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Physical Education Teacher Education: Curriculum, Philosophies, And Readiness for Induction

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ABSTRACT

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The purpose of this dissertation was to examine preservice physical education teachers' professional socialization experiences at one university and how these events prepared them for induction into the teaching profession. In study one, modifying curriculum mapping procedures provided by Britton et al. (2008), a curriculum map exercise was conducted using six sets of standards over 21 physical education teacher education (PETE) courses at PETE State University (PSU). Individual course maps and the program curriculum map were the primary data sources during this study. The data were analyzed using deductive content analysis (Sparkes & Smith, 2014). The number of times course outcomes aligned with a professional standard allowed the researcher to "draw reference from this quantifying process about the data in question" (Sparkes & Smith, 2014, p. 116). Three themes were established based on the results of the curriculum mapping exercise: (a) curriculum strengths, (b) the need for multiple standard sets, and (c) (potentially) outdated and disconnected standards. In conclusion, curriculum mapping could identify curriculum gaps and strengths within a PETE program. In study two, using occupational socialization as the theoretical framework (Lawson, 1983a), PSU's former and current PETE faculty teaching philosophies and their relatedness to the PETE program vision were examined. Using a single instrumental case study design, the study participants were seven former and current PSU faculty members. The data were collected through semi-structured interviews,

program review reports, and critical incident timelines. The data were analyzed using categorical aggregation and codes with similar meanings were combined to develop themes (Stake, 1995). Three themes were established across all data sources: (a) influential relationships supported the development of individual teaching philosophies, (b) each faculty member contributed pieces of the puzzle, and (c) induction preparation (dis)agreements. It was recommended that further research be conducted on exploring how influential relationships impact the socialization experiences of PETE faculty members and how influential relationships impact preservice teachers. In study three, using occupational socialization as the theoretical framework (Lawson, 1983a), PSU preservice physical education teachers' perceptions of readiness for induction were examined. Using a single instrumental case study design, the study participants were eight PSU preservice physical education teachers. The data were collected through semi-structured interviews, field notes, and course outcomes. Data were analyzed using categorical aggregation and direct interpretation of individual instances (Stake, 1995). Codes with similar meanings merged to develop themes. Three themes were evident across all data sources: (a) the importance of field placements, (b) prepared for planning, and (c) preparation for sociopolitical issues. It was recommended that additional research be conducted on induction physical education teachers' perceptions of working relationships with veteran teachers.

DEDICATION

This dissertation is dedicated to my wife, Angie Brooks, for her selflessness, encouragement, and unconditional love for me. Thank you for your unwavering support as I have pursued my doctoral degree. I love you so much!

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CHAPTER I

INTRODUCTION AND REVIEW OF LITERATURE

Introduction

The purpose of a physical education teacher education (PETE) program is to produce qualified and competent physical educators to teach in kindergarten-12th grade (K-12) educational settings (Ward, 2019). Upon acceptance into a higher education institution, preservice physical education teachers enter PETE undergraduate programs and begin the preservice stage of their teacher career cycle (Fessler & Christensen, 1992). During the preservice stage of the teacher career cycle, undergraduate students encounter professional socialization experiences that include pedagogical skills critical to the physical education profession such as knowledge, value, and responsiveness (Lawson, 1986).

Within this period, PETE programs are entrusted with preparing preservice physical education teachers for induction, which encompasses the first few years of a teacher career (Fessler & Christensen, 1992). Various indicators for teacher induction exist but perhaps none are more significant than supporting preservice physical education teachers to develop a unified identity (i.e., who I am and what I do are intertwined) and a firm commitment to be good stewards of the profession (i.e., create a safeguard and provide leadership that ensures the profession has vitality with a focus on outcomes for youth, which include ethical and social responsibilities and moral urgency; Lawson, 2017).

The purpose of this dissertation was to understand multiple layers of one PETE program's professional socialization experience and how these layers contributed to preservice physical education teachers' preparation for induction. This dissertation includes three studies that help to conceptualize the role of the PETE program in the induction of preservice physical education teachers. Study one examined the results of a curriculum mapping exercise of one PETE program, study two explored the teaching philosophies of current and former PETE faculty at one university, and study three explored preservice physical education teachers' perceptions of preparedness for induction at one university.

The purpose of study one was to examine the results of a university PETE program curriculum mapping exercise and identify curricular strengths and gaps in the program. The PETE curriculum represents a thread of the experiences preservice physical education teachers encounter while in the program. These experiences include courses and associated field occurrences encountered by preservice physical education teachers. Therefore, a four-step curriculum mapping procedure provided by Britton et al. (2008) was modified as the framework to guide the curriculum mapping exercise. The curricular aspect of professional socialization, which is the socialization process preservice physical education teachers experience while enrolled in PETE programs, was examined (Lawson, 1986). A deductive content analysis (Sparkes & Smith, 2014) was utilized for this study that included totaling the number of times the outcomes of a specific course aligned with a professional standard and associated component statements. Individual course curriculum maps, a program curriculum map, and course matrices were developed to explore the strengths and curriculum gaps of the PETE program as they related to university required professional standards.

The purpose of study two was to explore the teaching philosophies of current and former PETE faculty at one university and how they related to the PETE program vision. Study two employed a single instrumental case study design (Stake, 1995) to thoroughly explore the philosophies of current and former faculty from the PETE program. Single instrumental case studies were suggested when an established theory was employed (Stake, 1995). Occupational socialization theory—specifically, acculturation and professional socialization—was used to guide the research (Lawson, 1983a, 1983b). The results of this study could contribute to understanding the role faculty teaching philosophies play in the induction process of preservice physical education teachers.

The purpose of study three was to explore one university's preservice physical education teachers' perceptions of readiness for induction. For the purposes of this study, the researcher adopted a single instrumental case study approach (Stake, 1995). Occupational socialization theory—specifically, the phases of acculturation and professional socialization—was used to guide this study and to gain a better understanding of how the PETE program prepared students for induction (Lawson, 1983a, 1983b).

The three studies strove to give a holistic picture of how one PETE program prepared students for induction. Findings from each case study were not intended to be generalized but rather to give the reader an in-depth understanding of each particular case related to the PETE program (Creswell, 2013). Findings from these studies could help university faculty understand a variety of professional socialization activities current undergraduates are experiencing and lead to potential modifications of the PETE program studied. Furthermore, these studies would allow PETE program faculty from other universities to reflect on their own programs and lead to future research on the topic of preparation for induction.

Researcher’s Positionality Statement

Within qualitative research, discussing the researcher's position within the study is customary (Smith & Schmidt, 2012). The following statement discusses the researcher's affiliation with the profession of physical education, the university PETE program, and the individuals within the PETE program.

Growing up, the researcher had influential acculturation (Lawson, 1983b) experiences and regular physical education classes throughout his elementary and secondary school experiences. Physical education, sport, and physical activity played a pivotal role throughout his youth and often the researcher felt successful because of high achievement in physical education classes. Throughout his acculturation experiences, he witnessed physical education teachers who chose not to use best practices in physical education. These experiences included public humiliation of students as a behavior management strategy and subjective grading approaches such as grading upon effort or wearing appropriate physical education attire.

After graduating from high school, the researcher enrolled in a university PETE program. Unlike the experiences reported in various studies focused on the socialization experiences of physical education teachers, professional socialization was the most impactful socialization experience had by the researcher. The researcher developed a level of trust with university professors as they taught various courses related to best practices in physical education. These courses were then reinforced during a positive student teaching placement where the researcher worked with a nationally recognized physical education teacher. The combination of both trust with university professors and the reinforcement of a positive student teaching experience outweighed what the researcher witnessed within his acculturation experiences.

Upon completing an undergraduate and master's degree, the researcher entered the induction phase of teaching by becoming an elementary physical education teacher. During this time, the researcher felt marginalized and isolated. However, the researcher also received support from building administration and school staff members, which led to continued growth, program accomplishments, and the development of a high-quality physical education program.

After 10 years of teaching elementary physical education, the researcher chose to pursue a career in higher education as a physical education teacher educator and is currently a Ph.D. candidate. The researcher has now taught a variety of courses, supervised teacher candidate's field experiences, and has served as a teaching assistant within the university PETE program. Additionally, the researcher has developed strong professional relationships with preservice physical education teachers and with the faculty within the PETE program.

The practical experiences the researcher encountered led to a desire to learn the variety of ways PETE programs prepare preservice physical education teachers for induction. The researcher has invested time in studying occupational socialization and its impact on the profession of physical education (Lawson, 1983a, 1983b). Furthermore, through the guidance of his advisor, he has become proficient in qualitative research associated with each study within this dissertation.

Physical education is a standards-based academic subject that provides kindergarten through 12th grade (K-12) students with opportunities to develop motor skills, knowledge, and behaviors that align with an active lifestyle, sportsmanship, self-efficacy, physical fitness, and emotional intelligence (Holt-Hale & Persse, 2015). Physical education teacher education (PETE) is designed to develop competent and qualified physical educators to teach students in a K-12 educational setting (Ward, 2019).

Review of Literature

This review of the literature aimed to give the reader an historical context of physical education and PETE and important elements specific to the three studies within this dissertation. Various factors affect how preservice physical education teachers are prepared for induction. This dissertation includes factors related to the evaluation of a curriculum through curriculum mapping, PETE teaching orientations, and theoretical frameworks associated with preservice physical education experiences.

Physical Education Teacher Education: Historical Trends and Milestones

The Origin of Physical Education in the United States of America (1827-1950)

Physical education preparation has a rich history in normal schools, colleges, and universities in the United States that dates back to before the American Civil War. The origin of PETE, which was heavily influenced by German and Swiss immigrants' passion for gymnastics, was first reported in 1827 at Harvard University when a German refugee named Charles Follen prepared multiple students to be monitors for gymnastics (Rice et al., 1969). In 1831, Dr. John Warren, a medical doctor and Harvard professor who was an early promoter of physical education, delivered a lecture entitled the "Importance of Physical Education"; it was later featured in the American Institute of Instruction journal, which was likely the first article published on the philosophy of physical education (Rice, 1936; Warren, 1831).

Also, in the 19th century, normal schools or schools/institutions developed to train high school graduates to become teachers including physical education teachers grew in prominence (Rice, 1936). Additionally, a revival of physical development in the 1850s influenced

educational institutions and universities and led to the New York State Normal School requesting recognition of physical education in schools (Rice et al., 1969).

In 1855, W. A. Stearns, the president of Amherst College and an early advocate for student health and fitness, began to examine the relationship between college students' health and their success; six years later, in 1861, the birth of the first physical education department occurred (Rice, 1936). Dr. Edward Hitchcock, also of Amherst College, was the first individual to form a physical education department in the United States. Dr. Hitchcock was generally known as having created the first physical education program with a scientific basis and regular measurement of progress (Siedentop & van der Mars, 2012).

The first normal school to graduate a class of physical education teachers did so on July 4, 1861 (Newman & Miller, 1990). These students graduated from the Institute for Physical Education (IFPE) established by Dio Lewis in Boston, Massachusetts (Rice et al., 1969; Siedentop & van der Mars, 2012). During its eight years of existence, the IFPE prepared teachers to instruct primary and secondary school physical education utilizing 200 different exercises (Rice et al., 1969). Institute for Physical Education programming was 10 weeks long and consisted of courses such as teaching methods, scientific methods, gymnastics, and practical teaching at the university (Newman & Miller, 1990).

The University of Nebraska was the first university to offer isolated undergraduate teacher training courses in physical education and was the first to graduate a student with a degree in physical education in 1897 (Rice et al., 1969). Also noteworthy in the late 19th century was the development of the first physical education training for women. In the 1880s, Mary Allen began offering teacher-training courses in her private women’s gymnasium in Boston, Massachusetts (Rice et al., 1969). In the early 20th century, the demand for trained physical

education professionals in the United States grew in schools, colleges, boys' and girls' clubs, park and recreation departments, playgrounds, and associations such as Young Men's Christian Association and Young Christian Women's Association (Rice et al., 1969). Physical education programs focused on the gymnastics skills of their pupils. Early journals such as *Physical Education* (Naismith & Gulick, 1892) and *American Physical Education Review* (Hartwell et al., 1896) included various articles on gymnastic movements and instructions. Following World War I, approximately 10,000 men and women were professionally trained in physical education and 93 institutions offered training in physical education to meet this demand (Rice et al., 1969).

