of PECT participatory roles examined the numerous ways in which the five PECTs described their experiences and roles throughout the student teaching experience. During each interview, PECTs were asked how they participated in each of the different roles as well as their beliefs about them.

Providers of feedback. When asked specifically how she provided feedback for her student teacher, Sarah mentioned that she would "observe the teacher candidate teaching classes and provide feedback." Similarly, Nicole shared an example of how she would deliver feedback to her student teachers:

> And then I would sit with the student teacher, I'd say, "Okay, these are the kinds of things I see. And these are the things I need you to work on, and I want you to

> think about X, Y, and Z. And let's see if we can improve your teaching by doing these things."

In the same way, Barry provided several examples of how he would give feedback to his student teachers and how the type and amount of feedback would change depending on the student and what they specifically needed. For example, he shared one experience of having to give the same feedback over and over to one student teacher who was having trouble grasping teacher movement in the gym space:

> One individual would just struggle with one simple thing, and it was having students behind them while they were instructing, and so you constantly have that class disruption of kids making faces and things like this and I corrected him, I coached him, I repeated to him a million times, "All right, you got to have your back against the wall. This is going to make a huge difference, or your classes are going to be distracted." I mean little examples like that. (Barry)

When asked about whether or not they believed providing feedback was important, the PECTs unanimously agreed it was an important part of their responsibility. Similarly, in the opened-ended responses from the survey, PECTs also mentioned they felt providing feedback was a significant aspect of the CT role: "I believe that as a CT …if a lesson falters the CT provides immediate feedback to achieve success." Another statement was made by a PECTs about providing feedback: "It is important to provide positive and constructive feedback." These statements paralleled another open-ended response by a PECT who stated: "To provide feedback that is constructive, positive, and helpful to the student." The qualitative data supported the notion that providing feedback to student teachers was a central role for PECTs to engage in during the student teaching experience.

Gatekeepers of the profession. The five PECTs each mentioned ways in which they assessed student teachers throughout and at the conclusion of the placement. It was

also noted by four of the five PECTs that while they understood their assessments of student teachers were important, ultimately, they did not have the final say in whether or not the student teacher entered the teaching profession. One example of this was when Nicole shared her experience of recommending that one of her student teachers should not pass; rather, the PETE program had the student teacher placed with a new PECT part way through the placement and ended up passing under the new PECT:

> Really, their grade is given by the university professor. One [student teacher] was pulled from me halfway through her experience because she was not going to pass with me, and she ended up passing, but under someone else… So, they did, they passed her. I just didn't pass her, because she wasn't making the changes necessary to improve the teaching when she was with me.

Another example of a PECT sharing how he engaged as a Gatekeeper of the Profession was Tim who shared how he assessed his student teaching using the rubric provided by the PETE program and completed it while observing the student teacher: "What I'll do is when they have a lesson I…just sit back, and I won't say a word, and I'll just go through the whole thing, and I'll pull out the rubric that I have."

When asked to describe the roles and responsibilities of being a CT on the survey, the majority of PECTs mentioned assessing the student teacher in some manner. One PECT stated, "I choose to observe and evaluate the student teacher as they gradually take over the classroom" and "reporting to the University supervisor about performance, etc.". The open-ended question responses also supported PECTs' beliefs about the importance of participating in assessment and as gatekeepers of the profession. For example, one PECT wrote, "It is our job to make sure the student teacher is ready to teach in a classroom; we can submit the evaluation with recommendations".

Modelers of practice. Without a doubt, the role of Modelers of Practice was the most cited role PECTs participated in and believed other PECTs should participate in as well. All five PECTs discussed how they modeled their teaching for their student teachers. Not only did the PECTs share how they tried to provide their student teachers opportunities to observe, potentially co-teach, or model a lesson, they also tried to model what it meant to be a member of the school community. Nicole shared different examples of how she modeled her teaching for her student teachers: "And so, sometimes the student teacher would teach the lesson. And then I would teach the second lesson and take their lesson and tweak it. And show them how they could do it differently." In the same way, Kelly described her depiction of being a modeler of practice for her student teachers, which went beyond just the teaching portion of being a PE teacher: "Finally, I also believe it is my duty to MODEL the passion, responsibility, love and drive it takes to be an effective teacher, especially in physical education settings: walking the walk and talking the talk."

Similar to the description of being a Modeler of Practice in the interviews, many PECTs' survey responses emulated the same description of how PECTs participated in this role. One PECT wrote, "To model lessons have the student teach that lesson… Cooperating teachers need to model what a seasoned teacher looks like for the student teacher to gain a professional perspective.". When asked about why the PECTs believed being a Modeler of Practice was important for PECTs to engage in, some open-ended responses on this role included "Because most people learn from others modeling good practices" and "It is important for cooperating teachers to be a role model and mentor student teachers." Likewise, Kelly mentioned in the interview that she believed it was

important for PECTs to engage in modeling of practice as a PECT: “I think it is really important to model being a professional.”

Supporter of reflection. During interviews, the PECTs described their experiences of continually trying to provide meaningful opportunities to help their student teachers reflect on their teaching as well as other aspects of the school day. Interestingly, each time the PECTs were asked to talk about the role of Supporters of Reflection, all responses were followed or accompanied with the role of providing feedback as well.

> Or sometimes they would teach all three lessons, but while we're transitioning from group to group, I would say, "Have you thought about this? Why were you doing this? How does that meet your objectives?" Or make suggestions of ways they could improve their lessons. (Nicole)

> Yeah. Well, you know, you also need to make sure that you're setting up that student teacher to be successful when you do let it go, by plenty of reflection time, plenty of those conversations at the end of the day, tons of feedback. (Kelly)

The PECTs’ open-ended responses describing the roles and responsibilities of the CT role supported the interview responses about supporting the student teacher reflection process: “Daily reflection with student teacher,” “I also help them create and deliver effective lessons, and to reflect on the learning as a result,” and “Engaging them in discussions to reflect on the lessons they teach.” These responses also supported the beliefs of the PECTs when asked about how important they felt being a Supporter of Reflection was by other PECTs: “Lessons should be discussed afterwards, and next lessons can be planned after reflection.”

Gleaners of knowledge. When discussing the role of Gleaners of Knowledge during the interviews, the PECTs all mentioned they themselves always learned something new from supervising student teachers. Interestingly, this role was not

something the PECTs actually did; rather, it was a result of their participation as a PECT. The PECTs shared examples of how they gleaned new knowledge from their interactions with the student teachers. Kelly shared her experience of being a PECT as a cool opportunity for her and her student teacher because of the learning that occurred for both of them: “It can be a really cool opportunity for not only the student teachers to learn, but also for us. I know I learned a lot and refined a lot of my practices just in trying to teach someone else them.”

Likewise, Barry mentioned how he has taken ideas and activities his student teachers used and would implement them when he taught even after the student teacher was gone:

> I always think that there's probably going to be a good handful of things I'm going to learn from them [student teacher] or a different spin on something that I do already and I'm going to be able to say, "Hey, wow. This was cool. I want you to give me that lesson plan. That's a great way to teach that ...” but it's really refreshing to see, hear, and experience a different way to do something similar or entirely different.

In the open-ended question on the survey asking the PECTs to describe the roles and responsibilities of PECTs, one PECT finished the response with “learn from the student teacher” after listing other responsibilities of PECTs. Likewise, other respondents to the survey questions supported the role of Gleaners of Knowledge, writing: “Occasionally, a ST [student teacher] has knowledge of a topic that is new and that's always fun to learn something from them” and “Hopefully they gain tools to help them [student teachers] be successful in their own classroom, and I gain tools from them on current practices at the University,” and “It helps keep me informed on latest trends in P.E.”

Purveyors of context. Like the role of Gleaners of Knowledge, the role of Purveyors of Context was also a role that did not require active participation that PECTs did but instead were individuals who innately embraced this role due to the nature of their position as a PECT. During the interviews, the PECTs described ways in which they provided context and environment for the student teaching experience to take place. For example, Sarah affirmed: "I have teacher candidate help with extracurricular activities at school (Intramurals, Wellness Fair, Jump Rope for Heart) as I do." Similarly, Tim shared the expectations he had for his student teachers in terms of providing the context by which the student teachers engaged throughout the entire school day beyond just the classroom:

> That expectation follows them [student teacher] as well, I say "We have to be here at 7:00, listen, you're here at 7:00. That's my expectation of you, because I want to show you what the context of this really is. You don't become a lazy lump, and you don't become some guy who gets bypassed or whatever because you didn't have the work ethic in student teaching and you can tell them in your interview that, "Oh my gosh. I was there at 7:00." You know? If I'm going to do it, they're going to do it, so that they can be amazing later. (Tim)

These were similar to the survey responses by PECTs when asked to describe the roles and responsibilities of PECTs: "My role and responsibility as a cooperating teacher is to create and provide a safe and rigorous environment to allow the student teacher to experience what a physical education classroom and school environment feels like." Another PECT responded to the belief about the importance of providing an experience for student teachers to understand the profession of teaching by having a classroom to teach and students to oversee: "I believe that in order to truly understand the art of teaching, a person must be put in the role to identify areas of concern and strengths to build upon."

Conveners of relation. When discussing the role of building and fostering relationships with the student teachers, the PECTS all shared experiences of building relationships with their student teachers during the interviews. They shared examples of some of the fantastic relationships they fostered throughout their time of working with student teachers and described instances of some challenging student teachers they had encountered as well.

> I mean, that poor girl was a mess, she sat here and cried in my office for over three minutes trying to tell me that she couldn't student teach the real way and could I help her? She just cried and looked at the floor. I didn't know what to do, so I just waited…and waited for her to get her tears out and everything else. We had a really nice conversation. I talked with our university supervisor. I said, "This is out of my hands, certainly, and she may need to get some professional help at the school or whatever," and so they put her right in, and we found a solution right away, but this is also what we [cooperating teachers] do. (Tim)

In the open-ended responses, one PECT mentioned the responsibility as a PECT was to "build a professional relationship that allows constructive criticism." It was evident the PECTs did not consider building and partaking in the role of Convener of Relation as a top responsibility of PECTs as it was not mentioned often in the survey responses. However, this contradicted the overall rating responses of the PECTs on their participation and beliefs of this role. This might be due to PECTs being unaware of the fact that they built and fostered relationships with the student teacher. This idea is explored further during the discussion and interpretation of the entire data. Yet, when PECTs were asked explicitly about the role of Convener of Relation during the interviews, they were all able to provide examples of their professional relationships with the student teachers.

Agents of socialization. The role of Agent of Socialization was one of the top mentioned responsibilities by PECTs in the open-ended survey responses and one of the

most discussed roles during each interview. All five PECTs mentioned they played an integral role in socializing their student teacher into the profession. During her interview, Kelly shared ways she encouraged her student teachers to participate in different realms of the teaching profession:

> For my student teachers, if I had before and after school clubs, my expectation was they were there for before and after clubs, because that's a really big part of being a PE teacher and an expectation in almost every building, that PE teachers do some kind of extracurricular with their kids. We do early release professional developments with the district, so I always have my student teachers come with me to all of those professional developments, so that they can network with our district leadership, and get lesson idea, and meet other PE teachers and what not. You know, without overwhelming them, I think it is important though for them to understand really what they're getting themselves into in terms of the time commitment and just what that feels like.

Sarah explained that one of her goals when supervising a student teacher included helping them experience the "unknowns" or things that are not always taught or discussed in a teacher preparation program: "Mentor teacher candidate in classroom management, teaching, planning lessons, dealing with behaviors and discipline, and all the other things they don't tell you about in college -recess duty, dealing with parents, staff comrade, etc."

Physical education cooperating teachers also described the role of being an Agent of Socialization in their open-ended responses. For example, one PECT wrote, "I choose to inform my student teacher about multiple things outside of the classroom, such as fundraising, district and state 'happenings' and help them see the entire picture of the teaching profession," "I will encourage them to become a part of our school culture and take on responsibilities that I may have to do," and "I want my student teacher to get the full experience by attending staff meeting, parent meetings, etc." When asked about why they believed PECTs should or should not engage in teacher educator roles, one PECT

responded, “I believe it is our responsibility to help future teachers see the real process of the school,” which described and emphasized the importance of the role of socializing student teachers into the profession.

Advocates of the practical. During interviews, the PECTs described their experiences of helping student teachers come to know the day-to-day routines of being a PE teacher as being an advocate of the practical. During his interview, Tim discussed that when student teachers come out to his school, they get to “deal with it all” and experience the “real world’ happenings of the life of a PE teacher:

> I give them everything from how the kid reacts, to even knowing who the other teachers in the building are, and knowing the administrators, and knowing the custodians, and introducing them to the secretaries, and everything that you would need to when you walked in the gym or in your real job. You would be a part of that family, so that you weren't like an outsider.

Nicole and Kelly also described how they were advocates of the practical and what it truly meant to fulfill the role of a PE teacher in today’s K-12 school setting:

> We go over, what are the rules of the school? What are the procedures for going to lunch and recess, and also kind of bigger school community things, as well as, in your classroom, how do you manage kids? The different ways of how you start your own classroom. Is it teacher directed? Or do you have kids involved in a conversation and then, as a group you decide, on okay, these are our classroom rules and protocols. (Nicole)

> One thing that I think is really important for cooperating teachers to do for student teachers is to really…for them to understand the workload and what it really takes to be an effective teacher in a building. (Kelly)

When asked to describe the roles and responsibilities of being a PECTs, most open-ended responses mentioned the role of helping student teachers come to know the realities of being a teacher. Examples of these responses included “Many more things go on outside of a content area and I think it is important we prepare them by allowing them to experience all areas of being a teacher,” “The entire life of a tenure track

teacher...curriculum planning, implementation of the curriculum, set up, lesson planning, pacing presentation, feedback, reinforcement, punishment, extrinsic motivation leading to intrinsic motivation, interactions with students, teachers, administrators, parents," as well as "I guide and instruct them [student teachers] in all aspects of the school. This includes: school procedures and policies, fire drills, lock downs, physical education procedures from Locks to locker room procedures." When asked about whether or not PECTs should participate in teacher educator roles including being an Advocate of the practical one PECT wrote, "I believe my role is…to show him/her what good teachers do in all aspects of teaching from planning, to teaching, to communicating with parents and staff." Similarly, another PECT wrote,

> I would help the teacher prepare for the everyday life as a teacher…working with recess aides to help teach and move toys around for them so they could also have a positive experience each day…attendance at faculty meetings and volunteering for fun nights and doing blood drives and bowl-a thons and donating money for less fortunate students or having garage sale items available for donating that money to our new playground! And everything in between with grading students, attendance, IEP reviews for adapting any special needs kids.

Abiders of change. All the PECTs shared experiences of how they adjusted their day-to-day tasks and teacher roles to accommodate having a student teacher in their classroom during the interviews. The PECTs did not have a negative manner or attitude about the changes--just that they did make minor adjustments to their day like using their planning periods to look over the student teacher's lesson plans or major changes like rearranging the curriculum to be taught for the student teacher's EdTPA assessment, which was an example Tim mentioned during the interview: "Hey. Listen. I'm going to flip-flop this, so you can do your EdTPA in floor hockey, I'm okay with changing up my curriculum to serve everybody's needs. That's okay with me." He continued to share

how he was making changes throughout the day to work with his student teacher: “But if you look in the background, I'm actually doing twice as much work, because every planning period that I have is speaking with them and working with them to help them get better.”

The open-ended responses by PECTs on the survey also supported the role of being an Abider of Change due to the changes they made throughout their day to meet the needs of their student teachers. For example, one PECT mentioned he/she designated time to his/her student teacher to reflect on the day, which he/she would not do if he/she was not supervising a student teacher: “I have daily meetings with student teachers reviewing days lessons.” Likewise, other PECTs wrote about several of their responsibilities as a PECT and how they also set aside time each day to meet with their student teacher: “While I am in the gym, I keep a running document of strengths, weaknesses, and tips to improve their lesson. We spend a while debriefing every day and after every class. Conversations can range from 1-20 minutes.” The PECTS did not seem to have any upset feelings about making changes to their day to accommodate the student teacher--just that they did in fact alter their day to fulfill their responsibilities.

Teachers of children. The role of Teachers of Children was similar to the role of Convener of Relation as the PECTs did not do anything different or add a task to their job when taking on the position of being a PECT. Due to the nature of being an educator, all PECTs are teachers of children by trade. When asked during interviews about this role, four of the five PECTs were confused about how the role of Teachers of Children was part of the study and part of a teacher educator role. After an explanation and discussion about the role, the PECTs came to know and understand the role. For example, when

asked why Nicole selected *Disagree* for participating as a K-12 teacher, she stated she selected that level of participation because she did not teach K-12, only K-6: “By the way, I just teach Junior Kindergarten through Grade 6 and not K-12.” This was similar to Tim who explained a similar reason for selecting participation and beliefs levels of *Disagree* and *Strongly Disagree*: “You know, as I'm thinking about it, I probably was thinking was that K-12 sort of threw me off because I'm specific K-5. If you had just wrote...I only teach kindergarten through fifth graders…I think that's where I went there.”

In the open-ended responses, it was also apparent the PECTs did not consider being Teachers of Children as a role or responsibility of a PECT because, again, it was something they already did whether they were PECTs or not. Thus, this might be the reason PECTs did not mention this as a role or responsibility as it is implied in their role as being in the position to serve as a PECT.

The Eleven Teacher Educator Roles

Overall, the PECTs described numerous ways in which they partook during the student teaching experience such as providing feedback, supporting the student teacher with reflection, assessing the student teacher, providing the school and community context and school practicalities, providing opportunities for socialization into the profession, modeling their teaching for the student teacher, changing their day-to-day routines to accommodate the student teacher, and building relationships with the student teachers. This was summarized during the interview with Kelly who mentioned most all of the roles were important and necessary for PECTs to do during the student teaching experience: “As a mentor teacher, I believe my main role is to support teacher candidates

in refining their teaching techniques, planning/lesson design practices and classroom management strategies… We need to do it all, all of it."

Many of the PECTs mentioned they believed it was important for PECTs to participate in these roles as indicated in their rating responses as well as open-ended survey responses: "I believe CTs should participate in the identified teacher educator role during the student teaching experience because they've been vetted, provide modelling, feedback, and different forms of assessments" and "I believe cooperating teachers should participate in these educator roles."

Relationship with Physical Education Teacher Education Program, Faculty and Student Teacher

This theme, which emerged from an inductive analysis of the interview data, explored the presence of a relationship among the PECT, PETE program, and faculty as well as the student teacher. Each of the PECTs mentioned having some type of relationship and/or line of communication with all parties involved with the student teaching experience, i.e., prior knowledge of the PETE program, knowing the student teacher prior to the student teaching experience, and having a good understanding of the expectation from the PETE program about their role as a PECT.

Prior knowledge of the physical education teacher education program. All the interviewees mentioned having a previous relationship and/or affiliation with the PETE program from which their student's teachers were coming to them--whether the PETE program was also the institution where they previously studied or they knew faculty and students from community engagement opportunities:

> I think that the philosophy and the development and the direction that the PETE Program chose and how I view quality professional activities is important. My

> cooperating teacher experience, it really did vary based on the program that I received student teachers from. (Barry)

Barry continued to explain the different relationships he had with not only the PETE program but the faculty from the affiliated university and how he would learn a lot about his student teachers' academic background and teaching experience through conversing with individuals from the PETE program:

> He [university supervisor] would come out and we would have great conversations about what they're trying to do, what the student teachers are bringing in terms of strengths, or where he would see a weakness…what they have done in courses.

Knowing the student teacher prior to start of student teaching. Four of the five PECTs mentioned their relationship with the student teacher before the student teaching experience began as being a factor on their experience as a PECT. When the PECTs met and interacted with the potential student teachers, it helped them prepare and plan for the supervisory and mentoring tasks of being a PECT. For example, Kelly explained how she would essentially interview her student teachers prior to their placement with her to make sure it would be a good match for the both of them:

> I actually had to reject my first student teacher, because when he came in and did his practicum hours with me, he was super unprofessional. So when I'm interviewing him [student teacher] I was like, "We are professionals. We are working together. I am not your babysitter. You need to be an adult. You need to be the person in charge when you're in here, and the students need to know that".

In the same way, Tim explained that one of the PETE programs he would get student teachers from provided him information about the student teacher prior to his/her placement, which he said helped him prepare for the student teacher's arrival:

> They [student teacher] send a form to us, before they come, about what their interests or main sports are, and they give us a resume of what they've been doing.

> A little scouting report. It's a chance for me to see what I'm getting into on paper, what they're going to bring to the table before we start.

Understanding of expectation from the physical education teacher education program. The five PECTs also talked about the importance of understanding the PETE program's expectations to perform their supervisory role to their fullest potential.

> I found myself talking to the colleges and the supervising professor…I felt comfortable saying, "Listen, here's what I want to do. I want to know what's required of me in terms of filling out, doing observations, using your rubrics, and this kind of thing." (Barry)

Kelly provided examples of how she was able to learn about the expectations for the student teacher from the PETE program--whether that was through checklists or communicating with PETE program faculty directly:

> I always appreciate those little checklists, just to make sure I was giving feedback every day, and reflecting every day, and making sure I'm checking their lesson plans or dispositions and stuff. They [PETE programs] do a good job of giving you resources, and then she [university supervisor], she's really easy to communicate with, and helpful when you need her, I always felt like if I was ever struggling or if I wasn't sure about something, I could always just call her, and she would help me out.

Overall, the PECTs interviewed expressed in some way the "what and how" of having a relationship with the PETE program, faculty, and student teacher played a part in their experience as a PECT.

Challenges and Support Structures from Physical Education Teacher Education Programs

Throughout the interviews, the PECTs all mentioned either challenges or support they received from the PETE programs. This theme highlighted the unique interactions PECTs could have with PETE programs, which could vary greatly.

Challenges for physical education teacher education from physical education teacher education programs. Two of the five PECTs talked about some of the challenges they had encountered during their time working with student teachers and university supervisors. While all the PECTs shared examples of positive and supportive happenstances with PETE programs, it is important to share the negative experiences to capture the full essence of being a PECT. One example was from Barry who expressed some frustration with not feeling appreciated by the university supervisor:

> The other supervising faculty members didn't have that. They didn't have that charismatic engagement, they were. ...I'm sorry, they were perfunctory. I was just another guy, they had more important stuff to do. It was important that the focus on the student teacher was there, but there wasn't an engagement on the professional level with me.

Support for physical education cooperating teachers from physical education teacher education programs. All five PECTs shared examples of positive experiences being supported by the PETE programs with whom they were or where affiliated. Most of these responses come from the questions asking PECTs to share their experiences interacting with PETE program faculty and/or the university supervisor. While Barry shared examples of some challenging relationships with PETE faculty and not always feeling valued, he did provide examples of times when he had great support and relationships with the PETE programs:

> I not only felt like an extension of faculty from the university, the way that he [university supervisor] handled interacting with the mentors like myself was to bring them in as colleagues and to join us in the gym and in the office as colleagues. Everything about the way he [university supervisor] shifted was about we are being collegial, we need you. You are an extension of our faculty. (Barry)

Likewise, Kelly stated how she has always felt appreciated and supported by the PETE university supervisor and that she had nothing but positive experiences to share: “She [university supervisor], is really great at reflecting with me through things and talking with me through things, that I feel like we really trust each other more like colleagues, than like I'm being supervised.”