The Dawn of Physical Fitness (1950-2000)

The 1950s ushered in the era of fitness and research in PETE (Newman & Miller, 1990). In 1954, Hans Kraus and Ruth Hirschland published the Kraus-Weber Test of Muscular Fitness results in the *Journal of Health, Physical Education, and Recreation* (Siedentop & van der Mars, 2012). They reported that 60% of children in the United States failed a muscular strength test compared to only 9% of European children (Siedentop & van der Mars, 2012). The results of the Kraus-Weber Test of Muscular Fitness and the need for increased levels of physical fitness for soldiers at the beginning of the Korean War resulted in President Eisenhower establishing The President's Council on Youth Fitness in 1955, which influenced the instructional practices of PETE by including more fitness-based activities (Newman & Miller, 1990). Due to the growing depth of knowledge developed through research occurring at the university level and the increase in physical education teachers' field specialization in the 1950s, PETE programs added further specialized courses to university curricula including adapted physical education, motor learning, sociology of sport, exercise physiology, instructional methods, and others (Newman & Miller, 1990).

Physical Education Teacher Education Receives National Accreditation

In 1960, a landmark decision helped bring standards to PETE programs across the country. The American Alliance for Health, Physical Education and Recreation, known now as Society of Health and Physical Educators (SHAPE) America, adopted the National Council of Accreditation of Teacher Education as the accrediting agency for professional training institutions in the field of physical education (Hackensmith, 1966; Newman & Miller, 1990).

Research, Fitness, Legislation, and Specialization

In the latter part of the 20th century, PETE research influenced programs impacting course content and instruction quality within the United States. However, fitness still played a considerable role in PETE and physical education. For example, Kenneth Cooper's aerobic exercise programs that started in the 1960s and American Alliance for Health, Physical Education and Recreation's health-related fitness test were influencing factors contributing to fitness in PETE programs (Newman & Miller, 1990). President John F. Kennedy continued to develop the President's Council on Youth Fitness and wrote an article in Sports Illustrated in 1960 titled "The Soft American," which was also an influential factor in youth fitness in PETE programs (Siedentop & van der Mars, 2012).

Federal legislation influenced PETE programs in the 1960s and 1970s. Both Title IX of the Educational Amendment Act of 1972 and the Education for All Handicapped Children Act of 1975 influenced PETE programs (Newman & Miller, 1990). Title IX included requirements that females would have equal access to fitness, sport, and physical education (Siedentop & van der Mars, 2012). The All Handicapped Children Act (Public Law 94-142) was a federal act, which

ensured that Americans with disabilities would receive a free, appropriate public education (Newman & Miller, 1990).

Specialization became a prominent trend in PETE during the 1960s. Physical education teacher education programs began to implement certification requirements in primary and secondary physical education and develop specific courses that catered specifically to elementary or secondary K-12 teaching approaches such as motor learning, dance and rhythmic movements, locomotor movements, and others (Newman & Miller, 1990).

Present Day Physical Education
Teacher Education

Physical education teacher education within the 21st century is an educational landscape defined by the increasing use of technology innovation and a thirst for teacher accountability (McCuaig & Enright, 2017). While many of the same early characteristics remained in PETE programs, some courses and pedagogical practices evolved to keep up with societal changes. An example is the alignment of the interest of public health with physical education, which has led to an expanded role of the physical education teacher (Webster & Nesbitt, 2017). Current recommendations for PETE programs include preparing teacher candidates to become coordinators of physical activities that occur outside of physical education within their schools and communities using the compressive school physical activity program (CSPAP; Centers for Disease Control and Prevention [CDC], 2013; Webster & Nesbitt, 2017). In addition to conducting quality physical education lessons, CSPAP efforts included promotion and coordination of physical activity before school, during school, staff involvement, and family and community engagement (CDC, 2013).

Another example of evolving pedagogical practices is digital technology as a resource for learning about physical activity, health, and the body, providing teachers with a resource to

deliver instruction and knowledge to their students (Casey et al., 2017). In response, PETE programs have designed specialized courses focused on technology's pedagogical practices in physical education K-12 classes.

Physical Education Teacher Education Program Accountability

Due to the 21st century changes in the field of PETE, as well as more broadly within society, modifications occurred in how PETE programs assessed and measured student achievement and program accountability. Electronic portfolios (e-portfolios such as the Educative Teacher Performance Assessment [edTPA]), an accreditation process for preservice teachers, are starting to replace traditional examinations for preservice teachers (Kabilan & Khan, 2012). The edTPA student teaching portfolio has recently been adopted by 41 states and 849 institutions in the United States; it currently includes three sections that encompass planning, instruction, and assessment (Parish, 2018). In addition to changes in how student achievement and comprehension are assessed, PETE program accountability has evolved as well. The current higher education landscape is in an era of evidence-based teacher and program accountability that includes high expectations for curriculum outcomes, program standards, and accreditation.

Curriculum Outcomes

Various terms are used to describe learning intent statements in learning situations including objectives and outcomes (McDonald, 2017). Some experts consider the words objective and outcomes are interchangeable (Melton, 2014). Learning outcomes within this dissertation are defined as a designated behavior and performance the instructor is willing to accept as evidence of learning within the course (McDonald, 2017). Whichever words are chosen

by the instructor to describe learning intent, it is critical to be consistent in phrasing throughout the course (Melton, 2014).

Historically, the word *objective* seemed to be used before *outcome* in literature. A rich history surrounding the development of curricular objectives spans back nearly a century. One early influential study in educational reform and development of curriculum objectives in the United States was an eight-year study conducted in the 1930s by the Progressive Education Association in response to the slow rate of change in high schools (Horn, 2002). This study was led by Ralph Tyler (1949) and is discussed in his book, *Basic Principles of Curriculum and Instruction,* where he identifies four fundamental questions to be answered in developing a curricular outcome:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (p. 51)

Following Tyler's (1949) influential study and book, in 1956, Bloom released the book, *Taxonomy of Educational Objectives: The Classification of Educational Goals,* which classified learning objectives in a hierarchical model and identified objectives in three domains: cognitive, affective and psychomotor. Bloom's work has had a lasting impact on PETE and physical education; an example of this is the inclusion of all three of Bloom's domains in the most recent SHAPE America National Standards and Grade-Level Outcomes (Couturier et al., 2013), which are commonly used within PETE programs in U.S.

Standards

Standards in education gained popularity in 1983 when President Reagan's National Commission on Excellence in Education released The Nation at Risk Report (Gardner, 1983). The report argued that schools, as opposed to society, should be held responsible for the performance of students, which led to an increase in educational state standards (Mehta, 2015). Two years later, the first PETE content standards were produced by the National Association of Sport and Physical Education (NASPE; Douglas & Wiegand, 1987).

Since the first PETE content standards were released, the profession of physical education has continued to evolve. In 2017, SHAPE America updated the PETE initial teaching standards. The document consisted of six standards and each incorporated the use of components that described how preservice physical education teachers could meet the standard. The six standards included content knowledge and foundational knowledge, skillfulness and health-related fitness, planning and implementation, instructional delivery and management, assessment of student learning, and professional responsibility (SHAPE America, 2017).

Curriculum Mapping

University PETE programs encompass a variety of courses and each course has an array of outcomes that attempt to align with standards required by their respective state and institution. Curriculum mapping is often used to examine how curriculum outcomes, program assessments, and standards align. Curriculum mapping is described as a multifaceted method that could help determine whether different curriculum components aligned with standards and if not, what adjustments should be made (Kopera-Frye et al., 2008). This process examines the assessments, content, and curriculum teachers facilitate each year (Jacobs, 1997). Furthermore, curriculum mapping systematically aligns benchmarks or outcomes with standards while recognizing

redundancies or instructional gaps that reduce the chances students meet the required standards (Buns, 2015).

Kindergarten-12 education has tools in place for curriculum analysis and mapping, and an understanding of these tools used by K-12 educators to improve physical education curriculum could be helpful to PETE programs. The Physical Education Curriculum Analysis Tool (PECAT) helps physical education teachers, school districts, administrators, and others map and evaluate their curriculum (CDC, 2019). This tool was initially published in 2006 by the CDC and most recently updated in 2019 to give an accurate analysis of the K-12 physical education curricula. The tool includes three sections to guide individuals as they analyze curriculum: a preliminary curriculum review, standards analysis, and a curriculum improvement plan.

One recent study on curriculum mapping using the PECAT tool analyzed the curricula of 16 different school districts (Buns, 2015). Findings indicated that out of 16 districts, 27% were entirely aligned with district benchmarks and standards, 52% were partially aligned with district benchmarks and standards, and 21% were not aligned with district benchmarks and standards (Buns, 2015). The majority of districts closely aligned with standards made decisions based upon assessments and students' needs. Buns (2015) suggested school districts develop resource examples of vertical and horizontal alignment for physical education departments, place an emphasis on developmentally appropriate practices in K-12 physical education, and facilitate professional development to measure and instruct outcomes for physical education teachers.

Within higher education, the curriculum mapping of professional degrees with the connected competency standards ensures recent graduates have proficiency in performing as professionals (Holmes et al., 2018). Recently, university degree programs have shown a desire to map their curricula to clarify curriculum requirements for diverse student populations and grow

the measurability of course objectives (Dassel et al., 2019). Furthermore, unique curriculum design that reaches university and college students with a variety of cultural and social backgrounds could be created through the use of advanced technologies, online matrices, or diagrams (Wang, 2014).

Accreditation

Physical education teacher educations program accreditation is designed to maintain the diversity and individuality of institutions while helping achieve minimum standards to guarantee the best program quality (Melnychuk et al., 2011) and ensure society that preservice teachers are competent and professionally qualified (Ingvarson et al., 2006). Universities have internal accreditation processes; however, professional organizations supply frameworks that are considered an essential element for program quality assurance (Ingvarson et al., 2006). Currently, the Council for Accreditation of Educator Preparation (CAEP, 2020) partners with teacher education programs for quality assurance purposes. Part of the accreditation process for PETE programs is presenting the process of meeting teacher educator standards.

Prominent Orientations and Positions of Physical Education Teacher Education

Curriculum mapping and the analysis of PETE program curriculum and outcomes could provide information related to how well a PETE program is preparing its preservice physical education teachers for induction; however, it does not provide a full picture. Teaching philosophies offer a lens into understanding the induction preparation of preservice physical education teachers. Researchers have suggested that studies on PETE include developing and testing a variety of philosophies to inform best practices in PETE (Richards & Gaudreault, 2017). Before developing and testing philosophies, it is essential to understand the various

underpinnings of PETE programs as theoretical variances between programs remain. This section serves to review the prominent theoretical orientations associated with PETE.

According to Tinning (2006), many theoretical orientations are associated with PETE; however, five of these theory-based orientations are commonly researched within PETE: behaviorist, traditional/craft, personalistic, academic, and critical orientation. Each of these orientations is now be discussed in turn.

Behaviorist Orientation

The behaviorist orientation is centered on developing specific, observable skills linked with student learning. When considering a PETE program, the focus of this theory is to evaluate what PETE students can do as opposed to what they know. Behavior interventions or changes in student and preservice physical education teachers' behaviors are often assessed through the use of systematic observation tools with specific emphasis on teaching skills (Tinning, 2006). Daryl Siedentop and others at the Ohio State University were the first PETE program to adopt a behaviorist orientation (Tinning, 2006), which was influenced by using the Beginning Teacher Evaluation Study (BTES; van der Mars, 2006). Berliner (1979) created the Beginning Teacher Evaluation Study, which generated foundational data regarding the role and influence of time-based variables and its relationship to student achievement.