In general, PECTs reported positive and supportive structures from PETE program faculty and university supervisors with whom they interacted more than negative encounters. While there were a couple cases of challenges when working with a PETE program, the majority of “what and how” the PECTs experienced their dealings with PETE programs were supportive and positive.

Perceived Benefits of Being a Physical Education Cooperating Teacher

This theme showcased PECT experiences that influenced their continued participation of being a PECT. The five PECTs shared their perceived benefits and reasoning as to why they continued to take on student teachers: a way for them to give back to the field, professional development opportunities, and the newness it could bring to their PE program.

Giving back to the field. Four of the five PECTs mentioned they felt participating as a PECT was their way of giving back to the field and doing what they could to help future teachers be successful, which was what Kelly stated during the interview: “For me I feel like it's my contribution to our field and just helping teachers be the best that they can be when they're starting out.”

Professional development opportunities. All the interviewees talked about the professional development they had gained during their time as a PECT.

When discussing their experiences, they mentioned what they learned from the experience--whether it was directly or indirectly from working with a student teacher. Kelly said through supervising student teachers, she honed her own teaching practices:

> I found that through the student teaching process, it really helped me focus in on what really are those essential learnings for new teachers… What is the most important thing that they need to know to be successful and for their kids to be successful? It kind of helped me refine some things, and clarify some things, and also pushed me to try some new things.

In the same way, Nicole stated during her interview: "Yeah, sometimes I pick up some ideas from them. It's like, 'Oh, that's a good way to do that lesson'."

Newness to program. Another sub-theme within the perceived benefits of being a PECT was the newness it brought to the PECTs' PE program by working with a student teacher. Four of the five PECTs shared their involvements in the new and exciting activities, lessons, management and/or teaching strategies they adopted after observing their student teacher.

> I would also say that a huge part is I learn a lot too. You know, all my student teachers and my practicum students always come in with background in new games, and new activities, and sort of new technology, and things that are out there that I might miss, because I'm not in school anymore. I feel like there's this really great opportunity to tap this well of knowledge that our new teachers have that we, who have been in the game for a while, might not have anymore. I really liked that. (Kelly)

To summarize, all the PECTs mentioned perceived benefits of working with student teachers and how it provided opportunities to give back to the profession, provided professional development opportunities, and potentially brought a newness to their PE program.

Essence of the Experience

Physical education cooperating teachers' experience of serving in the supervisory role during the student teaching experience was viewed as a rewarding way to give back to the profession and fine-tune their own teaching. The PECTs shared a number of ways in which they interacted and contributed to the student teacher's learning throughout the student teaching experience including numerous teacher educator roles: providing feedback, supporting the student teacher with reflection, assessing the student teacher, providing school and community contexts and school practicalities, providing opportunities for socialization into the profession, changing their day-to-day routines to accommodate the student teacher, and building relationships with the student teachers. The opportunity for professional development and adopting new teaching techniques and instructional strategies were some of the potential benefits of serving as a PECT. The PECTs expressed the importance of having a relationship with the PETE program, faculty, and student teachers to have a successful student teaching experience. When the PECTs felt supported and had a complete understanding of their expectations from the PETE program and faculty and a high level of understanding of expectations of the student teacher, PECTs were more likely to fulfill their role to the best of their ability. To fully grasp the essence of the PECTs' experience, it is important to note the PECTs faced challenges in their role if they did not have a positive rapport with their student teacher and the university supervisor, and at times, felt a lack of support from the PETE program. Through building relationships with PECTs, PETE programs could make big gains in helping PECTs have a positive experience in their supervisory role. The PECTs participated in different tasks; built relationships with the PETE program, faculty, and

student teacher; and were provided with potential challenges and support structures from the PETE program; ultimately, they perceived the role of a PECT as a benefit. This essence of the PECT experience is illustrated in Figure 4.1, illustrating how PECTs described their experience of their role during the student teaching experience.

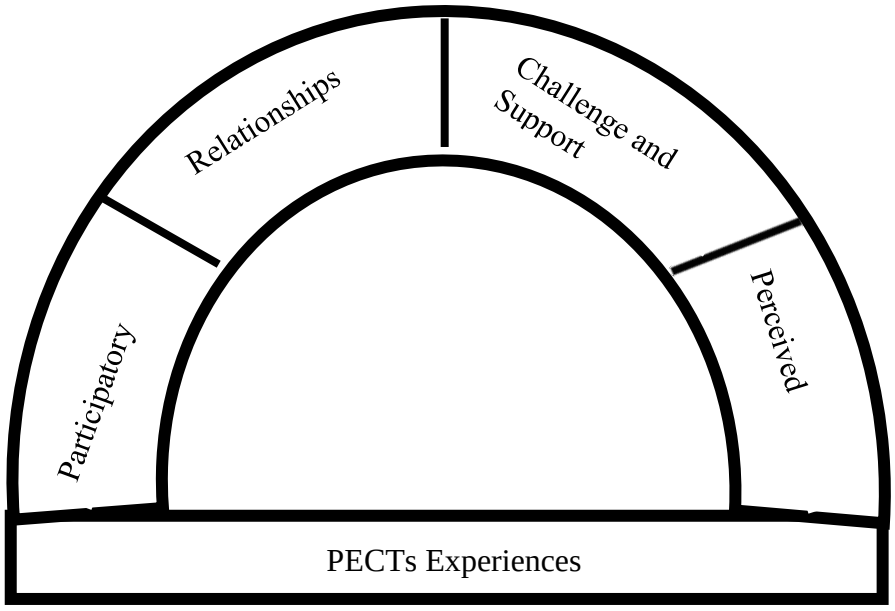

Figure 4.1. Essence of physical education cooperating teacher experience.

The ways in which PECTs participated and prioritized their responsibilities—whether correct or not— stood as the keystone of PECTs' experiences during the student teaching experience. That keystone was supported by four factors comprising the arch of PECTs experiences: (a) numerous participatory roles PECTs engaged in and believed were important to fulfil their responsibilities, (b) fostering a relationship with the PETE program, faculty, and student teachers; (c) the challenges and supportive structures for PECT on behalf of PETE programs; and (d) the perceived benefits of being a PECT. All participatory roles were foundational to supervising. When PECTs felt supported and

fully understood their role, they were more likely to fulfill their supervisory responsibilities to their best ability. To fully grasp the essence of PECTs' experience, it was important to note PECTs faced challenges if they did not have positive rapport with their student teacher, university supervisor, and/or PETE faculty. Through building relationships with PECTs, PETE programs could make gains in helping PECTs have a positive experience in their role. Physical education cooperating teachers also saw serving in the role as a rewarding way to give back to the profession, fine-tune their own teaching, and adopting new teaching and instructional strategies into their own classroom practices.

Summary

This study consisted of two phases. Phase One was a quantitative survey PECTs from identified PETE programs and/or members of a SHAPE organization completed online. The PECTs responded to a set of 13 questions that included a 22-item rating scale about their participation and beliefs of identified teacher educator roles. The data revealed the mean level of participation in the 11 teacher educator roles was 4.59 and their mean level of beliefs about PECTs participation in the 11 teacher educator roles was 4.69. The data also revealed a high correlation existed between the participation and beliefs of the PECTs. However, there was no indication the degree level earned or the number of student teachers impacted PECTs' participation and beliefs about the teacher educator roles. Of the 118 PECTs who completed the online survey, 75 volunteered for Phase Two of the study.

Phase Two of this sequential, explanatory, mixed methods study included phone interviews with five PECTs who were purposefully selected based on their reported lived

experiences and level of participation and beliefs as a PECT. Interviews were transcribed and coded to identify themes. Four themes emerged as PECTs described their experiences towards their role within the student teaching experience: (a) PECT participatory roles; (b) relationship with PETE program, faculty, and student teachers; (c) challenges and supportive structures for PECTs from PETE programs; and (d) perceived benefits of being a PECT. Phase Two added a richness and depth to the study, which is interpreted with Phase One in the following chapter.

CHAPTER V

DISCUSSION

The final chapter is divided into the following sections: (a) summary of interpretation of quantitative and qualitative results, (b) conclusion for each research question, (c) limitations, (d) recommendations for future research, and (e) a conclusion of the research study.

Summary

This research study was centered on three research questions detailed in Chapter III. In Chapter IV, results were presented for each phase of the research study. This portion of Chapter V delivers an interpretation of the entire data set by allowing Phase Two of the study to enhance and provide depth to Phase One, thus, providing a comprehensive understanding of the ways in which PECTs participated and believed in the participation of numerous teacher educator roles and the relationship between PECTs' participation and beliefs.

Interpretation of Phase One and Phase Two Data

As reported in Chapter IV, the average mean of PECT participation in the 11 teacher educator roles was 4.59, concluding that on average, the respondents agreed to participate in the 11 teacher educator roles during the student teaching experience. Similarly, the average mean of PECTs' beliefs about participating in the 11 categories on

average was 4.65. Conclusively, the PECTs believed PECTs should participate in the 11 teacher educator roles. These findings were consistent with Phase Two of the study, which was illustrated from the deductive analysis of the teacher educator roles and through themes that emerged from inductive analysis.

For example, the PECTs provided examples of how they partook during the student teaching experience in the 11 teacher educator roles during the Phase Two interviews. When asked directly about why they believed PECTs should or should not participate in the teacher educator roles, the survey data and interviews supported the notion that PECTs unanimously agreed to believe PECTs should participate in the 11 teacher educator roles. The grand mean scores and the correlation between participation and beliefs for each construct from the Phase One—PECTs' Participation and Beliefs survey an- accompanying quotes from Phase Two--Follow-up interviews and supporting literature are presented in Tables 5.1 through 5.11 to provide an interpretation of the entire data set of the study.

Table 5.1

Interpretation of Phases One and Two: Provider of Feedback

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Providers of Feedback	4.67	4.74	.714**/.748**	I repeated to him a million times, "All right, you got to have your back against the wall. This is going to make a huge difference. . ." It took a lot of feedback and going over it with him.

Note. Supporting literature: Scheeler, Ruhl, and McAfee (2004) stated, "Feedback that is immediate [occurring within a few hours of the instructional event], specific, positive, and corrective holds the most promise for bringing about lasting change in teaching behavior" (p. 405). In addition, it is critical to provide learners with guidance about their progress toward a clear learning goal along with opportunities to use that feedback in a timely fashion. Clarke et al.'s (2014) review of literature stated CTs, by mark of their position in relation to student teachers, are regarded as, and expected to be, providers of feedback (Broad & Tessaro, 2010; Clarke, 2006; Grimmett & Ratzlaff, 1986; Miller et al., 1992; Spear et al., 1997). Feedback continues to be endorsed globally as an effective tool for teachers of all subjects and grade levels (Leahy et al., 2005), and is a widely-accepted expectation of CTs. Providing feedback is an expectation of CTs during the student teaching experience by most all teacher preparation programs (Clarke et al., 2014).

The previous definition of feedback as defined by Hattie and Timperley (2007) as "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p. 81), highlighting that feedback legitimacy comes from non-teacher sources, was used during the discussion of the Providers of Feedback role. Conclusively, the PECTs in this study believed they and

all other PECTs should be providing feedback to their student teachers. This belief supported Clarke et al. (2014) who stated, "Providing feedback is clearly one of the most significant elements of CTs work with student teachers and this provision is not only expected but also largely defines the work of the CTs" (p. 175). Feedback is necessary for student teacher development only if the type and amount of feedback are appropriate for the student teacher.

This opened a discussion about having a better understanding of exactly how PECTs were delivering feedback. For example, was it verbal or written? How much feedback were PECTs giving their student teacher? Was the feedback being provided appropriate for the student teacher's developmental and novice phase of his/her teaching career? Was the PECT giving the student teacher the correct type of feedback that promoted reflection on the part of the student teacher rather than just giving the student teacher answers all of the time? Beck and Kosnick (2002) found preservice teachers in their study often cited a need for more explicit feedback from cooperating teachers in order to negotiate this decision-making process, thus supporting the need to distinguish the effectiveness and appropriateness of the feedback actually being delivered to the student teachers. Similarly, Shantz and Ward (2000) conducted a study in which they asked preservice teachers to complete questionnaires about their field experience. The respondents articulated a need for more positive, constructive feedback from CTs. From the current study, we can say the PECTs delivered feedback; however, some of the feedback might have been inappropriate, narrow, or technical to the student teachers. Further investigation into the type, amount, and delivery of feedback is needed to fully understand the ways in which PECTs participated as Providers of Feedback

Table 5.2

Interpretation of Phases One and Two: Gatekeepers of Profession

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Gatekeepers of the Profession	4.33	4.55	.694**/.687**	What I'll do is when they have a lesson that I say, "Okay. You're going to teach this class right now. Ready. Set. Go," I'll sit back, and I won't say a word, and I'll pull out the rubric that I have.

Note. Supporting Literature**:** Cooperating teachers provide both formative and summative assessment of student teachers, the latter of which plays a significant role of student teachers' entry into the profession (Clarke et al., 2012). Cooperating teachers often shoulder the responsibility, whether desired or not, for determining the student teachers final grade (Ellsworth & Albers, 1991).

Clarke and colleagues (2014) cited, "It seems odd that there is so little research on teacher evaluation given the significance of this component within the context of teacher education and the increasing expectation that CTs are primarily responsible for it" (p. 176). The current study supported this notion that PECTs did engage in the act of evaluating their student teachers and participated as Gatekeepers of the Profession. While the PECTs reported they engaged in this role and believe it was important, there was no way to know how much weight the PECTs' evaluations and assessments of the student teachers held in their passing the student teaching experience and entering the profession. Also, there ws no way of knowing if the PECTs had a complete and full understanding of how to provide the formative and summative assessments of their student teacher.

The review of literature in Chapter II of this study presented three questions surrounding the role of Gatekeeper to the Profession in which Clarke et al. (2014) suggested needed further investigation: (a) Are CTs knowledgeable enough for summative evaluation? (b) Are the tools that are available sufficient for summative evaluation? and (c) Are CTs' summative evaluations discriminating enough to ensure that individual differences and standards of performance were not only recognized but also accurately reported? While the present study did not seek to answer these three questions, it did support the implications of this study that continued efforts of ways in which PECTs are evaluating and assessing student teachers be explored. It is necessary for PETE programs to have knowledge of whether or not PECTs have a deep and comprehensive understanding of the assessment and evaluation tools they are expected to complete on behalf of the student teacher's success or failure in the student teaching placement.

Table 5.3

Interpretation of Phases One and Two: Modelers of Practice

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Modelers of Practice	4.87	4.83	.482**/.580**	I think it is really important to model being a professional. How do you speak when you're at work? How do you talk to parents? How do you speak to students? How do you speak to your colleagues? How do you dress? ...I think it is really important to model it [teaching].

Note. Supporting Literature: Cooperating teachers are largely considered classroom teachers, mentors, and professionals who are proficient in their craft (Jones et al., 2014; Koerner et al., 2002). It is a strongly held expectation that the student teaching experience is an opportunity for student teachers to observe the modeling of teaching practice (Clarke et al., 2014). Modeling is one of the key mentoring strategies expected of CTs by universities (Calderhead & Robson, 1991). It appears that ideally CTs would model practice as students first enter the practicum setting and explore teaching in the classroom, and would then be followed by a gradual move to a more reflective and independent way of engaging with student teachers signaling a shift from mimicked to more independent and reflective practice (Clarke et al., 2012). Cooperating teachers offer their student teachers important images of teaching through models of practice (Seperson & Joyce, 1973).

The highest level of participation and beliefs as well as most highly correlated teacher educator role is that of being a Modeler of Practice. Likewise, the most widely mentioned role and responsibility of PECTs in the open-ended responses was also the role of Modeler of Practice. Thus, PECTs engaging as a Modeler of Practice was

arguably seen as the most important role for PECTs to fulfill. During the student teaching experience, student teachers could observe their CT model numerous teacher roles throughout the school day beyond just being a classroom teacher. For example, student teachers might witness their CT in staff meetings, leading parent teacher conferences, as well as on lunch or recess duty, etc. This supported Jones et al. (2014) who stated CTs participate in a teacher education program by agreeing to work with preservice teachers and are expected to convey implicit knowledge through demonstration (modeling), conversation, and coaching.

However, it was uncertain if the modeling practice by PECTs was appropriate and aligned with the ways in which the student teachers had been trained by the affiliated PETE program. There was no way to know from the current study if PECTs modeled being a physical education teacher the appropriate amount, i.e., did they model teaching practices and never allow the student teacher to take over the classroom? Or on the hand, did the PECTs not model the role of a physical education teacher at all or only slightly, thus leaving the student teacher to draw from past experiences and theorized work from PETE courses? Another dialogue that came about in relation to PECTs being Modelers of Practice was whether or not the modeling was aligned with the student teacher's preparation from the PETE program.

This idea was supported by the theme that emerged from Phase Two interviews of the importance of PECTs having an understanding of the PETE program and open lines of communication with all parties involved in the student teaching experience. Physical education cooperating teachers need to have a comprehensive understanding of the PETE program's philosophical underlings of teaching and learning, teacher dispositions, and

engagement to parallel with the desires of PETE programs. Moreover, CTs' participation in teacher education as a Modeler of Practice is an important aspect of their role and expected by universities and teacher preparation programs (Clarke et al., 2014).

Table 5.4

Interpretation of Phases One and Two: Supporters of Reflection

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Supporters of Reflection	4.72	4.82	.526**/.581**	"Well, you also need to make sure that you're setting up that student teacher to be successful when you do let it go, by plenty of reflection time, plenty of conversations at the end of the day, tons of feedback.

Note. Supporting Literature: Clarke et al. (2014) stated, "The expectation that CTs ought to encourage and engage student teachers in reflective practice is evident in virtually every university's 'Teaching Practice Handbook' and responds to university educators' earlier concerns about CTs' emphasis on the technical, custodial, and managerial dimensions of teaching" (p. 178). Engaging in reflective practice with the student teacher has shown to move CTs' interactions beyond just reporting on, but to meaningfully questioning into practice (Clarke, 1995; Keogh et al., 2006; Timperley, 2001). Cooperating teachers can guide discussions and find common understandings of professional practice with student teachers when a reflective focus is present during interactions between the CT and student teacher (Smagorinksy & Jordahl, 1991).

The literature surrounding reflection supported the notion of the essential influence reflection had on the student teacher. The current study highlighted the

involvement of PECTs in this role of helping their student teachers to reflect. The data from interviews and survey responses supported previous work by Stegman (2007) who documented strategies that enhanced reflections for CTs in guiding student teachers: offering suggestions and observations from personal experience, providing supportive commentary, providing advice and insight, recommending instructional and participatory strategies, and validating thoughtful lesson preparation. These strategies were similar to the responses from the open-ended survey questions and the follow-up interviews of the ways in which PECTs encouraged reflective practices for the student teacher.

Through supportive literature, we know CTs can help guide the reflective process for student teachers through guided support and encouragement. However, it remains unknown if PECTs appropriately direct student teachers through a reflective process that is meaningful and helpful to the development of the student teacher. In supporting reflection "a CT potentially broadens her or his educative impact on the student teacher and may go beyond simply reporting on practice to a deeper consideration of that practice, enriching his or her own as well the student teacher's learning" (Clarke et al., 2014, p. 178). The actual practices of reflection remain unknown; however, it was evident from the results of the present study that PECTs did engage their student teachers in reflective practice and believed it was important for their role as a PECT.

Table 5.5

Interpretation of Phases One and Two: Gleaners of Knowledge

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Gleaners of Knowledge	4.49	4.64	.566**/.580**	It can be a really cool opportunity for not only the student teachers to learn, but also for us. I know I learned a lot and refined a lot of my practices just in trying to teach someone else them.

Note. Supporting Literature: One of the biggest motivators for serving as a CT is an increase in one's own professional knowledge because of the interaction with student teachers (Clarke, 2006; Evans & Abbott, 1997; Ganser, 1996; Gibbs & Montoya, 1994; Wilhelm, 2007). As a result of direct interaction with faculty members, CTs have the opportunity for new knowledge (Elsmere & Daunt, 1975). Campbell and Williamson (1983) found CTs thought more deeply about their own teaching, spent more time in lesson and unit planning and were exposed to new professional materials when working with student teachers. Similarly, Arnold (2002) explored CTs' perceptions of professional growth through supervision of student teachers and found CTs appreciated the experience and growth they gained throughout the experience: "Assuming the role of CT with a student teacher can provide experienced teachers with a meaningful opportunity for professional growth" and provides "purposeful focus" (p. 130). Likewise, Koskela and Ganser's (1998) research found CTs viewed "personal gains and change in terms of receive new ideas and strategies from their student teachers" (p. 112) as an obvious advantage to working with student teachers. Overall, CTs desired to gain knowledge which was an important part of their participation in teacher education (Clarke et al., 2014).

The role of Gleaners of Knowledge was one of only a few roles PECTs did not do anything to partake in this role; rather, it was in being a PECT that they found themselves as Gleaners of Knowledge. It was unclear whether the PECTs were aware of this role being a result of their already fulfilled position as a PECT when they rated their

participation and beliefs levels on the survey. From the qualitative data of this study, many of the PECTs' open-ended responses as well as dialogue during the interviews supported previous literature in that CTs had an increase of new knowledge during their time working closely with the student teacher as well as interactions with the university supervisor. Again, the teacher educator role of participating as a Gleaner of Knowledge for PECTs was the outcome of their collective engagement in the other teacher educator roles explored and discussed in this study.

Being a perceived benefit of being a PECT had the potential to learn something new, give back to the field of physical education, and bring newness into one's program, these benefits could be used as a potential recruiting tool for PETE programs to identify individuals to serve in the PECT capacity. With a better understanding of the exact types and ways PECTs gained new knowledge when serving in this role, there is a probable case for arguing that serving in this role could be compensated with some type of professional development or continued education credit, dependent upon numerous factors at the associated university.

Table 5.6:

Interpretation of Phases One and Two: Purveyors of Context

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Purveyors of Context	4.79	4.77	.510**/.582**	But the reality is we're the ones who are in classrooms with kids in real time …I feel like we, as cooperating teachers, are sort of their real-life connection to what's happening in schools.

Note. Supporting Literature: Cooperating teachers have an important job in managing that context and introducing student teachers to the obvious as well as the often-hidden dimensions of teaching as appropriate to and considering a student teacher's stage of readiness (Clarke et al., 2014). Cooperating teachers often guide student teachers in practical teaching matters such as "safety, due process, when it is necessary to obtain approval from the administration, when a counselor should be consulted, etc." (Awaya et al., 2003, p. 53). Cooperating teachers "help mediate the flux of activity" (Fairbanks et al., 2000, p. 35) within the contextual boundaries of the student teaching experience. Crasborn et al. (2011) supported previous ideas, noting CTs should be aware of the cultural and political contexts they invoke, especially when considering that the classroom or gym itself is only one of a series of interconnected systems that student teachers will encounter during the student teaching experience. Cooperating teachers are in the position to ensure this element of the field experience is fully engaged and used as part of the student teachers' experiences in the school setting (Clarke et al., 2014).