Although research of behaviorist orientations has been less prevalent of late, an example would be a 2002 behavior analysis study where an earpiece was placed in a PETE student's ear so the cooperating teacher could communicate directly with him. The study found the earpiece gave the student an immediate tool of communication with his cooperating teacher, which promoted 'with-it-ness' (Sharpe et al., 2002).

Traditional/Craft Orientation

Within the traditional/craft orientation, PETE students are receivers of knowledge with limited input in shaping their teacher development (Tinning, 2006). Physical education teacher education students' training within this orientation is primarily K-12 school based and evidence of the popularity of this orientation originated through the book, *Mentoring in Physical Education: Issues and Insights* (Mawer, 1996). One of the strengths of this orientation is the opportunity for PETE students to be mentored by practicing physical education teachers.

Research regarding the traditional/craft orientation has focused on the areas of mentoring, student teaching, and field experiences. Field experiences usually consist of school visits, observations, conversations with current teachers, and tutoring of individual students (Behets & Vergauwen, 2006). Recent research described the benefits of field experience including increased content knowledge and development of pedological content knowledge (Ingersoll et al., 2014; Jenkins, 2014). Furthermore, field experience also included opportunities to understand students unlike themselves (preservice physical education teachers) and to better understand diversity and inclusion in an educational setting (Eisenhardt et al., 2012; Hallman, 2012; Weber, 2017).

Personalistic Orientation

Perceptual and developmental psychology, as well as phenomenological epistemology foundations, are the pillars of the personalistic orientation, which focuses on self-development as a crucial part of the construction of a teacher (Tinning, 2006). Fuller's (1969) work, *Concerns of Teachers: A Developmental Conceptualization*, is an example of early scholarly work on the personalistic orientation. Within a personalistic orientation, PETE program content is focused on students' perceived needs through a developmental progression (Tinning, 2006).

A study focused on a PETE program's field experiences that were centered around PETE students' beliefs was conducted by Tsangaridou (2008). The purpose of this study was to describe PETE students' beliefs and practices in teacher training during their student teaching process. The researchers found PETE students' beliefs played a significant role in the design and implementation of purposeful teaching, which might impact student learning (Tsangaridou, 2008). Physical education teacher education students' beliefs changed based upon a combination of methods courses and teaching experiences (Tsangaridou, 2008).

Academic Orientation

The growth of sub-disciplines, such as kinesiology and exercise sport science, are examples of the broadening of the field, which has led to an academic orientation of PETE (Tinning, 2006). Courses such as exercise physiology, biomechanics, and others are included in PETE programs to give preservice physical education teachers a scientific foundation of teaching. Most current PETE programs place a high level of emphasis on science; however, it is not entirely accepted by the field of physical education (Tinning, 2006). Furthermore, as discussed earlier, 20th century PETE programs became profoundly influenced by the increase of research activity (Newman & Miller, 1990). This impacted content, courses, and quality of instruction provided by PETE programs and has influenced the academic orientation of PETE.

Critical Orientation

Within the critical orientation, PETE students are encouraged to look at all of education as being ideological and socially constructed and therefore something that should be challenged (Tinning, 2006). One applicable study used case methods to change preservice physical education teachers' beliefs of physical education (Timken & van der Mars, 2009). Sixteen case studies related to school culture were used in an attempt to elicit change in preservice physical

education teachers' core beliefs. However, preservice physical education students' core beliefs changed in the direction of the case theme at varying degrees and not all students completely changed their core beliefs in the direction of the case theme (Timken & van der Mars, 2009).

Summary of Orientations

According to Tinning (2006), critical pedagogy, which has become popular over the last 30 years, was born from the critical orientation. The critical orientation challenges the basis of the behaviorist orientation, the practical basis of the traditional/craft orientation, and the individual nature of the personalistic orientation (Tinning, 2006). Furthermore, the emphasis on biomechanics, exercise physiology, and other science-related content emphasized by the academic orientation is considered poor preparation for PETE graduates with respect to the complexity of teaching postmodern youth according to critical-oriented PETE faculty (Melnychuk et al., 2011). However, the critical orientation has gained less prevalence in U.S. PETE programs (Curtner-Smith & Sofo, 2004).

Physical Education Teacher Education Positions

The prominent theoretical orientations served to provide context for the philosophies of various PETE programs in the United States. Alongside these theoretical orientations, McCuaig and Enright (2017) proposed three overall positions PETE programs take when instructing preservice physical education teachers. These positions served as a way of understanding how 21st century PETE programs are applying various theoretical orientations and the specific content preservice physical education teachers are learning. The three positions included developing physically competent K-12 students, developing healthy citizenship amongst K-12 students, and developing socially critical teachers. Each of these three positions is composed of the following specific criteria:

Developing Physically Competent Kindergarten Through 12th Grade Students.

Within this position, PETE programs emphasize the importance of developing lifetime sports and physical activity participants (McCuaig & Hay, 2013). This is done by developing preservice teachers who can analyze, instruct, and improve students' movements and also enhance game movement capabilities (McCuaig & Enright, 2017; Siedentop, 2002). Locomotor, non-locomotor, and manipulative skills such as running, skipping, jumping, and throwing are part of this position (McCuaig & Enright, 2017).

The academic orientation, which led to a trend of specialization in PETE in the latter portion of the 20th century, influenced this position (Newman & Miller, 1990; Tinning, 2006). An emphasis on what K-12 students can do as opposed to what they know has been emphasized in physical education and PETE since its origin and the physically competent K-12 students' position is influenced by this factor (McCuaig & Enright, 2017). However, advocates of this position not only believe in the importance of evaluating what K-12 students can do but they also believe in teaching what K-12 students should know (knowledge).

Physical education teacher education programs within this position are proponents of the models-based approach—an approach in which radical change can occur in teaching practices (Fletcher & Casey, 2014; Kirk, 2013; McCuaig & Enright, 2017). Furthermore, a models-based approach has been supported as a way of overcoming the limitations of traditional teaching approaches in physical education (Kirk, 2013). Eight common curriculum models include direct developmental physical education models, adventure education, outdoor education, sport education, tactical games approach to teaching games, teaching personal and social responsibility, social issues models, and health and wellness models (Tannehill et al., 2013). Challenges associated with the implementation of the models-based approach are related to

physical education teachers' lack of experience and competence regarding instructional models, causing them to often use poor teaching practices (Casey, 2014; Gurvitch & Blankenship, 2008). For implementation of the models-based approach to be successful, PETE programs should spend more time using a models-based approach in teaching methods courses.

Developing Healthy Citizenship Among Kindergarten-12 Students. According to McCuaig and Enright (2017), the restoration of the relationship between physical education and public health emerged in the late 20th century. According to this perspective, PETE programs grounded within public health objectives and health promotion theory are considered to be highly effective (McKenzie & Lounsbery, 2013, 2014). McKenzie (2007) discussed the goals of PETE programs from a public health perspective that included more content focused on behavior and students' response to exercise and physical activity, exploration of the variety of community settings physical activity can occur within, and a focus on developing collaborative skills so their graduates are able to work with a variety of stakeholders.

Public health advocates believe opportunities for students to participate in physical activity often occur within a school setting as it is an excellent place for a youth to receive physical activity (Pate et al., 2006). Practices that both focus on increased physical activity and teacher and student behavior are used to develop preservice physical education teachers. An example of this would be the use of systematic observation tools to measure students' moderate to vigorous physical activity.

One common systematic observation tool, the System for Observing Fitness Instruction Time (SOFIT), measures participant activity on a 5-point scale including: lying down, sitting, standing, walking, and vigorous (McKenzie, 2015). The SOFIT also measures the following lesson contexts: management, knowledge, skill practice, gameplay, and other (McKenzie, 2015).

The SOFIT is a tool that includes public health objectives, such as measuring the amount of physical activity a student receives in physical education, with additional objectives related to changing teacher behavior.

Developing Socially Critical Preservice Teachers. This position is influenced by the critical orientation discussed in the previous section (Tinning, 2006). Physical education teacher education programs within this position explore the status quo in the hope that students gain awareness of injustice, feel moved to address injustice, and act by participating in social movements discussed in their courses (McCuaig & Enright, 2017; Swalwell, 2013).

Transformative learning theory (Mezirow, 1978), an adult learning theory that challenges student thinking, also influenced this PETE position. Strategies for embedding transformative learning within a PETE course include storytelling (challenging students' thoughts and beliefs through stories of lived experiences and having students discuss how they would handle the situation), teaching (students actively practice teaching lesson content to peers), case studies (creating a scenario for students), and negotiated learning (where students choose content and share in the responsibility of planning each course; Ovens, 2017). Fitzpatrick and Enright (2016) suggested that creating engaging and meaningful discourse using transformative pedagogy approaches in order to challenge the narrow norms of preservice teachers regarding the issues of gender and sexuality were both possible and productive.

Theoretical Frameworks

Physical education teacher education orientations and positions are essential for understanding the philosophies of PETE programs in which preservice physical education teachers enroll and participate. However, the teacher career cycle and occupational socialization are frameworks that move beyond philosophies and articulate the stages and behaviors teachers

go through and experience from the beginning to the end of their careers. Recognizing the stages and behaviors of preservice physical education teachers could potentially influence the profession of PETE as it continues to develop and test a variety of philosophies as suggested by Richards and Gaudreault (2017).

The Teacher Career Cycle

In 1992, Fessler and Christensen developed a framework of the teacher career cycle that included the following stages: preservice education, induction, competency building, enthusiastic and growing, career frustration, stability, career wind down, and career exit. Research showed these various career stages applied to physical education teachers (Woods et al., 2017). The research within this dissertation specifically considered the preservice education and induction stages within the teacher career cycle, which are expanded on below (Fessler & Christensen, 1992).

As prospective undergraduate students enter a college or university teacher education program, they begin what is called the preservice stage of the teacher career cycle. During this stage, they go through various experiences and learning that relate to the subject, i.e., physical education (Woods et al., 2017). Once preservice teachers complete their PETE programs, are hired and become physical education teachers, they enter the induction stage of the teacher career cycle (Fessler & Christensen, 1992; Woods et al., 2017). The induction stage focuses on the early years of a physical education teacher's career and is considered a crucial transitional period that includes uncertainty and self-skepticism for teachers (Fessler & Christensen, 1992). During the induction stage, preservice teachers are often described as reverting back to teaching practices related to their experience as a K-12 student, which is also known as washout (Solomon et al., 1993; Stroot & Ko, 2006).

Occupational Socialization

The teacher career cycle examines the various stages teachers go through as they experience their career (Fessler & Christensen, 1992). Occupational socialization theory (Lawson, 1986; Stroot & Williamson, 1993; Woods et al., 2017) is a theoretical framework that describes the socialization process teachers experience within their teaching career cycle. Occupational socialization has been described as a theory to understand PETE recruitment, education, the continuing socialization process of physical education teachers, and provides a conceptual framework to help design PETE programs (Richards & Gaudreault, 2017).

Occupational socialization is a framework consisting of three distinct phases: acculturation, professional socialization, and organizational socialization (Lawson, 1983a, 1983b, 1986). Occupational socialization has been researched within the field of education for almost 90 years. In the 1930s, a scholar named Willard Waller (1932) was the first to introduce the occupational socialization theory to the area of teaching; since then, scholars such as Lortie (1975) have continued this critical work. In the early 1980s, teacher socialization became a popular topic of research, specifically within the field of physical education where researchers have engaged in conceptual writing, research investigations, and literature reviews related to the socialization of physical education teachers (Lawson, 1983a, 1983b, 1986; Richards et al., 2014).

The first phase of the occupational socialization theory, known as acculturation, occurs well before recruits choose to join PETE programs (Lawson, 1983a). Acculturation, or pretraining, is the socialization process where recruits either choose to adopt the methods of PETE programs or retain their previous beliefs about physical education (Templin et al., 2017). Unlike in other professions (e.g., accountant, lawyer), preservice physical education teachers have the unique experience of participating within their profession before professional training

(i.e., as students). Lortie (1975) described this unique experience as an apprenticeship of observation.

Preservice physical education teachers can be exposed to poor practices during their acculturation K-12 physical education experience such as the absence of attention to state and national standards, the use of exercise as punishment, and subjective grading evaluations based on effort or proper dress (Castelli & Williams, 2007; Chen, 2006). Furthermore, studentship or the way preservice physical education teachers respond to the demands of their programs could lead to a higher likelihood of acculturation beliefs occurring in teaching practice (Curtner-Smith, 2017; Graber, 1991). Studentship includes a wide variety of behaviors to help students navigate their program with more success, more ease, and less effort during PETE courses (Graber, 1991).

The next phase of the occupational socialization theory is professional socialization, which is defined as an introduction to physical education experiences and course content preservice physical education teachers are taught (Lawson, 1983b). Professional socialization includes all of the learning experiences preservice physical education teachers encounter throughout their education while enrolled in PETE programs (Lawson, 1983b). During this time, preservice physical education teachers acquire teaching pedagogy skills such as knowledge, value, responsiveness, and skills recommended by the greater physical education profession (Lawson, 1983b). However, evidence suggested PETE professional socialization might represent the weakest stage of the teacher socialization process (Darling-Hammond & Richardson, 2009). For example, even as preservice teachers are introduced to a variety of innovative practices during professional socialization, they often revert to old practices once they enter K-12 teaching (Stroot & Ko, 2006).

The last phase of the occupational socialization theory is organizational socialization, which represents the socialization experiences physical education teachers experience as professionals in the teaching field (Lawson, 1983b, 1986). During organizational socialization, physical education teachers might experience discouraging feelings including role conflict—the realization of taking on multiple roles as a teacher is introduced, marginalization—the sense of teaching a less important subject compared to other school subjects, reality shock—the realization of not being in the best teaching situation, and washout—where physical education teachers could regress back to teaching styles they experienced during acculturation (Solomon et al., 1993).

Occupational socialization is identified as a theoretical lens to explore the socialization process of physical education teachers (Stroot & Williamson, 1993). All three of the distinct socialization phases (acculturation, professional socialization, and organizational socialization), are a progressional process that makes up the theoretical framework of occupational socialization (Dewar & Lawson, 1984; Stran & Curtner-Smith, 2009).

Summary

The purpose of this dissertation was to understand multiple layers of one PETE program's professional socialization experience and how these layers contributed to preservice physical education teachers' preparation for induction. This review of the literature was intended to provide the reader with contextual information. The literature review provided an overall historical context of physical education and PETE. It touched on relevant events associated with the three studies within this dissertation. Furthermore, elements such as PETE curriculum and PETE teaching orientations provided an overview of the current state of PETE and the professional socialization experiences of preservice physical education teachers. Lastly, a

discussion of the theoretical framework associated with each of the three studies aimed to provide readers with contextual information for understanding the three phases of occupational socialization: acculturation, professional socialization, and organizational socialization (Lawson, 1983a, 1983b).

CHAPTER II

METHODOLOGY

Institutional Review Board

For the purpose of this dissertation, two submissions were submitted to the University of Northern Colorado's Institutional Review Board (IRB). The first IRB represented the methodology from study two, A Case Study of the Philosophies of University Physical Education Teacher Education Faculty. On January 8th, 2020, exempt approval was received **(**see Appendix A). The second IRB represented the methodology from study three, A University Education Teacher Education Program Case Study: Preparing Preservice Physical Education Teachers for Induction. On January 6th, 2020, exempt approval was received (see Appendix A).

This chapter reflects an in-depth explanation of the qualitative methodology adopted for this dissertation. This chapter discusses the qualitative methods used for each of the three studies including data collection, trustworthiness, and data analysis.

Methodology for Study One: Results of a Physical Education Teacher Education Program's Curriculum Mapping Exercise

Framework

The four-step curriculum mapping procedure provided by Britton et al. (2008) was adopted as the framework to guide the curriculum mapping exercise for the Physical Education Teacher Education (PETE) State University (PSU) PETE program with slight modifications. Each step is listed and described as follows:

- Step 1: Defining the curriculum mapping team roles. Before the mapping process begins, a curriculum mapping review committee is developed or appointed by an individual or individuals within the leadership of the institution;
- Step 2: Determining the course review sequence. The curriculum mapping team members decide the order in which the curriculum should be reviewed. For example, the curriculum mapping team determines if the courses should be mapped numerically or in another sequence that help understand the final results of the curriculum mapping exercise;
- Step 3: Developing a standardized instrument for data collection and course review. The development of a standardized instrument allows the curriculum mapping team to collect data that produces consistent results; and,
- Step 4: Reporting and documenting the curriculum. After completing the curriculum mapping, exercise results are presented for discussion amongst interested parties (Britton et al., 2008).

Data Collection

Defining Curriculum Mapping Team Roles

The curriculum mapping team consisted of four individuals: the PSU PETE program coordinator, two additional PSU PETE faculty, and one PSU PETE Ph.D. candidate who served as the researcher for this study. The PSU PETE program coordinator served as the primary advisor for the data collection process of this study by answering questions that arose regarding course outcomes, course syllabi, standards, component statements, and supplied all professional standards and component statements.

The primary advisor roles consisted of creating a master Google folder entitled Physical Education K-12 Program Revisions and supplied all course syllabi and the grant documentation. The researcher's curriculum mapping roles included reviewing all PSU PETE program syllabi, course outcomes, professional standards and mapping course outcomes with six sets of standards, and associated component statements, creating individual curriculum maps, a program curriculum map, and 21 course matrices. The researcher created and organized all additional documents and spreadsheets located within the PSU Physical Education K-12 Program Revisions folder and developed standardized instrument templates and data storage tools. The researcher reported all curriculum mapping results to the curriculum mapping team. The other curriculum mapping team members were PSU PETE faculty and served as advisors and were available for consultation for the researcher during the curriculum mapping exercise.

Determining the Course Review Sequence

The researcher mapped the curriculum in numerical order starting with 100-level courses and moving upward, which helped the researcher easily keep track of the previously mapped courses. To keep track of the course review sequence, the primary advisor developed a project timeline that contained deadlines needed to finish the curriculum mapping exercise and associated analysis within the predetermined timeline. The researcher added additional time frames and goals related to meeting the deadlines suggested by the primary advisor. The curriculum mapping team discussed all deadlines associated with the mapping sequence during collaborative meetings. The researcher then made additional timeline dates reflecting the completion of the curriculum mapping exercise.

The researcher developed an audit trail (see Appendix B) indicating all of the data collection and analysis processes throughout the curriculum mapping exercise and demonstrating

the completion of items from the project timeline. The audit trail included a table with three columns to record the date and a description of the activity. The description of activities included details of meetings and communication between members of the curriculum mapping team.

Developing Standardized Instruments for Data Collection and Course Review

The standardized instruments for data collection and course review included digital folders for data storage, digital individual curriculum maps, a digital program curriculum map, and course matrices. Google Suite, which includes Google Folders, Google Sheets, and Google Documents, was a collaborative platform allowing for data collection during the curriculum mapping exercise.

A master Google Folder entitled Physical Education K-12 Program Revisions served as the tool to house all information related to the PSU PETE curriculum mapping grant project to collect and store data. All members of the curriculum mapping team had access to the folder for collaboration purposes. Documents in the Physical Education K-12 Program Revisions folder included the PSU PETE Curriculum mapping grant application that was used as a guidance document and the project timeline.

Syllabi for all 21 PSU PETE courses examined during the curriculum mapping exercise were collected and stored in the Physical Education K-12 Program Revisions Google sub-folder entitled Syllabi. The syllabi for all courses included specific course outcomes (N = 173) that were used to explore alignment with the six sets of professional standards. A Standards sub-folder contained the Society of Health and Physical Education Initial PETE Standards (SHAPE-IPS), Colorado PETE (C-PETE) standards, Colorado Teacher Quality Standards (CTQS),

Colorado Academic Standards (CAS), PSU Institutional Learning Outcomes (PSU-ILO), and English Language Learner Educator Preparation Standards (ELL-EPS).

The researcher created 21 individual curriculum maps (see Figure 2.1) in Google Sheets labeled by the course name along with six tabs—one for each set of professional standards and components statements. The first column represented each professional standard and the second column listed the course title. The third column included course outcomes that aligned with professional standards and the fourth column represented the alignment of course assessments with professional standards. The fifth column provided a space for the researcher to leave notes related for other curriculum mapping team members.

The researcher used the 21 individual curriculum maps to inform the creation of a program curriculum map using Google Sheets (see Figure 2.2). The program curriculum map contained six labeled tabs, one reflecting each set of professional standards. Each tab included a column representing each of the 21 courses; a row entitled Total used a Google sheet formula that calculated the times a professional standard and associated components statements aligned within the PSU PETE program. The last row within each tab was entitled Action, which provided a place for action steps necessary to incorporate standards and associated components statements if the number in the Total column showed a potential gap within the PSU PETE program.

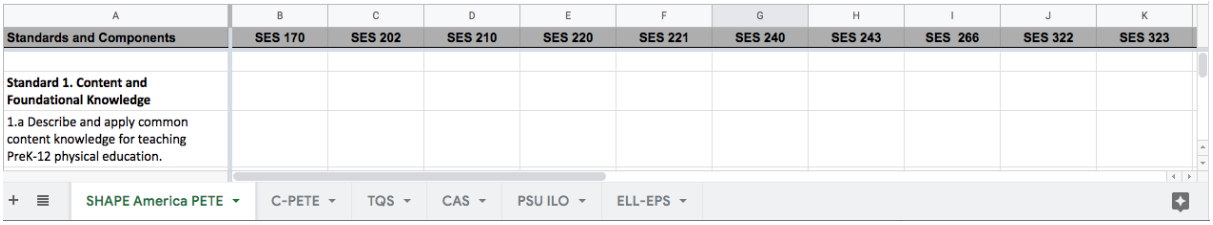
Figure 2.1

Completed Individual Course Map Example

Component Statement	Course	Outcome(s)	Assignment(s)	Notes
Standard 1. Content and Foundational Knowledge				
1.a Describe and apply common content knowledge for teaching PreK-12 physical education.		Identify the characteristics of good teaching in physical education (content development, use of time, and feedback).	Assignments/Quizzes /Homework Midterm & Final Assessment/Teaching Portfolio: Lesson Plans/Teaching Experiences	
		Develop and deliver content of a lesson in relation to the nature of the skill	Assignments/Quizzes /Homework/ Teaching Portfolio: Lesson Plans/Teaching Experiences	
		Design and deliver appropriate and clear movement tasks for learners.	Assignments/Quizzes /Homework Midterm & Final Assessment/Teaching Portfolio: Lesson Plans/Teaching Experiences	**Consider adding developmentally appropriate to this objective to match the standard target**

Figure 2.2

Program Curriculum Map Example



A master list of all course matrices (see Figure 2.3) was developed in a Google document and served as evidence of alignment between the PSU PETE program outcomes with the SHAPE-IPS, C-PETE standards, CTQS, SAS, PSU-ILO, and ELL-EPS. The master list served as a tool to display the alignment between course outcomes and professional standards. Upon completing the curriculum mapping exercise, each matrix was copied and pasted into the matching course syllabi for the PSU PETE program.

Each course matrix located on the matrices course master list was set up with columns and contained the course name, list of all course outcomes within the first column, and the six standards in the adjacent columns (see Figure 2.2). When a course outcome matched a professional standard and associated component statement, the letters or number of the standard and outcome were placed in a column that matched the course outcome.