Arguably, one of the most important roles a CT partakes in is providing context for student teachers because without context, there is no student teaching experience. With a grand mean of 4.79, PECTs were aware of the important role and contribution they made as they agreed to strongly agreed to participate and also agreed to strongly agreed to believe PECTs should engage in being a Purveyor of Context (*GM* = 4.77).

Throughout the interviews, several of the PECTs mentioned the notion that they provided "real-life experiences" for student teachers and that they were in the "real world" of teaching, which was not necessarily the case for PETE programs. The ability to support preservice learning in the trenches of a K-12 setting is vital to student teachers gaining the necessary skills and experiences for a smooth transition into the teaching profession.

The current study did not ask any specifics about the contextual setting of the PECTs' school settings--rather just demographic information about the PECTs. Thus, further exploration into the specific contextual environments and settings would be important for physical education student teachers to experience being fully exposed to the most diverse cultural, political, and social-economic contextual setting for student learning. Once identified, PETE programs could use a list of contextual environments to identify student teacher placements sites and PECTs who could provide settings ideal for student teacher learning.

Table 5.7

Interpretation of Phases One and Two: Conveners of Relation

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Conveners of Relation	4.28	4.42	.789**/.789**	I had a student teacher who was selfish, and they were very self-centered, and it was just hard to be around them. Every time they came in it was always a negative, "Oh my gosh. I've got this class, and they're terrible, and whatever. I can't believe we've got three classes in a row. When is our next planning period? I'm hungry. When is lunch?". He was hard to be around.

Note. Supporting Literature: Haigh et al.'s (2006) study revealed that focus on relationships is an important characteristic of model CTs: they should "collaborate rather than dictate, relinquish an appropriate level of control, allow for personal relationships, share constructive feedback, and accept differences" (p. 88). In support of these ideas, without a trusting and respectful relationship, student teachers learning can be abridged (Draves, 2008). Likewise, Clarke (2006) reported CTs felt that establishing a personal connection with the student teacher was important to establish and maintain throughout the placement to be an exemplary mentor.

One of the aspects of the CT role not often mentioned in a 'University Student Teaching Handbook' or listed as a responsibility is the relationship the CT and student teacher develop during the student teaching experience. Due to working closely for an extended period of time, it is understandable some type of rapport would form between the student teacher and the PECT. This role is partially a result of the dynamic of

working closely with the student but also can be a role PECTs are intentional about fostering and maintaining throughout the student teaching experience. Stewart, Lambert, Ulmer, Witt, and Carraway (2017) stated the CT advises and offers guidance, leadership, and possibly even friendship to the student teacher, thus supporting the notion that CTs do create some type of relationship with their student teacher.

From the survey data of the 11 teacher educator roles, this role was rated the lowest in both participation and beliefs levels. Physical education cooperating teachers in general felt they participated as Conveners of Relationship less than the other roles and believed this role was less important than the other 11 teacher educator roles. Because the survey did not ask any specifics or provide examples of the different relationship structures that could ensue between the PECT and student teacher, there was no concrete way to know how this potential role was interpreted by the PECTs. However, during the interviews, the PECTs were able to describe and provide the setting into the different relationships they had with their student teachers. Negative or positive, they all were able to share professional relationships they shaped with their student teacher.

Previous studies looked at the relationships needs and wants for the CT and student teacher perspective in which to provide a good basis of knowledge to inform and prepare PECTs for being a Convener of Relation. It would be beneficial for PETE programs to add information about the relationship that forms from the PECT and student teacher interaction to ‘Student Teacher Handbooks’ to provide a more comprehensive understanding of the PECT role.

Table 5.8

Interpretation of Phases One and Two: Agents of Socialization

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Agents of Socialization	4.75	4.79	.524**/.552**	As a teacher mentor, bringing student teachers into understanding the speed and the pace and the typical flow of a school year developing, I think it's important.

Note. Supporting Literature: CTs' socialization of student teachers into the profession is a powerful factor within the student teaching experience (Applegate & Lasley, 1982); however, findings suggest CTs might not fully comprehend the extent their influence has on student teacher (Anderson, 2007). Rozelle and Wilson (2012) reported the behaviors and values exhibited by CTs applied "a dominate influence" (p. 1204) on the practices adopted by the student teachers. "CTs are powerful agents of socialization and it is important that they are aware of the messages that they communicate (both implicitly and explicitly) to student teachers and how these messages impact student teacher learning" (Clarke et al., 2014, p. 182).

The role of Agent of Socialization is a multifaceted experience that provides a great learning opportunity for the student teacher. Literature would suggest CTs have a significant influence on student teachers and how they participate in and distinguish the teaching profession with research highlighting the socialization process that occurs during field experiences. Thus, it is important to note PECTs did recognize they participated and played a part in the role of being an Agent of Socialization as indicated on survey data. This role had the third highest grand mean number for both participation and beliefs and accentuated Clarke et al.'s (2014), statement about the "importance of PECTs being aware of the messages they communicated (both implicitly and explicitly)

to student teachers and how these messages impacted student teacher learning" (p. 182). Results from this study supported the claim that PECTs are aware of the impact they have on a student teacher's socialization process into the field and believe it important for PECTs to partake. Similarly from the interviews, all PECTs were able to detail the ways in which they are mindful of providing or encouraging their student teachers to engage and interact within different school or community settings.

What remained unclear from the current study was the type of socialization instances PECTs were being intentional about providing for their student teachers as well as how PECTs were choosing to socialize student teachers into certain settings or interactions with different persons. These areas could be further explored to understand the complex role of PECTs engaging as Agents of Socialization.

Table 5.9

Interpretation of Phases One and Two: Advocates of Practical

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Advocates of the Practical	4.49	4.66	.356**/.461**	I was able to get them through and really help them understand how we do lots of things. The planning parts, the lesson planning, the delivery, and the closures, the setup, and the breakdown, and the intramurals, and everything that had to do with the job itself.

Note. Supporting Literature: As advocates of the practical, CTs provide first-hand knowledge of the day-to-day workings of a classroom, a dimension of teaching that is important to successful classroom practice (Clarke et al., 2014). Edwards and Protheroe's (2004) study looked at what CTs thought they offered student teachers and found CTs described hands-on experience of daily practice as one of their main contributions. Cooperating teachers help transfer knowledge learned through the PETE program into practice within the school environments (Richards et al., 2014). Cooperating teachers carefully guide student teachers in practicalities of the school classroom (Beck & Kosnik, 2000; Dunne & Bennett, 1997; Rajuan et al., 2007). The CT provides the platform to bridge the gap between knowledge and skills learned through PETE programs and the practical application of methods during the student teaching experience (Christenson & Barney, 2011).

Like the role of Purveyors of Context, the role of Advocates of the Practical was one of the most widely mentioned roles during PECT interviews and in the open-ended responses. For example, PECTs shared about how they helped with lesson planning and assisted the student teacher in classroom management among other things. This supported similar literature that stated elements of the practical might include but were

not limited to helping the student teacher adapt to their classroom placement (Wang & Odell, 2002), lesson planning, pacing and transitions of the lesson, and classroom management (Moore, 2003). In the same way, the data pinpointed that PECTs agreed to participate in the role of advocate and believed it was an important role for PECTs to partake during the student teaching experience.

While student teachers come into the placement with an understanding of how students learn, content knowledge, pedagogy skills, and an understanding of classroom dynamics, it is not until they are fully emerged in the student teaching experience with the supervision of a CT that student teachers fully comprehend the practicalities of the job. Physical education cooperating teachers are the link of theory and practice for student teachers in making the connection to "real world" teaching, thus providing student teachers the opportunity to know what it is currently like in the K-12 physical education classroom--similar to the role of Purveyors of Context.

Table 5.10

Interpretation of Phases One and Two: Abiders of Change

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Abiders of Change	4.54	4.52	752**/.695**	With my first student teacher, I think sometimes I jumped in too early, when if I would have given him a minute to kind of figure it out, he probably could have regained control, and things would have been fine. I think one big thing for me that I've had to change is just giving up that control to somebody else, trusting somebody else, and then really just letting them have the space to teach, without taking over.

Note. Supporting Literature: While CTs relish the opportunity to work with student teachers, there are unspoken and often hidden dimensions of their work that they quietly and patiently accept and they do so without bother despite the impact it may have on them (Clarke et al., 2014). For example, there are emotional tolls such as feeling frustrated, annoyed, distracted, a sense of loss and/or relief (Caruso, 1998) that working with a student teacher can have on CTs that often goes unrealized (Hastings, 2004). Similarly, Ritter (2007) found that working with a student teacher shifts the CT from the central position as the teacher in the classroom and that this displacement can result in uneasiness or envy as the placement experience advances. From the CT perspective, Koerner (1992) found working with a student teacher resulted in "interruption of instruction, teacher displacement, disruption of classroom routines, breaking teachers' isolation, and a shifting of the teachers' time and energy (p. 46). Koerner's findings prompted further inquiry into CTs knowledge into the dimensions of supervisory practice when interacting, advising and working with student teachers. And if so, how do CTs engage and participate in these changes? Do CTs abide to numerous changes in their role as a K-12 teacher because of their inherited role as a CT? Clarke et al. (2014) noted that "in some instances, abiding change allows CTs to withhold judgement and allows students to explore the practicum setting with a degree of freedom. However, in other instances, "abiding changes masks the real impact (emotional and otherwise) of having a student teacher in one's classroom" (p. 185). One of the biggest difficulties for CTs is negotiating the space between self-as-teacher and the student-as-teacher of the classroom (Bullough & Draper, 2004).

While CTs are the superior and still in charge of their classroom and students, they do make changes in their day to day duties, responsibilities, and teacher role to accommodate the student teacher who is to be a part of or taking a leadership role in their classroom environment. The idea that PECTs make changes to their day to day schedules was evident in many of the open-ended responses as well as during the follow-up interviews. When PECTs use their planning period to help the student teacher plan a lesson or reflect and provide feedback, they are in turn using their designated plan time to assist and support the student teacher. The current study did not ask for PECTs to provide examples of how they made changes to their day explicitly, which could have provided a more comprehensive understanding of how PECTs participated in this role. What was clear from the current study was PECTs were aware of the changes they made during their day when they supervised a student teacher and they believed it was an important role for PECTs to partake.

Much of the research surrounding this role highlighted ways in which PECTs allowed their student teacher to take over their classroom. At what point and how much does the PECT allow the student teacher to take the lead? While most 'Student Teaching Handbooks' provide a schedule of when student teachers should begin to take over classes, it was unclear how often PECTs and student teachers actually stuck to this schedule and whether or not student teachers took the lead on other roles of a teacher besides just teaching children, i.e., before or after school clubs, recess or lunch duty, etc. The current study could be expanded upon to find answers to the different ways in which PECTs were Abiders to Change and if these aligned with PETE program expectations.

Table 5.11

Interpretation of Phases One and Two: Teachers of Children

Category	Participation Grand Mean	Beliefs Grand Mean	Participation & Beliefs Correlation Pearson & Spearman's Rho	Interview Quote
Teachers of Children	4.59	4.43	.673**/.634**	By the way, I just teacher Junior Kindergarten through Grade 6 and not K-12.