Figure 2.3

Course Matrix Example

Course: [redacted]	**Standards**						
Course Objectives (in the form of outcomes)	**SHAPE-IPS**	**C-PETE**	**CTQS**	**CAS - PE**	**PSU ILO**	**ELL-EPS**	**Assessments**
Identify the cognitive, social and psychomotor stages of development for elementary school students.							

Data Analysis

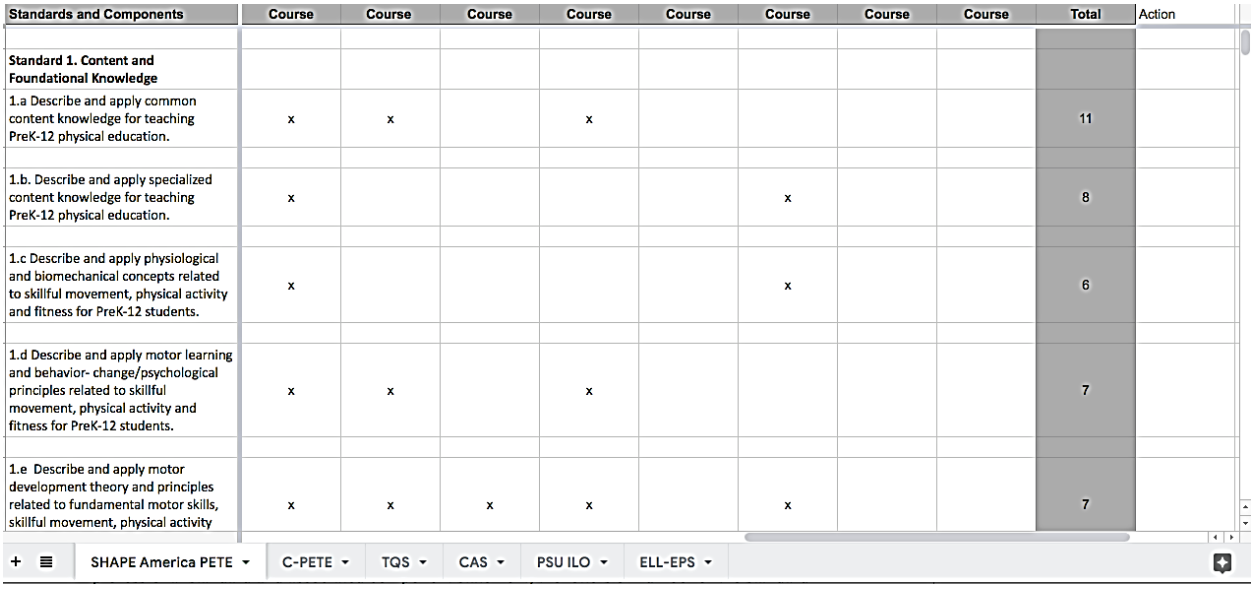
The PSU individual course maps and the program curriculum map were the primary data source during this study and were analyzed using a deductive content analysis (Sparkes & Smith, 2014). During the analysis of individual course maps, the researcher placed a course outcome in the Outcomes column when outcomes aligned with a particular standard. The researcher repeated this process until he completed the analysis of all 21 courses.

For analysis of the PSU PETE program curriculum map (see Figure 2.4), the researcher used the individual course maps to provide evidence of which courses aligned with professional

standards and components statements. The number of times the outcomes of a course aligned with a professional standard allowed the researcher to "draw reference from this quantifying process about the data in question" (Sparkes & Smith, 2014, p. 116). An "X" was placed next to a course when it contained at least one course outcome that matched a particular standard or component statement.

Figure 2.4

Example of Physical Education Teacher Education State University Physical Education Teacher Education Program Curriculum Map



Standards and Components	Course	Course	Course	Course	Course	Course	Course	Course	Total	Action
Standard 1. Content and Foundational Knowledge										
1.a Describe and apply common content knowledge for teaching PreK-12 physical education.	x	x		x					11	
1.b. Describe and apply specialized content knowledge for teaching PreK-12 physical education.	x					x			8	
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.	x					x			6	
1.d Describe and apply motor learning and behavior- change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.	x	x		x					7	
1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity	x	x	x	x		x			7	

SHAPE America PETE | C-PETE | TQS | CAS | PSU ILO | ELL-EPS

The program curriculum mapping exercises offered a quick understanding of each course's relative strength of alignment between course outcomes and standards (Arafeh, 2016). The researcher used the program curriculum map to find frequently aligned standards and potential improvement areas within courses through content revisions and renewed program outcomes (Britton et al., 2008), leading to the development of descriptive codes. The researcher presented individual maps and the program curriculum map results to the curriculum mapping

team, increasing curriculum awareness development and ensuring the curriculum provided suitable situations for student achievement of intended program and institutional learning outcomes (Cuevas et al., 2010; Palomba & Banta, 1999).

Following the quantifying of course alignment data from each set of standards on the PSU PETE program curriculum map and presenting the results to the curriculum mapping team, the researcher then used a descriptive coding process that summarized the text's primary topic in a word or short phrase (Saldaña, 2011). Specifically, the researcher examined the curriculum map's relative strength of alignment between course outcomes and standards (Arafeh, 2016) and developed descriptive codes to represent this relationship. Specifically, the researcher examined how many times standards and associated component statements aligned with course outcomes and developed descriptive codes to represent this relationship.

After the creation of descriptive codes, the researcher then developed themes based upon the aggregation of several codes to form a common idea (Creswell, 2013). For example, when specific patterns were similar to each other, they were placed together to create themes. Themes reflected alignment within the PSU PETE program and addressed potential curriculum knowledge gaps within course outcomes. A negative case analysis that included searching for and discussing a portion of data that did not support or contradicted patterns emerging in data analysis (Guba & Lincoln, 1989) is discussed in the results. Therefore, themes that were developed reflected the curriculum alignment strengths and gaps of PSU PETE program as it relates to the SHAPE-IPS, C-PETE standards, CTQS, CAS, PSU-ILO, and ELL-EPS.

Trustworthiness

Several steps were taken to ensure trustworthiness during data collection and analysis. While conducting this study, the researcher was a doctoral candidate affiliated with the PSU K-

12 Physical Education Program, leading to potential bias. To overcome this, the researcher attempted to “present a substantial body of uncontestable description” (Stake, 1995, p. 110) and used a peer debriefing strategy (Creswell & Miller, 2000). During analysis, some curriculum mapping exercise results contradicted the researcher’s course alignment expectations. Therefore, the researcher conducted a negative case analysis (Guba & Lincoln, 1989) as discussed above, reporting all contradicting findings to improve the analysis’s credibility, which helped “control the temper and natural enthusiasm of the researcher” (Anney, 2015, p. 277).

Methodology for Study Two: A Case Study of the Philosophies of University Physical Education Teacher Education Faculty

This study employed a single instrumental case study design (Stake, 1995) where the philosophies of current and former faculty from one PETE program were thoroughly examined. If there is a need for a general understanding of a phenomenon, a single instrumental case study can give insight into the phenomenon (Stake, 1995). In this particular case, gaining an understanding of a single PETE program faculty’s philosophies from an occupational socialization lens could help gauge the effectiveness of the program's underpinnings and preservice physical education teachers’ preparation for induction. It is recommended that a single instrumental case study is used when an established theory such as occupational socialization is adopted to guide the purpose of the study (Stake, 1995).

In the field of education, when employing a single instrumental case study, cases of interest are focused on people and programs (Stake, 1995). The design of this case study was focused on one PETE program and the current and former people (i.e., faculty) associated with the program. A holistic case study approach was used in an attempt to include the whole

phenomenon (Mills et al., 2010). Therefore, multiple data sources including interviews and documents were considered (Stake, 1995, 2006).

Selection of Site

The choice of the site was crucial for the success of this single instrumental case study and was selected based on the following criteria:

1. A university that currently had an undergraduate PETE program.
2. A site where professional socialization occurred.
3. A site that was open to the researcher's inquiry (Stake, 1995).

The site for this study was the PSU PETE program located in the western region of the United States. Over 12,000 students attend this university. The K-12 Physical Education Professional Teacher Education Program is part of a health sciences college and within a school of exercise science and sport science. The university is known to have pioneered one of the West's first physical education programs. Major content and methods courses in the K-12 Physical Education Professional Teacher Education Program typically took place in two locations on campus.

Participants

Participants in this instrumental case study included four current and three former PSU PETE faculty members. Case study is not sampling research and the primary goal is not to understand other cases but to understand the one that is being studied (Stake, 1995). Furthermore, the main goal of a case study is to maximize what can be learned and many case study experts suggest a good instrumental case study does not depend on how representative it is to other cases (Stake, 1995).

Former Physical Education Teacher
Education State University Faculty

Three former PETE faculty members who taught at the university between 2000 and 2013 were selected based upon their willingness to participate in the study. A list of previous PSU PETE faculty was established and an invitation to participate in this study was sent out via email (see Appendix C). Former PSU PETE faculty were asked to complete a written consent document (see Appendix D) indicating their willingness to participate in the study. Below is a philosophical biography of each former faculty member. Pseudonyms were used to protect the identity of each participant.

Sarah. Sarah, who arrived at PSU before all other participants, recently retired from the profession and is a highly regarded professional and university faculty member who appeared to have influenced the philosophy of various participants in this study. Sarah believed students should develop the skill of decision making and become increasingly responsible for their learning. Influential relationships established throughout her life experiences seemed to be a significant factor in developing her teaching philosophy.

Sarah had a positive acculturation experience taught by quality physical education teachers and her high school physical education teacher helped influence her to become a teacher. She always enjoyed participating in physical activity and viewed physical education and her participation of varsity sports as separate entities. Sarah's positive experience continued into her professional socialization experience where she met an influential mentor in her university PETE program. Upon graduation, Sarah received her first teaching job and had a positive organizational socialization experience working at a diverse private school focused on social justice in an urban city. After teaching physical education four years, she left to pursue her master’s and Ph.D. and reacquainted herself with a graduate student who was an instructor where

Sarah received her undergraduate degree and now was a Ph.D. student. This person became an influential mentor in Sarah's life and hired Sarah for her first teacher education position. Sarah learned what a good teacher education program looked like and had the opportunity to shadow her mentor during her first term as an assistant professor, sitting in on every undergraduate class her mentor taught.

Sarah has had several academic positions during her time as a teacher educator and experienced a philosophical reawakening to what was important and what students at any level should be able to do; this was caused by Don Hellison (2011), who was responsible for creating the Teaching Personal and Social Responsibility (TPSR) kindergarten-12th curriculum model. Sarah observed Professor Hellison teach the TPSR model, reminding Sarah that effective teaching included responsibility and skill occurring at the same time. Professor Hellison led a collaborative group of PETE faculty members from the United States, in which Sarah and her future co-worker and study participant, Tom, regularly engaged.

Sarah accepted a position at PSU where she became well known for her contributions to physical education and grew close to another participant in this study named Matt. Matt had minimal teacher education experience so Sarah mentored him (and others in the department) and allowed him to shadow her in her teaching. Matt played an essential role in Sarah's research agenda development as he became her research partner.

Tom. Tom, a retired PETE faculty member, arrived at PSU after Sarah and was regarded as a leader in his specialty area. Tom's philosophy was grounded in students' ability to make choices about what and how they would like to learn and the inclusion of all students. Tom believed activities taught in physical education should not be eliminated if they were not aligned with best practices. Instead, practitioners should consider keeping the parts of the activities

students enjoyed and then modify them to be more inclusive. Further, influential relationships seemed to be a significant factor in the development of Tom's teaching philosophy, especially one mentor from his PETE undergraduate program.

Tom's acculturation consisted of a mixture of negative and positive experiences in physical education as he was put into a corrective physical education class as a child because his physical education teacher claimed he had scoliosis. Tom's physical education teacher assigned therapy for scoliosis that included hanging from a stall bar during physical education. Tom discovered he did not have scoliosis and believed the physical education teacher used scoliosis therapy as retribution for comments during class. Tom chose to use this negative experience to shape his teaching philosophy positively and focus on developing positive relationships with his students.

Several mentors helped shape his teaching philosophy around choice and inclusion; the formation of these relationships took place during his undergraduate degree, Ph.D. work, and throughout his career in higher education. Like Sarah, Tom was influenced by Professor Hellison's (2011) focus on personal and social responsibility in a physical education setting. Tom has always been passionate about working with students with disabilities, which likely influenced his desire to promote inclusion.

Tom considered himself an "academic butterfly" but eventually landed at PSU where he instructed courses focused mostly on adapted physical education and outdoor education. Tom taught for 25 years at PSU including time serving as the department head before he retired.

Matt. Matt, a former PSU faculty member, is currently a department chair at a different university. Matt considers himself a social constructivist and believes learning is a social

process. Like Tom and Sarah, influential relationships seemed to be a significant factor in the development of Matt's philosophy.

Matt's experience participating in physical education during acculturation was similar to a sports practice and said his undergraduate PETE was "not a quality program." Matt had a coaching orientation as an undergraduate thanks two influential mentors in his master's program who introduced him to quality physical education teaching. During this transformational time, Matt transitioned from a coach to a teacher and developed his belief in social constructivism. Matt went on to get his Ph.D. at a research-related institution without the presence of an undergraduate PETE program and learned about quality research practices but less about teacher education.

When Matt received his first faculty position, which was at PSU, he met Sarah who was established in her career and was considered a good teacher educator. Sarah was a mentor to Matt in the realm of teacher education and allowed him to shadow her; she greatly influenced his teaching philosophy. While Sarah helped Matt with teacher education, Matt helped Sarah by becoming a research partner. They collaborated on many research studies during their time at PSU and have continued this partnership throughout their careers.

Current Physical Education Teacher Education State University Faculty

Four study participants were current PSU faculty who taught within the PETE program, had direct knowledge of the current program, and provided a complete representation of the current PETE faculty. The researcher sent an invitation to participate via email (see Appendix E), and all participants provided a written consent document (see Appendix D) indicating their willingness to participate in the study. Below is each current faculty member's philosophical biography. The researcher used pseudonyms to protect participant identity.

Robert. Robert is a current PETE faculty member and arrived a year before Sarah and Tom left PSU. Robert did not follow a traditional path to becoming a faculty member and had various life experiences leading up to becoming a PSU faculty member. Through his coaching experiences, he discovered a career in education and believes in creating an authentic learning environment that includes experiential learning such as field experiences. Robert believes in meeting the needs of students at all skill levels in a physical education setting. Like Sarah, Tom, and Matt, Robert had had various influential relationships that seemws to have inspired his teaching philosophy.

During Robert's acculturation experience, he found inspiration from coaches and a physical education teacher who coached. When Robert was a young adult, he had an accident that changed his life and opened the door to work with individuals with disabilities. In his undergraduate years, Robert met professors who inspired him and appeared to have influenced part of his teaching philosophy of being approachable to his students.

Robert became interested in adapted sport, leading him to compete in various adapted athletic events and become a successful adapted team sports coach. Robert met several influential coaches within adapted sport and learned how to chart athletes' movements and behaviors during their competitions, which influenced his desire to map and systematically analyze preservice teachers' behavior during field placements. Robert decided to pursue a master's in general education and, eventually, a Ph.D. in physical education. Robert currently coordinates the coaching program, teaches courses for all PETE and coaching majors, and supervises student teachers.

Mike. Mike is a current PETE faculty member who arrived when Sarah and Tom were leaving the university and he was assigned to teach many of the classes taught by Sarah. Mike's

philosophy was grounded in the importance of creating a caring learning environment, critical reflection, and creating personally relevant experiences to help preservice physical education teachers reach a level of self-actualization. Mike also believed in teaching the importance of making data-driven decisions within physical education.

Mike had a positive acculturation experience. His elementary physical education teacher was a leader in the field and Mike considered him to be a quality physical education teacher. Mike received early coaching experiences beginning in high school after enduring a season-ending injury and serving as an unofficial player-coach. Shortly after his player-coach experience, he began coaching youth team sports, gaining experience working with youth in a coaching environment.

As an undergraduate physical education major, his most memorable experience was his time in the field and he considered field experience as the most essential part of a preservice teacher's development. During his professional socialization phase and graduate student socialization, Mike had several influential relationships that appeared to have helped mold his teaching philosophy.

Mike taught K-5 physical education for six years and worked in an urban area with a high population of Latinx and African American students, causing his professional socialization experience to differ demographically from his organizational socialization experience. As Mike transitioned to his current position at PSU, he met with Sarah and she influenced Mike's teaching philosophy including some of his thoughts on field placements and coursework. Mike chose to adopt many of Sarah's protocols and assignments within the elementary methods course because he respected Sarah's success within this course at PSU. Mike currently teaches several undergraduate courses within the PSU PETE program.

Erin. Erin is a current PSU faculty member who arrived the same year as Mike and desired to create an authentic learning environment with real-world connections. She also believed field experience is an essential professional socialization experience.

Erin had a positive acculturation experience, including her time as an elementary physical education K-12 student, where she found success and confidence as one of the fastest students in the class, which led to other physical activity and sport experiences throughout her acculturation phase. Erin found confidence and leadership through sport in secondary physical education, influencing her decision to become a collegiate athlete. During her time as a physical education major, Erin did not perceive herself as physically literate due to some of her PETE course work experiences, guiding her to realize she did not want her PETE students to experience similar feelings.

Erin had an organizational socialization experience that included teaching diverse students in an urban area middle school physical education program for three years. She enjoyed her job but, at times, felt unsafe due to some of her students' gang activity and lack of support from administration. While teaching, Erin pursued a master's degree in educational technology and was able to apply concepts she learned in her master's degree to her K-12 teaching experience including the use of case study scenarios and technology, which influenced her teaching philosophy.

Later, when Erin pursued her Ph.D., she integrated her K-12 teaching experiences into courses as an instructor and teaching assistant but was also exposed to new philosophies through her advisor. Erin received her first faculty position at a university that heavily valued research and taught students with high coaching orientations. She left this university and took a PSU position because of the value placed on teacher education and the collaborative work with other

PETE faculty members where she teaches a variety of courses within the PETE program and supervises student teachers.

Emma. Emma arrived at PSU three years after Mike and Erin and believes that building relationships with her students and the relationships preservice teachers develop with K-12 students is essential. Emma also believes in creating authentic learning opportunities for her students and is passionate about stewardship, advocacy, professional commitment, and incorporating those concepts into her teaching. Like most participants in this study, Emma developed several influential relationships in her life that seemed to have influenced her teaching philosophy.

Emma had a positive acculturation experience and developed positive relationships with all of her K-12 physical education teachers. She remembered how much her elementary physical education teacher cared about her and her peers. In secondary school, Emma experienced physical education unaligned with best practices but still had a positive acculturation experience and thrived in physical education. Emma grew up focusing on a specific individual sport with aspirations of making the Olympics but she also participated in a variety of competitive team sports.

After deciding to become a physical education major, Emma met a teacher educator she considered a strong woman who inspired her to become a professor. She felt cared for and saw the difference between this faculty member and another professor who had been on staff for a number of years and tended to recycle their lectures from the early 1980s.

Later, Emma had an organizational socialization experience while earning her master’s in a rural community where she team-taught with other master's students but considered her teaching experience unrealistic compared to the realities preservice teachers might face. Emma

decided to pursue her Ph.D. largely because of her master's degree professor's encouragement. Emma's Ph.D. advisor, who influenced her teaching philosophy, did not possess K-12 teaching experience, which was liberating because she saw his success and believed she could impact PETE with limited K-12 physical education teaching experience.

Throughout her higher education career, Emma's faculty position experiences influenced her teaching philosophy, spending time in Europe, and another university in the United States. At a European university, Emma lectured on sociological aspects of sport and physical education, leading her to incorporate elements of this course into her teaching at PSU. Emma continues to adapt her philosophy at PSU and has learned to modify her instruction based on students' needs. Emma currently teaches several undergraduate PSU PETE courses and supervises student teachers.

Data Collection

When implementing a single instrumental case study design, it was important to consider multiple sources of data. To address the purpose of this study, data sources included individual interviews and pertinent documents.

Interviews

Individual interviews with current and former PSU PETE faculty were the primary source of data for this study, allowing the researcher to understand the world from the participant's point of view and discover the meaning of their experiences (Kvale & Brinkmann, 2009). The researcher determined the individuals to interview by selecting those who could best answer the study questions, which included former and current PSU PETE faculty. The researcher determined the type of interview that would be the most practical for this study and yield the best

results, which was individual interviews, allowing each participant to articulate their teaching philosophy in detail.

Audio was recorded during video chats and in-person interviews with PSU faculty using a digital recorder. A semi-structured interview guide (see Appendix F) was used that included general and open-ended questions centered on teaching philosophy and participants' impact on preservice physical education teacher induction (Creswell, 2013). Three occupational socialization experts reviewed the interview guide and modifications were made based upon their feedback.

Interviews with current and former faculty took place in person at PSU or through video chat software. All participants signed the letter of consent once they chose to participate in the study before the interview began and received the opportunity to ask questions regarding the study before their participation. Interviews lasted approximately 60 to 90 minutes. The researcher completed the interviews on time and was respectful, courteous, and a good listener during the interviews (Creswell, 2013).

Documents

Documents were a complementary data source for this study including the analysis of two Undergraduate K-12 Physical Education Teaching Program review reports—one from 2002-2007 and the other from 2009-2016. The program review occurs every seven years at PSU. The Undergraduate K-12 Physical Education Teaching Program review reports were selected as a data source to give a further context of the PETE program during which current and former faculty worked and provided the overall program vision. The PSU PETE program documents were extensive and included items such as a formative evaluation, staff surveys, a case analysis, a faculty survey, and an audit.

To collect these data, the researcher determined whether the documents were accessible for the study by contacting PSU PETE faculty and obtaining permission to analyze both reports for data collection (O'Leary, 2004). The researcher gathered the documents, electronically reviewed them, and placed program reports in a digital folder for organizational purposes. Additionally, each participant created a critical incident timeline (see Appendix G), which is an event or situation that marked a notable turning point or change in a person's life (Tripp, 1993). The timeline helped plot perceived critical incidents that influenced current and former faculty's teaching philosophies and when these incidents occurred. Each participant was provided a living graph template (Iannucci & MacPhail, 2018) via email and asked to plot critical incidents in their teaching philosophies. Participants indicated the level of impact these incidents had on their teaching philosophy.

Data Analysis

Significant meanings usually occur from the reappearance of codes throughout the data and to understand a phenomenon or relationship, there is a need to use categorical data. Therefore, the researcher adopted an aggregation of instances method for data analysis, which occurred based on the reappearance of patterns across multiple data sources (Stake, 1995). The participants' philosophies and how they related to the program mission was the phenomenon, justifying the choice of aggregation of instances for data analysis in this research study. In addition, the researcher adopted a direct interpretation of individual instances where meaning could be found through a single instance (Stake, 1995).

Following the process of data aggregation, the researcher placed individual codes with other similar codes "until something can be said about them as a class" (Stake, 1995, p. 74). Stake (1995) did not discuss the details of what a "class" resembled; therefore, to gain further

understanding of the various data, the researcher adopted the use of themes where several codes were aggregated to form a collective idea (Creswell, 2013).

Interviews

All seven interviews were transcribed and verified by the researcher. The researcher did a line by line analysis of each transcribed text and created a code sheet for each participant interview utilizing Microsoft Excel. Relevant quotes from the analysis of each interview were placed on each code sheet. The researcher listed the text line numbers next to each quote, ensuring all text lines were analyzed, identified primary codes, and, in some cases, listed secondary codes next to each quote on the code sheet. Primary codes broadly represented the quotes and the descriptive secondary codes gave context to each quote. Saturation was reached after the analysis of four interviews, leading to the development of a codebook using the primary codes (see Appendix H). The remaining analysis involved applying the codebook but the researcher considered new codes if it was discovered the data did not align with established codes.