Note. Supporting Literature: "CTs are first and foremost teachers of children" (Clarke et al., 2014, p. 185). While this might seem obvious, it is important to keep in mind this responsibility is often overlooked when looking at the literature surrounding CTs and their relationship in the student teaching experience. The role of being a K-12 teacher and CT is a "conflict of dual loyalties to student teachers and to the pupils they teach" (Rajuan et al., 2007, p. 239). Similarly, Koerner and Baumgartner (2002) investigated what a good student teaching experience looked like and the roles each participant should play; the results indicated a good teaching experience is constantly changing and constantly challenging—they revealed a clear differentiation of roles with CTs being acknowledged first as teachers of children and second as teacher educators. Cooperating teachers are largely considered classroom teachers, mentors, and professionals who are proficient in their craft (Jones et al., 2014; Koerner et al., 2002).

Of the 11 teacher educator roles, the only role that did not materialize from the interviews was the role of being a K-12 teacher. Perhaps this was because most all of the interview questions were on PECTs sharing their experiences of the PECT supervisory role and did not think it was as relevant as the direct roles they had when working with a student teacher. However, it is worth mentioning again that the PECTs did indicate in the survey they agreed or strongly agreed in believing and participating as a Teacher of Children (4.59) during the student teaching experience, thus highlighting that PECTs potentially did not understand how being a K-12 teacher linked to their role as a PECT or

simply answered what they felt would be a desired response. This idea is further explored in the limitations section of this chapter. Due to the nature and expectations of a CT, it is necessary for PECTs to view themselves as K-12 teachers and teachers of future teachers (teacher educators) in unison.

Conclusions

The following conclusions were drawn from analyzing the quantitative and qualitative data for each research question. One of the main conclusions of this study, which provided an answer to the first research question, was on average PECTS participated in all 11 teacher educator roles. Secondly, PECTs also held similar beliefs in that they believed PECTs should participate in regarding the 11 teacher educator roles. A strong correlation existed between teacher educator roles and beliefs of the PECTs. Thus, this study reported a strong relationship existed between the practices and beliefs of PECTs about their role supervising student teachers.

Research Question 1

Q1 What level of participation of the 11 identified teacher educator roles do PECTs participate in during the student teaching experience?

This study disclosed PECTs' perceptions regarding the level of participation in teacher educator roles during the student teaching experience. The findings were consistent with Clarke et al. (2014), who suggested 11 ways in which CTs participated during the student teaching experience. In the present study, such participation included Providers of Feedback, Gatekeepers of the Profession, Modelers of Practice, Supporters of Reflection, Gleaners of Knowledge, Purveyors of Context, Conveners of Relation, Agents of Socialization, Advocates of the Practical, Abiders of Change, and Teachers of Children. The PECTs in the current study provided examples of their participation within

these roles through the interviews, which supported previous research of CTs roles and responsibilities (Beck & Kosnik, 2000; Clark, 2002; Clarke et al., 2014; Dunne & Bennett, 1997; Rajuan et al., 2007).

Researchers have proposed models of teacher education that more fully integrate doing and knowing as teachers learn (van Velzen, Volman, Brekelmans, & White, 2012; Zeichner, 2010). As student teachers follow their CT's example and modeling of practice in ways in which they engage in their role, they are working within a template for practice set before them. While initial attempts appeared more like mimicking, student teachers used the template for practice to hone in on their own teaching style and persona. Thus, it is imperative for teacher preparation programs to know the ways in which CTs associated with their preparation program engaged and taught as many of their practices would be potentially adopted by the student teachers.

Research Question 2

Q2 What level of importance do PECTs believe PECTs should participate in the 11 identified teacher educator roles during the student teaching experience?

Understanding teachers' beliefs structures is critical to improving teacher education programs and teaching practices (Calderhead, 1996; Feiman-Nemser & Remillard, 1996; Pajares, 1992). This investigation into PECTs' beliefs about the importance of participation within the student teaching experience indicated PECTs believed they should participate in all 11 teacher educator roles. The PECTs surveyed in this study believed all roles related to the student teaching experience as important to very important. Richardson (1996) stated that "attitudes and beliefs are important concepts in understanding teachers' thought processes, classroom practices, change, and

learning to teach" (p.102). Whether positive or negative, the beliefs of the CT determine the development of the preservice teacher (Hewson, Tabachnick, Zeichner, & Lemberger, 1999). Thus, understanding teachers' beliefs, specifically PECTs' beliefs, would help to understand their classroom practices and potentially their supervisory practices.

For teacher education and professional development programs to be successful, teachers' beliefs about teaching and learning should be taken into account (Verloop et al., 2001). Thus, PETE programs should be aware of the beliefs of PECTs with whom their student teachers will work with in order to make sure PECTs' beliefs of their role align with the PETE program's beliefs of the PECT's role.

Research Question 3

Q3 Is there a relationship between participation and beliefs of PECTs regarding the 11 identified teacher educator roles?

To meet the call for further investigation into studying the degree to which beliefs influence the nature of teachers' actions (Tsangaridou & O'Sullivan, 2003), this study explored the relationship between participation and beliefs of PECTS regarding 11 identified teacher educator roles. In the daily practice of teaching, beliefs play a significant role in shaping teachers' behavior. It was not surprising to see high levels of correlation between PECTs' reported levels of participation and beliefs as teachers' beliefs are thought to have a profound influence on their classroom practices (Kuzborska, 2011). The current study indicated that if PECTs were going to participate and engage in certain responsibilities when supervising a student teacher, it was important for them to believe the role and responsibility was of importance.

Summary

Physical education cooperating teachers exert a powerful influence on normative belief development (Ajzen, 1991) and, ultimately, on practices adopted by student teachers (Rozelle & Wilson, 2012). It is critical that PECTs be prepared, competent, and confident in their significant role in the preparation of preservice teachers. Teacher preparation faculty have a responsibility to help CTs come to view themselves as teacher educators during the student teaching experience and part of teacher preparation programs whose main purpose is to prepare future teachers (Leatham & Peterson, 2010), thus supporting previous remarks for supporting the preparation of CTs who function as teacher educators with little to no preparation for doing so (Clark, 2002).

Physical education cooperating teachers are just one of the stakeholders who engage in the preparation of preservice teachers during the student teaching experience. Other members include PETE faculty, university supervisors (potentially a faculty member, hired employee of the university, or retired teacher) who observe student teachers in the field, and finally, the PECT who helps shape the knowledge and experience of the student teacher on a daily basis. Each stakeholder has a set of beliefs and practices they promote in the work of preparing teachers (Anderson & Stillman, 2013; Darling-Hammond, 2006; Graham, 2006; Valencia et al., 2009). Acknowledgement of these multiple stakeholders formed the basis of Zeichner's (2009) work in which he argued a "third space" was needed in which stakeholders collaborated to prepare preservice teachers in innovative ways. In this space, preservice teachers can develop in both knowledge and pedagogy from all participants and academic knowledge. This knowledge and pedagogy can be acquired from higher education

spaces as well as the knowledge of CTs. This approach has the potential to transform the traditional theory and practice divide and help dissolve the boundaries between the critical work that occurs in teacher education and field placement classrooms.

This study supported previous literature that identified and made the case for the importance of a positive relationship between teacher preparation programs and CTs. As mentioned in Chapter II in the review of literature, it is not uncommon for CTs to know very little about the specifics of the methods and foundation courses their student teachers have completed on campus; likewise, university faculty teaching the campus courses often know very little about specific practices used in K-12 classrooms where their students are placed (Zeichner, 2012). A longstanding critique of teacher education programs has been that fieldwork and coursework are often only loosely connected (Beck & Kosnik, 2002; Lesley et al., 2009; Moore, 2003; Shantz & Ward, 2000). University courses are perceived as being theoretical spaces while classrooms are seen as places where authentic teaching practice occurs, thus supporting two themes that emerged in Phase Two of this study that illuminated the need for PECTs to develop positive relationships with PETE program, faculty, and student teachers as well as having support structures in place on behalf of the PETE program. These ideas also reiterated Christenson and Barney's (2011) call for more congruency and communication among PECTs and PETE programs. Grossman, Hammerness, McDonald, and Ronfeldt (2008) examined the relationship between preservice teachers' perceptions of program coherence to features of the field experience. Programs perceived as coherent provided students with an aligned vision of teaching and learning that occurred across school and university settings as well as specific structures that consistently worked together to link

university coursework and fieldwork. The authors found coherent university teacher education programs were more likely to include control over the selection of CTs, more frequent supervisor observations, and more opportunities for supervisors to meet with university faculty. If a positive relationship is not found between the PECT and PETE program, then a concern arises looking at the PECTs adherence to PETE program goals. Darling-Hammond (2009) referred to the lack of connection between campus courses and field experiences as the Achilles heel of teacher education.

As mentioned in Chapter II of this study, one strategy that was suggested was to screen potential CTs for attitude and beliefs toward various aspects of supervision (Kahn, 2001). Results of "a simple screen strategy could be used to identify CTs who match up well with the program goals" (Coleman & Mitchell, 2000, p. 42). Another suggestion for preparing CTs for their supervisory roles was to train them. Previous literature supported the idea that CTs' understanding of their role and the ways in which they supervised could change with specialized training (Crasborn et al., 2011; Giebelhaus & Bowman, 2002; Lesley et al., 2009). Training PECTs about becoming a teacher educator, the multifaceted ways they engage during the student teaching experience (11 teacher educator roles), and how to provide adequate supervision, would be prepare PECTs for their role. With a continuous shortage of qualified teachers (Edgar et al., 2011; Foster, Lawver, & Smith, 2014; Kantrovich, 2010; Kasperbauer & Roberts, 2007; Roberts, 2006), it is imperative that teacher preparation programs identify and utilize effective CTs and develop training for in-service teachers that would assist in preparing more effective CTs.

Results from the current study indicated less than 25% of the PECTs surveyed had ever received formal training to meet the demands and understandings of their role. This accentuated the idea that the majority of PECTs supervised student teachers based on their past experiences as a student teacher, how they were mentored, as well as what they had learned from their colleagues who had also served as a CT. The argument could be made that programmatic goals of PETE programs are in fact not necessarily part of the driving efforts of PECTs' supervisory methods; rather, they were based on PECTs' own perceptions, experiences, and understanding of what it meant to be work with a student teacher, thus providing the platform of supervisory variance that has been discussed throughout this paper regarding the student teaching experience.

Considering the complex nature of the student teaching experience, it is necessary that PETE program goals be communicated clearly to PECTs to ensure the particular goals of the PETE program be met. Results of this study concluded PECTs did perceive participation and belief in the 11 identified roles were important; however, it remained unknown how congruent the practices were with specific PETE program goals and expectations of PECTs. Physical education teacher education programs need to set priorities to train PECTs regarding specific program goals and expectations for each of the 11 teacher educator roles to help meet the needs of a supportive structure and open relationships with lines of communication between the PECT and PETE program.

Limitations

There were several limitations to this study. One limitation concerned the relative low response rate of the online survey. The low response rate might be explained by the fact that PECTs were not contacted directly; rather, they were sent an invitation to

participate in the study from the identified PETE program coordinator and/or SHAPE organizations who might or might not have sent the study invitation to the PECT contacts within the designated time frame or sent at all. The findings of this study represented information from 118 survey responses and five interviews, which was a small sample, compared to the number of PECTs in the United States. To address this limitation, attentive efforts were made to recruit a diverse sample of participants from across the United States and reach saturation. The sample method did not violate the representativeness of the sample because the U.S. PETE program, PECT community, and SHAPE Organization PECT community collectively have a large group of PECTs. The results of this study can only be generalized to PECTs throughout the United States. Since the study was limited to PECTs' practices and beliefs about certain teacher educator roles, it cannot be assumed the findings apply to CTs in other content areas such as history or math education.