Documents

Analyzing the documents involves evaluating text in a way that practical knowledge is explained and an understanding is developed (Bowen, 2009). Document analysis includes skimming, reading, and interpreting the text and involves the combination of content analysis and themes (Bowen, 2009). To analyze the two K-12 Physical Education Teaching Program review reports, the researcher used a content analysis that included a first pass document review wherein the researcher identified relevant sections of text (i.e., segments that accurately described elements of the undergraduate K-12 Physical Education Teaching Program) or other data from 2002-2007 and 2009-2016 program review reports (Bowen, 2009). This included

information regarding the mission or vision of the PSU PETE program and also program objectives and assessments. The researcher determined the authenticity, credibility, and accuracy of the PSU PETE program review reports by confirming they were official university documents. The researcher used the aggregation of instances method to discover relevant text within the PSU PETE program review documents, looking for constant patterns or codes within each report (Stake, 1995).

The researcher highlighted relevant text within 2002-2007 and 2009-2016 program review documents and once discovered as relevant, the researcher placed the text on the same Excel spreadsheet utilized for participant interviews as codes. The researcher created codes to describe the relevant text and placed notes next to the codes to provide further context regarding the codes and relevant text. The researcher placed codes together when they were alike to give an overall depiction of the PSU PETE program vision.

For the analysis of the critical incident timelines, the researcher used a direct interpretation approach by identifying meaning from a single instance (Stake, 1995). The researcher analyzed each critical incident timeline carefully to identify plots that represented when each incident occurred and the level of impact it had on their teaching philosophy. Each timeline gave more context in understanding each participant's teaching philosophy and confirmed results from the interviews.

Themes

Following the aggregation of instances method (Stake, 1995), and the creation of philosophical biographies, themes were presented to summarize codes from each data source (Creswell, 2013). The findings of this study represented data (codes) from both interviews and documents to provide context to the results. Interviews and philosophical biographies

represented an individual's perceptions of their teaching philosophy. The PSU PETE program review reports were a complementary data source to add further context to understand how these philosophies related to the program vision. Themes were identified not to generalize this case study but to better understand the data within it (Creswell, 2013).

Trustworthiness

Multiple issues were considered when establishing trustworthiness within the current study. First, the researcher investigated an undergraduate program he was involved in as a doctoral candidate and had established a professional relationship with existing PETE faculty. Additionally, the researcher's affiliation with the PSU PETE program as a current doctoral student potentially led him to make biased judgments while analyzing data.

To establish trustworthiness, the researcher took several steps to overcome the above potential concerns: (a) the interview guide was shared with experts in occupational socialization theory outside of the program to ensure the questions were not biased and they correctly represented the theory, (b) the study findings were shared with participants for confirmation through the process of member checking (Creswell & Miller, 2000; Stake, 1995), and (c) peer debriefing with a colleague who was familiar with occupational socialization was used to confirm the study's findings.

To mitigate potential bias, the researcher also chose other ways to establish trustworthiness including presenting "a substantial body of uncontestable description" (Stake, 1995, p. 110). The researcher used triangulation, which was supported by the use of both interviews and documents (Merriam & Tisdell, 2015). Lastly, the researcher used a journal to develop an audit trail that provided clear documentation of all research-related activities (Creswell & Miller, 2000).

Methodology for Study Three: A University Education Teacher Education Program Case Study—Preparing Preservice Physical Education Teachers for Induction

To examine PSU preservice physical education teachers' perceptions of readiness for induction, the researcher employed a single instrumental case study approach (Stake, 1995). When there is a need for a general understanding of a phenomenon, the implementation of a single instrumental case study is advised (Stake, 2006). Within this study, the perceptions of PSU preservice physical education teachers' preparation for induction was the phenomenon.

When cases of interest are focused on people, such as PSU preservice physical education teachers, and programs, such as the PSU PETE program, a single instrumental case study design can be implemented (Stake, 2006). The implementation of a single instrumental case study is recommended when an established theory, such as occupational socialization, is used to guide the research of a study (Stake, 2006). A holistic case study approach was used in an attempt to include the whole phenomenon (Mills et al., 2010). Multiple sources of data including interviews, field notes, and documents were included (Stake, 1995).

Participants

The participants of this instrumental case study included eight PSU preservice physical education teachers. Many case study experts propose a good instrumental case study does not depend on how representative it is to other cases; therefore, the primary goal was not to understand different cases (generalize) but the one being researched and to maximize what could be learned (Stake, 1995). Case study research is not sampling research; consequently, the researcher did not predetermine the sample size for participants.

Contact with participants initially occurred during a brief classroom presentation (see Appendix I) and through a preservice physical education participant recruitment email (see

Appendix J). All participants were provided with a copy of the Preservice Physical Education Teacher Informed Consent form shown in Appendix K. Ultimately, eight out of a possible 14 PSU preservice physical education teachers who were student teaching in the spring 2020 semester agreed to participate in this study. By including various participants, the researcher attempted to represent professional socialization and its impacts on induction within the PSU PETE program holistically. A mini biography of each preservice physical education teacher allows the reader to gain context of the participants' acculturation and professional socialization experiences. Pseudonyms were used to protect the identity of each participant.

John

John is a post-baccalaureate student in his early 30s who had a previous career in recreation and was a former intercollegiate athlete. John desired to find a career he valued and gave him a purpose. He desired that students in his classes felt like they were important, perceived himself as a moderator and considered SHAPE America Standards 4 (social responsibility) and 5 (physical activity enjoyment) the foundations of his teaching philosophy (SHAPE America, 2017). John believed his experiences substitute teaching allowed him to understand the environmental context of teaching physical education he would not have grasped otherwise. Examples of this included building good relationships with support staff and understanding administrators' influence on a school culture dynamic.

Jerrold

Jerrold is an undergraduate student who had a good physical education experience growing up; however, he did not witness best practices. Jerrold had a good relationship with physical education teachers who, in some cases, served as his coaches in high school athletics. Jerrold discussed how coaches looked out for him and he perceived himself as a student leader in

high school physical education classes. As a teacher, Jerrold desired to create relationships with students to earn their respect, wanted peers to know he would always strive to get better, and wanted administrators to realize he was a hard worker and cared a lot about the profession and students.

Brett

Brett is a student-athlete influenced by his high school coaches including one he described as "not the best teacher but good at building relationships." Brett desired to build relationships with his students like his former high school athletics coach and was an essential aspect of his teaching philosophy. During Brett's professional socialization experience, he shifted his teaching philosophy to realize that physical education expanded beyond athletics. Brett defined himself as a classy, humble, and respectful person who enjoyed building relationships with his peers.

Mia

Mia was a high school athlete who had an up and down relationship with her coach but a good relationship with her high school physical education teachers. When asked, Mia described her high school physical education teacher's pedagogical practices as "mediocre." Mia described herself as a shy person but easy to approach and she desired to build relationships with students. She has goofy mannerisms and aspired to create a positive learning environment. Mia described a desire to be well-liked by her colleagues and administrators and wanted them to know that students learning occurred within her classes.

Ava

Ava loved her physical education acculturation experience despite a mixture of good and bad occurrences. In elementary school, Ava was taught by a physical education teacher who put

contacts in her eyes to make herself "look evil" and yelled at her students. Middle school was a different experience, as her physical education teacher tried to connect and form bonds with students. Ava's middle school physical education teacher made a lasting impact on her life, and she desired to do the same for her students. Ava described herself on a personal level as an adventurous and aspiring leader. As a teacher, Ava desired her students to be good people, wanted physical activity to be exciting, developed student relationships, and was inspirational. Ava described what she would consider the most critical part of physical education as preparing students to become lifetime participants in physical activity.

Grace

Grace had what she described as a bad high school physical education teacher who picked on overweight students and used other inappropriate practices. Even though Grace was not a target of some of these improper practices, she was inspired by these experiences to become an inclusive physical education teacher. Grace described herself as a quiet, hardworking person who was also well organized and motivated. As a teacher, she felt she was more enthusiastic, which her students enjoyed. Grace said she separated her personal and teaching personalities as she considered herself a serious person in her own life but was enthusiastic when teaching.

Aaron

Aaron is an immigrant and a first-generation undergraduate college student. Aaron recalled doing a lot of fitness testing in elementary school, was exempt from most middle school physical education because he played team sports, and had good high school physical education experiences. Aaron enjoyed playing high school sports but had to quit athletics and take an after-school job to support his family. Aaron considered himself an introvert and loved sports,

children, and building relationships with his students. Aaron admitted he did not want to be the reason why students hated physical education class and had a desire for them to grow up and become good people.

Emily

Emily is a post-baccalaureate student who worked for a fundraising company specializing in raising money for schools by doing school running events where she learned some basic classroom and behavior management techniques and decided to pursue a career as a physical education teacher. Emily described herself as loyal, hardworking, bubbly, determined, and cared what people thought of her. Emily desired to develop positive relationships with students, was student-focused, passionate, organized, knowledgeable, and "too much in her head" at times while she was teaching. Essential aspects of teaching physical education, according to Emily, included achieving lifelong fitness, mentoring students, and caring for students.

Selection of Site

The choice of site for data collection for this single instrumental case study was based upon the following criteria:

1. A university that currently has an undergraduate PETE program in the United States.
2. A site where preservice physical education teachers participate in professional socialization activities.
3. A site that is open and accessible to the inquiry of the researcher (Stake, 2006).

The specific sites for this study were PSU in addition to elementary and secondary schools in which the participants were placed during student teaching.

Site: Physical Education Teacher Education State University

With a student body of approximately 12,000, PSU is known as one of the first institutions in the western region of the United States to establish a PETE program. The PSU program consists of 121 total credit hours including liberal arts core credits, professional program credits, sport and exercise science credits, and health and physical education credits. Students began field placements within their second year of the program and progressed through a series of health and physical education methods courses starting their third year. Before graduation, seniors spend one term student teaching in elementary and secondary health and physical education placement.

Site: Kindergarten Through Twelfth Grade Public Schools

Kindergarten-12 sites included four elementary and four secondary schools. Five schools were located in the western region of the United States, one placement was in the southern region of the United States, and one was located in a European country. Six of the schools were public and two were private schools. The student demographics of the majority of schools located in the United States were predominately White with the exception of one school. The majority of the schools' student bodies were above the poverty line and the school in Europe did not have demographic information available.

Data Collection

Multiple data sources were used to address the purpose of this study including individual semi-structured interviews, documents, and observational field notes. The following section describes the data collection procedures for this single instrumental case study.

Individual Interviews

Interviews allowed the researcher to discover the meaning of experiences from the participant's point of view (Kvale & Brinkmann, 2009). The researcher determined the participants of the study by selecting those who could best answer the study questions, which in this case were PSU preservice physical education student teachers who had various professional socialization experiences within the PETE program (Creswell, 2013). Eight individual interviews were conducted for this study. The researcher had established a level of trust with participants and developed professional relationships as a result of serving as a teaching assistant in several undergraduate courses over five academic semesters. By developing a level of trust, the researcher attempted to establish an environment where participants felt free to speak their minds, which was essential during interviews (Creswell, 2013).

Each preservice physical education teacher who participated in individual interviews was asked to share three artifacts that represented their professional socialization experience within the PSU PETE program to date. Participants were given examples of potential artifacts to bring to interviews. Artifacts could include but were not limited to lesson plans, PETE course work, visual aids, pictures, physical education equipment, state and national conference schedules, handouts, and supporting technology equipment or applications.

A semi-structured interview guide (see Appendix L) consisting of general, open-ended questions was developed and focused on experiences related to the process of professional socialization. Interview questions also consisted of questions related to preservice teachers' artifacts and teaching behaviors observed during on site observations (described below). All interviews were conducted in person and took place at the K-12 school site where the participant was student teaching. A written consent form (see Appendix K) was signed before each

interview. The researcher sent all information letters and consent forms via email and brought them to the K-12 site. A digital audio recorder was used to record all interviews, and each interview lasted approximately 60 minutes. The researcher completed the interview on time, was respectful, courteous, and a good listener (Creswell, 2013).