A second limitation included threats to internal validity due to the nature of self-reporting of the data as described in the delimitation section. Self-reporting of the PECTs' participation and beliefs could have been inaccurate due to the possibility that PECTs might have responded with socially desirable answers., i.e., the PECTs might have completed the PECT Participation and Beliefs Survey by selecting responses according to how they felt they should respond rather than the most accurate response. A potential solution to this limitation would be to systematically observe PECTs' practices, which could have provided an additional method to validate the survey response data and elicit teachers' beliefs. In addition, a limitation in the study included the researcher's own biases. Qualitative research is grounded in human reality but is

subject to a researcher's interpretations (Creswell, 2013). The researcher came into this study with the perception that PECTs might not realize they are participating in many of the teacher educator roles but reported participating at a high level.

Recommendations and Future Research

Prior studies in this area have not confirmed the ways PECTs engage and their beliefs about their role within the student teaching experience. An interesting extension of this study would be to analyze how consistent PETE faculty, the university supervisor, and potentially even the K-12 school administration (principal, assistant principal, etc.) were when asked how they believed PECTs should participate in the 11 identified teacher educator roles. Much of the existing literature in the field of field experiences has only been presented from three views: the student teacher, university supervisor, and the CT. By adding the perspectives and perceptions of PETE faculty with whom the student teacher is associated and the K-12 administration, a more comprehensive viewpoint could be added to the conversation around the expectations of the CT.

Another extension related to PECTs' participation and beliefs would be to systematically observe the participation and actions of PECTs during the student teaching experience. Observing PECTs would provide the opportunity to compare self-reported data to the objectively observed data of the PECT. Similarly, a deeper understanding of the type of participation within the teacher educator roles could be explored by observing the PECTs, i.e., the type of feedback and amount could be recorded or collected, specific ways in which the PECTs helped their student teachers reflect, and specific examples of how PECTs helped socialize the student teacher into the profession, etc.

This study has implications for PETE programs to incorporate the PECT Practice and Beliefs Survey to identify ideal PECTs. By conducting a confirmatory factor analysis of the PECT Practices and Beliefs Survey instrument as an extension of this study to validate the survey instrument, the survey could be used in the recruitment and retention of PECTs who were successful matches for PETE programs and student teachers. Likewise, this survey instrument could potentially be piloted in other content areas as well as for use in other countries. This could help gain a more complete understanding of how PECTs in different countries participate and believe they should participate during the student teaching experience, as well as how similar or different other content area CTs participate and believe compared to PECTs.

This study provided insight into the relationship between participation and beliefs of PECTs as well as how PECTs already perceived they participated throughout the student teaching experience. Further research in this area is needed before this complex and multifaceted role can be completely understood. Beyond the understanding of the role, continued research could help identify support structures required to assist PECTs throughout the student teaching experience.

Conclusion

Building off and contributing to the research on CTs, this study identified and highlighted how PECTs in the United States participated and their beliefs of 11 teacher educator roles. This current study provided a better understanding of the ways in which PECTs perceived they participate within the student teaching experience, which answered the call by Clarke et al. (2014) who made the claim that "without a clear understating of the ways in which CTs participate- or are expected to participate- in

teacher education, it is difficult to know how best to support of facilitate that work" (p. 164.). This current study attempted to theorize the work of Clarke et al. and empirically supported previous literature surrounding aspects of CTs.

The PECTs in this study confirmed they participated in numerous teacher educator roles during the student teaching experience and a relationship existed between their participation and beliefs about the roles. In addition, this study found the level of education and the number of student teachers did not impact the ways in which the PECTs participated or their beliefs about how PECTs should participate and engage throughout the student teaching experience. Having a positive working relationship and an open line of communication with the PETE program, faculty, and student teacher were also seen as important factors for a positive and effective PECT experience. Similarly, PECTs mentioned some of the challenges they faced as well as the support structures offered by the PETE program and faculty that directly influenced their experiences and supervisory roles. This study implied a relationship between PECTs' participation and beliefs did exist.

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APPENDIX A

PHASE ONE: PHYSICAL EDUCATION COOPERATING TEACHER PARTICIPATION AND BELIEFS SURVEY WITH SKIP LOGIC DIRECTIONS EMBEDDED

(Consent Form has been signed). Please confirm that you are or have been a physical education cooperating teacher in the past 1-10 years. (Yes-continued participation in survey, if No-individual is thanked for their time).

This online survey consists of 15 questions, several of which have multiple parts. There are two questions which ask about your participation and beliefs in several teach educator roles. Please review the definitions for each teacher educator role, before you begin the survey. Thank you again for your participation!

Definition of Terms

Providers of Feedback- The role of providing i*nformation regarding aspects of the student teacher's performance or understanding.*
Gatekeeper of the Profession- *The role of providing both formative and summative assessment of student teachers, the latter of which plays a significant role of student teachers' entry into the profession.*
Modeler of Practice- *The role of modeling teaching practice for student teachers*.
Supporter of Reflection- *The role of encouraging and engaging student teachers in reflective practice.*
Purveyor of Context- *The role of providing context for the student teacher as well as the often-hidden dimensions of K-12 teaching.*
Convener of Relation- *The role of building and maintaining a working relationship with the student teacher.*
Agent of Socialization- *The role of socializing student teachers into the teaching profession.*
Advocate of the Practical- *The role of providing first-hand knowledge of the day-to-day workings of a classroom, a dimension of teaching that is important to successful classroom practice.*
Gleaner of Knowledge- *The role of serving as a CT is an increase in one's own professional knowledge because of the interaction with student teachers.*
Abider of Change- *The role of making changes in day to day duties, responsibilities and educator role to accommodate the student teacher who is to be a part of or taking a leadership role in their classroom environment.*
Teacher of Children- *The role of being a K-12 teacher*.

Number	Question	Answer
1	What is your age?	(Fill in answer)
2	Gender?	(Male or Female or Prefer not to answer)
3	What level of physical education do you teach? (Check all that apply)	(Elementary, Middle School, High School, Other)
4	Where is your school located (City, State)	(Fill in answer)
5	What level of education have you completed?	(Bachelors, Masters, Doctorate)
6	How many years of experience do you have as a physical education teacher?	(Fill in answer)
7	How many student teachers have you mentored?	(Fill in answer)
8	Please indicate the University(s) you have had student teachers from:	(Fill in the answer)
9	Have you ever received formal training for your role as a cooperating teacher?	(Yes or No)
10	**(Skip Logic if answered Yes to number 9)** If Yes, please indicate which university(s) or physical education teacher preparation program(s) provided the formal training?	(Fill in answer)
11	Please describe your roles and responsibilities as a cooperating teacher.	(Fill in answer)

12 PART ONE: **Please indicate how you participate in the following categories of teacher education as a cooperating teacher:**

		The level of agreement of Cooperating Teachers' Participation				
		(1) Strongly Disagree	(2) Disagree	(3) Neither Agree nor Disagree	(4) Agree	(5) Strongly Agree
	I participate in being a **Provider of Feedback**	O	O	O	O	O
	I participate in being a **Gate Keeper of the Profession**	O	O	O	O	O
	I participate in being a **Modeler of Practice**	O	O	O	O	O
	I participate in being a **Supporter of Reflection**	O	O	O	O	O
	I participate in being a **Purveyor of Context**	O	O	O	O	O
	I participate in being a **Convenor of Relation**	O	O	O	O	O
	I participate in being an **Agent of Socialization**	O	O	O	O	O
	I participate in being an **Advocate of the Practical**	O	O	O	O	O
	I participate in being a **Gleaner of Knowledge**	O	O	O	O	O
	I participate in being an **Abider of Change**	O	O	O	O	O
	I participate in being a **Teacher of Children**	O	O	O	O	O

13 PART TWO: **Please indicate how important you believe the identified teacher educator roles are for PECTs to participate in during the student teaching experience:**

	The level of agreement of how Cooperating Teachers' believe Cooperating Teachers (CTs) should participate in Teacher Educator roles				
	(1) Strongly Disagree	**(2) Disagree**	**(3) Neither Agree nor Disagree**	**(4) Agree**	**(5) Strongly Agree**
I believe CTs should be **Providers of Feedback**	O	O	O	O	O
I believe CTs should be **Gate Keepers of the Profession**	O	O	O	O	O
I believe CTs should be **Modelers of Practice**	O	O	O	O	O
I believe CTs should be **Supporters of Reflection**	O	O	O	O	O
I believe CTs should be **Purveyors of Context**	O	O	O	O	O
I believe CTs should be **Convenors of Relation**	O	O	O	O	O
I believe CTs should be **Agents of Socialization**	O	O	O	O	O
I believe CTs should be **Advocates of the Practical**	O	O	O	O	O
I believe CTs should be **Gleaners of Knowledge**	O	O	O	O	O
I believe CTs should be **Abiders of Change**	O	O	O	O	O
I believe CTs should be **Teachers of Children**	O	O	O	O	O

14	Please describe why you believe cooperating teachers should or should not participate in the previously mentioned teacher educator roles during the student teaching experience.	(Fill in answer)
15	Would you be available and interested in participating in a 40-45-minute interview to learn more about your experience and participation in teacher education as a cooperating teacher? If selected and interviewed, you will receive a $25 gift card of your choice after the interview is completed	(Yes or No)
16	**(Skip Logic- If answered YES to question 14)** Please leave a phone number or email address in the space provided and someone will be in contact with you. Thank You!	(Fill in answer)

APPENDIX B

EMAIL MESSAGE TO TWO PHYSICAL EDUCATION COOPERATING TEACHERS: INSTRUMENT DEVELOPMENT SURVEY INVITATION

Dear (Physical Education Cooperating Teacher):

My name is Hillary Franks, and I am a doctoral candidate in the School of Sport and Exercise Science at the University of Northern Colorado. I am conducting a national study which investigates physical education cooperating teacher's participation and beliefs about their role during the student teaching experience.

As an expert in this area, I would appreciate your participation in taking an online survey to assist with instrument development as well as reviewing a survey in development. I have attached the online survey which includes a consent form. I would appreciate any feedback or suggestion you can offer for the online survey in regards to content, clarity, and format through track changes or any other method you see fit. This study has been approved by the Institutional Review Board at the University of Northern Colorado.

If you are willing to participate in the study, please download the attachments and return them to me via email at your earliest convenience.

Thank you in advance for your willingness to participate in the study. If you have questions, please don't hesitate to contact me at hillary.franks@unco.edu.

Sincerely,

Hillary Franks, M.S.
School of Sport and Exercise Science
University of Northern Colorado

APPENDIX C

INSTITUTIONAL REVIEW BOARD APPROVAL

UNIVERSITY OF
NORTHERN COLORADO

Institutional Review Board

DATE:	May 11, 2017
TO:	Hillary Franks
FROM:	University of Northern Colorado (UNCO) IRB
PROJECT TITLE:	[1063785-2] Physical Education Cooperating Teachers Participation and Beliefs as Teacher Educators
SUBMISSION TYPE:	Amendment/Modification
ACTION:	APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE:	May 10, 2017
EXPIRATION DATE:	May 10, 2021

Thank you for your submission of Amendment/Modification materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

APPENDIX D

INFORMED CONSENT-ADDED TO BEGINNING OF QUALTRICS SURVEY

UNIVERSITY of NORTHERN COLORADO

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: Relationship Between Beliefs and Practices of Physical Education Cooperating Teachers Participating as Teacher Educators

Researchers: Hillary M. Franks, M.S., 970-351-1717, hillary.franks@unco.edu

What is the purpose of the study?
The primary purpose of this study is to investigate physical education cooperating teacher's participation and beliefs about their role during the student teaching experience.

What will you be asked to do?
Participate in a survey and if selected an interview about your experience and beliefs as a physical education cooperating teacher. You will first complete a confidential, online survey on your experience as a cooperating teacher which will take approximately 20-25 minutes to complete. The interview will take approximately 45 minutes to complete and will be audio recorded per the participant's preference. Audio recordings will be transcribed verbatim. Audio recordings and any other identifiable data will be stored in the lead researcher's office on the UNC campus and destroyed three years following the end of the data collection for this project.

What are the possible risks and discomforts?
Potential risks in this project are minimal. You may feel uncomfortable sharing your opinions.

Will you receive any compensation for taking part in this study?
There is no compensation for participating in the first phase of the study, however if participants are willing to participate in the interview and selected, participants will be compensated with a $25 gift card.

Will you benefit from taking part in this study?
There is no direct benefit from taking part in this study. Study findings will help the researchers understand ways in which to better inform and prepare future physical education cooperating teachers for their role as a mentor for physical education teacher candidates.

What if you have questions?
If you have questions about the study, you can contact Hillary Franks, 509-833-4348 or hillary.franks@unco.edu.

Informed Consent
Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact the Office of Sponsored Programs, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-2161.

_____
Subject's Signature Date

_____
Researcher's Signature Date

APPENDIX E

EMAIL REQUEST TO PHYSICAL EDUCATION TEACHER EDUCATION COORDINATORS

Dear (PETE Coordinator):

My name is Hillary Franks, and I am currently working toward my Ph.D. at the University of Northern Colorado in the area of Sport Pedagogy. I am e-mailing you to request your assistance.

My e-mail is regarding my dissertation study. My research seeks to investigate physical education cooperating teacher's participation and beliefs about their role during the student teaching experience. I would appreciate your participation in distributing the attached email draft with a link to an online survey to your programs cooperating teacher's contact list. The survey should take approximately 20-25 minutes for the appropriate participant to complete. This study has been approved by the Institutional Review Board at the University of Northern
Colorado.

My goal is to recruit physical education cooperating teachers who have served in this position for your teacher preparation program. The majority of the study is conducted through a web-based survey, and if selected, several follow-up interviews with selected participates will take place. I would like to request that you or someone in your department send out an e-mail invitation to the physical education cooperating teachers so that they can respond if they would like to participate. All you would need to do is forward my e-mail message to your physical education cooperating teacher contact list.

Please let me know if you would be willing to help by replying to my email within the next week. In addition, please do let me know if you have any questions or need any other information from me. I have attached the invitation to participate in this e-mail for your preliminary review.

Thank you for your assistance in this very important step in my academic journey. If you have questions, please don't hesitate to contact me at hillary.franks@unco.edu.

Sincerely,

Hillary Franks, M.S.
School of Sport and Exercise Science
University of Northern Colorado

APPENDIX F

FOLLOW-UP EMAIL WITH PHYSICAL EDUCATION TEACHER EDUCATION COORDINATORS TO RECRUIT PARTICIPANTS

Dear Physical Education Cooperating Teachers:

My name is Hillary Franks, and I am a doctoral candidate in the School of Sport and Exercise Science at the University of Northern Colorado. I am conducting my dissertation study to find out more about how physical education cooperating teachers participate in a number of different roles during the student teaching experience and your participation would be very helpful and appreciated!

You are receiving this invitation because you have been identified as being a physical education cooperating teacher by a PETE program. The study consists of taking one 20-25-minute online survey. In addition, there is an opportunity to participate further in a phone interview, which will be explained at the end of the first survey. If selected to participate in the phone interview portion of the survey you will receive a $25 Visa gift card! If you choose to participate, please click the link below and complete the first survey. Your important participation in this study will help me to continue a line of research that, hopefully, will improve the student teaching experience for cooperating teachers and the student teachers!

Please click on the link below to complete the survey by (Dates TBA):

www.---------.com

Thank you in advance for considering participation in my study! I truly appreciate your help! Further directions are located at the above link. Please feel free to contact me with any questions at: hillary.franks@unco.edu.

Sincerely,

Hillary Franks, M.S.

School of Sport and Exercise Science

University of Northern Colorado

APPENDIX G

EMAIL REQUEST-TO SOCIETY OF HEALTH AND PHYSICAL EDUCATOR DISTRICTS

Dear (SHAPE District Coordinator/President):

My name is Hillary Franks, and I am currently working toward my Ph.D. at the University of Northern Colorado in the area of Sport Pedagogy. I am e-mailing you to request your assistance.

My e-mail is regarding my dissertation study. My research seeks to investigate physical education cooperating teacher's participation and beliefs about their role during the student teaching experience. I would appreciate your participation in distributing the attached email draft with a link to an online survey to your programs cooperating teacher's contact list. The survey should take approximately 20-25 minutes for the appropriate participant to complete. This study has been approved by the Institutional Review Board at the University of Northern
Colorado.

My goal is to recruit physical education cooperating teachers who have served in this position in across the United States in the past 1-10 years. The majority of the study is conducted through a web-based survey, and if selected, several follow-up interviews with selected participates will take place. I would like to request that you or someone in your department send out an e-mail invitation to the physical education cooperating teachers so that they can respond if they would like to participate. All you would need to do is forward my e-mail message to your SHAPE members contact list.

Please let me know if you would be willing to help by replying to my email within the next week. In addition, please do let me know if you have any questions or need any other information from me. I have attached the invitation to participate in this e-mail for your preliminary review.

Thank you in advance for your willingness to help distribute the survey and advance the study. If you have questions, please don't hesitate to contact me at hillary.franks@unco.edu.

Sincerely,

Hillary Franks, M.S.
School of Sport and Exercise Science
University of Northern Colorado

APPENDIX H

FOLLOW-UP EMAIL TO SOCIETY OF HEALTH AND PHYSICAL EDUCATOR DISTRICTS TO RECRUIT PARTICIPANTS

Dear SHAPE Members:

My name is Hillary Franks, and I am a doctoral candidate in the School of Sport and Exercise Science at the University of Northern Colorado. I am conducting my dissertation study to find out more about how physical education cooperating teachers participate in a number of different roles during the student teaching experience and your participation would be very helpful and appreciated!

You are receiving this invitation because you are a member of a SHAPE organization. The study consists of taking one 20-25-minute online survey. In addition, there is an opportunity to participate further in a phone interview, which will be explained at the end of the first survey. If selected to participate in the phone interview portion of the survey you will receive a $25 Visa gift card! If you choose to participate, please click the link below and complete the first survey. Your important participation in this study will help me to continue a line of research that, hopefully, will improve the student teaching experience for cooperating teachers and the student teachers!

Please click on the link below to complete the survey by (Dates TBA):

www.---------.com

Thank you in advance for considering participation in my study! I truly appreciate your help! Further directions are located at the above link. Please feel free to contact me with any questions at: hillary.franks@unco.edu.

Sincerely,

Hillary Franks, M.S.
School of Sport and Exercise Science
University of Northern Colorado

APPENDIX I

PHASE TWO: PARTICIPANT INTERVIEW GUIDE

PHYSICAL EDUCATION COOPERATING TEACHER INTERVIEW GUIDE

Time of Interview: Date: Location:

Interviewer:

Interviewee:

Pseudonym for research study:

Additional Relevant Information:

_____

_____

Introduction:
Hello, my name is Hillary Franks and I am a third-year doctoral student in Sport Pedagogy at the University of Northern Colorado. I am doing some research to determine the extent to which PECTs participate in numerous teacher educator roles, and how they believe PECTs should participate in numerous teacher educator roles during the student teaching experience. My questions today revolve around learning about your participation and beliefs about how you feel PECTs should participate as teacher educators during the student teaching experience. I hope that you can share your experiences and opinions around this matter as the interview goes along.

Distribute and explain the informed consent and anonymity

- Receive the signed informed consent from participant (either in person or scanned)
- Provide the participant with a copy of the informed consent for their records
- Written results will use your pseudonym to increase confidentiality of your responses

Potential Questions/Topics: *These are semi-structured questions so the following will represent an outline of questions that will be addressed and asked during the interviews.*

1. Tell me about your experiences as a cooperating teacher?
2. Describe your role, responsibility and participation as a physical education cooperating teacher? (As a cooperating teacher, what is expected of you in this role during the student teaching experience?)
3. As a cooperating teacher do you feel you participate in teacher education? (Teacher education refers to the policies and procedures designed to equip prospective **teachers** with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.)

4. As a cooperating teacher do you consider or identify as being a teacher educator?
5. Do you participate or engage in providing feedback to student teachers? (What type? How much?) Do you believe PECTs should provide feedback to their student teachers? (Why or why not?)
6. Do you participate or engage in being a gatekeeper of the profession? (Do you assess the student teacher? Do you feel you play a role in whether student teachers enter the teaching profession?) Do you believe PECTs should be engaged as gatekeepers of the profession? (Graduate or not graduate?)
7. Do you participate or engage in being a modeler of practice? (Model teaching for the student teacher?) Do you believe PECTs should be model teaching practice for student teachers?
8. Do you participate or engage in being a supporter of reflection? (Do you encourage and engage your student teachers in reflective practice?) Do you believe PECTs should encourage and support student teachers to be reflective practitioners?
9. Do you participate or engage in being a purveyor (source) of context? (Do you encourage your student teachers to observe you and engage in all the dimensions of teaching, and hidden dimensions of teaching?) Do you believe PECTs should be a source of context for student teachers during the placement?
10. Do you participate or engage in being a convener of relation? (Do you strive to develop relationships with your student teachers?) Do you believe PECTs should try to engage in having a relationship with their student teacher?
11. Do you participate or engage in being an agent of socialization? (Do you influence your student teachers on how they come to know and participate in the profession during the student teaching experience?) Do you believe PECTs should work to socialize student teachers into the teaching profession during the student teaching experience?
12. Do you participate or engage in being an advocate of the practical? (Do you provide first-hand knowledge of the day-to-day working of the physical education classroom?) Do you believe PECTs should promote what the practicality of being a PE teacher looks like and is?
13. Do you participate or engage in being a gleaner of knowledge? (Do you gain new knowledge during your time as a cooperating teacher). Do you believe PECTs should or do gain new knowledge because of their role as a PECT?
14. Do you participate or engage in being an abider of change? (Do you acknowledge the dimensions of supervisory practice when you interact, advise and work with your student teachers? If so, how do you engage and participate in this change?) Do you believe PECTs should and do have to abide to numerous changes in their role as a PE teacher because of their inherited role as a PECT?
15. Do you participate or engage in being a teacher of children? (How do you balance or participate in being a teacher of children in your physical education classroom and being a teacher to your student teacher?) Do you believe PECTs are teachers of children during the student teaching experience?
16. Do you feel like the teacher preparation programs and student teaching placement coordinators communicate how they would like you to participate in each of the 11 roles as a cooperating teacher?

17. Does the teacher preparation program you work with provide opportunities for you to engage and develop in teacher education? As a teacher educator?
18. Do you feel as though there are any roles that you fulfill as a PECT that has not been mentioned in this interview that you would like to share?

Other:

- Is there anything else you would like to tell me or that would be of use to me related to the ways in which you participate or believe PECTs participate in the student teaching experience?
- Is there anything else you would like to tell me or that would be of use to me related to PECTs surrounding the student teaching experience and the teacher educator roles discussed?

Closing:

- Thank you for participating in this interview and study
- Reminder, written results will use your pseudonym only to increase confidentiality of your responses
- I will be transcribing this interview and will send a word document (transcription) to you via e-mail. I will ask that you read over it for accuracy. Please note any changes needed – I want it to be an accurate account of our time together today
- Please let me know if you have any questions, concerns or feedback via phone or email