Observations and Field Notes

Observations are crucial to case study research to help "the researcher toward a greater understanding of the case" (Stake, 1995, p. 60). A nonparticipant observer role was employed during data collection where the researcher observed, took field notes, and recorded data without direct involvement with participants (Creswell, 2013). After the initial selection of participants, the researcher asked permission and arranged access to all school sites by contacting the physical education cooperating teacher and the school administrator (when necessary) within each building (Stake, 1995).

Field notes (see Figure 2.5 for an example) were collected during each observation using an observation journal that described everything viewed by the researcher while each participant taught a lesson (Stake, 1995). Field notes were based on observations made related to the content being taught, connections to PETE course outcomes, and interactions between the participant and K-12 students. The observation journal consisted of a descriptive note section that was used to summarize the observations in chronological order (Creswell, 2013).

Figure 2.5

Field Notes Observation Example

Field Notes Excerpt from Emily	Emily gives some attention cues and then students start. Emily puts on some music and starts teaching. Emily uses a CrossFit style workout timer. While students work, she gives them feedback on their performance. Some students are jogging while others are using the a TRX. A portion of students rest in between the TRX and jog. The visuals stay on the screen as students continue to work. Emily reminds students about the HR monitors and what zone they should stay in.

Documents

Documents can be meaningful repositories for case study research and can serve as a substitute for records of activity the researcher could not observe (Stake, 1995). Documents for this study included the PSU PETE methods courses syllabi for the following courses: Planning, Assessment, and Instruction in Physical Education; Elementary Physical Education Methods; Secondary Physical Education Methods; and Health Education Methods. Specifically, the researcher collected the text of each learning outcome from each syllabus to attempt to further understand preservice physical education teachers' experiences within the PSU PETE program. To collect learning outcome text data, the researcher obtained a copy of each methods course syllabus and received faculty permission to use these documents. The researcher then made digital copies and stored them in an electronic file folder for organizational purposes (O'Leary, 2004).

Data Analysis Procedures

Stake (1995) recommended two different approaches to case study analysis including "the direct interpretation of the individual instance and through the aggregation of instances" (p. 74). Meaning can be found through a single instance, which is referred to as a direct

interpretation of individual instances, and the aggregation of instances refers to how important meanings occur from the reappearance of codes throughout data analysis (Stake, 1995). It is recommended that either direct interpretation or aggregation of instances are chosen as the primary source of data analysis for a study; however, to understand a phenomenon or relationship, there is a need to use categorical data. Therefore, the researcher used both analyses recommended but relied on aggregation of instances, which occurred based on the reappearance of patterns across data sources for the majority of the investigation (Stake, 1995).

The researcher considered all data sources when attempting to understand the preservice physical education teachers' professional socialization experiences and how they related to preparation for induction. Following initial data aggregation, the researcher placed individual codes with other similar codes to create patterns (Stake, 1995). Finally, themes were established by combining patterns to form a collective idea from the various data sources associated with this study (Creswell, 2013).

Interviews

Data from eight individual interviews were transcribed and verified by the researcher. The researcher listened to each interview a second time and proceeded to number each line of the transcribed text. Codes were recorded on a code sheet utilizing Microsoft Excel. Each code sheet represented one individual participant interview. The researcher conducted a line by line analysis, pulling relevant quotes, from the transcribed text. Next to each text quote, the researcher listed text line numbers to ensure all lines had been analyzed. Next to each quote, the researcher recorded one primary code and, in some cases, a secondary code. The primary codes were broad and general compared to the secondary codes from the same lines, which were more descriptive in nature. After the analysis of four interviews, saturation was reached and the

researcher created a code book using the primary codes (see Appendix M). For the remaining four interviews, the codebook was applied but new codes were also considered when data did not align with established codes.

Following the interview analysis, multiple primary codes were placed below each participant's name and underneath the primary codes were various secondary codes categorized within the primary codes (see Appendix N for an example). For instance, field experience was a primary code and underneath were multiple secondary codes representing each participant's perceptions of their professional socialization experiences related to field placements. Quotes were added to secondary codes, giving a further context of each participant's perceptions of their professional socialization experiences. Based upon the interview analysis, mini biographies were created to describe each participant (included in the participant section).

Field Notes

Field notes were carefully analyzed by adopting a direct interpretation method (Stake,1995). The researcher carefully read each participant’s field notes numerous times following this process. The researcher then prepared a summary of findings at the bottom of each field notes document. Participant field notes identified the student teaching experience's critical features, allowing the researcher to distinguish the preservice physical education teacher's pedagogical capabilities and verify or refute their perceptions of the professional socialization process discussed in interviews. For example, if a participant discussed a PSU program emphasis on content knowledge during interviews and the researcher observed and recorded field notes of the preservice physical education teacher displaying good content knowledge, the field notes verified the participant interview.

Documents

Document analysis included reading, skimming, and interpreting PSU PETE course learning outcomes in each of the four courses' syllabus. As a part of the analysis, the researcher conducted a first pass document review, identified relevant learning outcome text, and determined the content was related to preservice physical education teachers' professional socialization experiences (Bowen, 2009). Using the direct interpretation method, the researcher then analyzed each course outcome found within each PSU PETE methods course syllabus (Stake, 1995) and determined course outcomes that verified or refuted participants' perceptions of their professional socialization experience. For example, if participants discussed how they desired more of an emphasis on classroom management in the PSU program, the researcher used the course learning outcomes to determine whether there was an emphasis on classroom management with the PSU program.

Themes

After data analysis, the researcher considered patterns that existed from participant interviews, digital observation journals, and course outcomes. The results included overarching themes that represented patterns across data sources (Creswell, 2013). Interviews represented an individual's perceptions of their preparedness for induction and professional socialization experiences. Field observations and course outcomes were complementary data sources adding a further context of the study findings. Themes from this case study were not intended to generalize the data but rather give the reader an in-depth understanding of the particular case (Creswell, 2013).

Trustworthiness

Bias consideration is critical to establish trustworthiness. During this study, the researcher was a doctoral candidate within the PSU PETE program, which could have led to bias during data analysis because of his in-depth knowledge of the program. Methods used to control for bias included an attempt to "present a substantial body of uncontestable description" (Stake, 1995, p. 110) and utilized triangulation, which was established by the use of multiple data sources (i.e., interviews, observations, and documents; Merriam & Tisdell, 2015). The researcher documented all research-related activities during this study by using an audit trail journal where he provided a clear description of his role in the data collection and analysis process (Creswell & Miller, 2000). The researcher also used the trustworthiness strategy of peer debriefing to confirm themes and changes were made based upon this process (Creswell & Miller, 2000).

The researcher taught and developed a professional relationship with all of the participants within this study. These relationships could have led to a potential bias of data interpretation; however, the researcher viewed the relationships with participants as a strength as the participants trusted him, which could have led to honest answers in interviews. To ensure the study accurately represented the research theory, the researcher shared the interview guide with occupational socialization experts external to the PSU program. The adoption of various modifications occurred during this process and resulted in the final interview guide (see Appendix K).

CHAPTER III

STUDY ONE: RESULTS OF A PHYSICAL EDUCATION TEACHER EDUCATION PROGRAM'S CURRICULUM MAPPING EXERCISE

Contribution of Authors and Co-Authors

Manuscript in Chapter III

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Topic and Purpose

The goal of a physical education teacher education (PETE) program is to produce qualified physical educators to teach kindergarten through the 12 grade (K-12) students (Ward, 2019). To meet this end and ensure PETE programs teach current best practices, universities often require curriculum alignment, curriculum mapping, and program accreditation to increase the accountability of meeting current best practices, professional standards, and components statements.

A curriculum is a complex system with multiple components purposefully positioned to ensure student achievement of intended learning outcomes (Cuevas et al., 2010). However, little research has been conducted on how university faculty design their courses (Hansen, 2014). Curriculum alignment could aid this process and ensure curriculum components and structures align with the institution's or educator's purposes and are reflected in standards and component statements (Arafeh, 2016). Curriculum mapping is a multifaceted method used to determine whether different curriculum components align with standards and, if not, what adjustments should be made (Kopera-Frye et al., 2008).

Using curriculum mapping to align course outcomes and standards with program curricula is becoming more prevalent in higher education (Wang, 2014). Curriculum mapping supports curriculum awareness development and allows university faculty to look beyond each course to ensure curricula provide suitable situations for student achievement of intended program and institutional learning outcomes (Cuevas et al., 2010; Palomba & Banta, 1999). After completion of a curriculum mapping exercise, course matrices provide a visual display of course outcomes and their alignment with standards and component statements.

Institutions often use internal methods to evaluate accreditation such as curriculum mapping exercises but also rely on various professional organizations that offer frameworks for external program quality evaluation (Ingvarson et al., 2006). Specifically, PETE program accreditation supports the achievement of minimum standards to guarantee program quality while maintaining the institutions' diversity and individuality (Melnychuk et al., 2011). Therefore, the purpose of this study was to complete a curriculum mapping exercise and identify curriculum strengths and gaps in one PETE program.

Physical Education Teacher Education State University Physical Education Teacher Education Program and Courses

Between 2013 and 2015, PSU (pseudonym) faculty performed a curriculum mapping exercise that included the alignment of assessments and course outcomes with the 2008 National Association of Sport and Physical Education (NASPE) PETE Initial Teaching Standards. In 2017, SHAPE America released a revised version of the Initial PETE Standards (SHAPE-IPS) that provided the impetus for PSU PETE faculty to apply for a grant to support program revision. As a result, they successfully secured internal funding to evaluate, revise, and align program-level assessments for the physical education K-12 teaching program. This study describes the PSU PETE program curriculum mapping exercise including the alignment of course outcomes with six different sets of standards and associated component statements leading to potential program-level changes.

The PSU PETE program consists of 121 total credits including Liberal Arts Core credits (n = 40), Professional Teacher Education Program credits (PTEP; n = 46), 12 credits of Sport and Exercise Science (SES) classes, and SES course credits (n = 35) that include Physical

Education and Health methods courses. The focus of this curriculum mapping exercise included a total of 21 SES courses and Physical Education and Health methods courses.

Standards Overview

The PSU PETE program is either required or suggested to align its curriculum with the following six sets of current standards:

- Society of Health and Physical Education Initial PETE Standards (SHAPE-IPS; SHAPE America, 2017), which provide PETE faculty with guidance for best practices and include six standards and individual component statements associated with each standard. The SHAPE-IPS include a three-point rubric that guides PETE programs on how to meet each standard and component statement (SHAPE America, 2017);
- Colorado PETE (C-PETE) state-level standards designed to provide PETE faculty with guidance for best practices and include six standards and components that explain specific ways faculty meet each standard (Colorado Department of Education, n.d.);
- Colorado Teacher Quality Standards (CTQS), which were developed for K-12 teachers and outline the knowledge and skills required of excellent teachers (Colorado Department of Education, 2019). The CTQS include several elements that describe a variety of ways educators can meet each standard (Colorado Department of Education, 2019);
- Colorado Academic Standards (CAS) include prepared graduate statements that describe what every student should be able to do upon graduation, learning and development expectations that outline what students should understand within each

grade level, indicators of progress that explain ways to measure student progress toward meeting the standard, and examples of high-quality teaching and learning experiences that give specific examples of actions teachers take to help students meet the standards (Colorado Department of Education, 2019);

- The PSU Institutional Learning Outcomes (PSU-ILO) are new standards to the PSU PETE program and describe what PSU graduates should know and do upon graduation from the institution. The PSU-ILO are organized thematically with one overarching outcome and several elements that describe specific ways graduates can meet the outcome ("Institutional Learning Outcomes," 2018);
- English Language Learner Educator Preparation Standards (ELL-EPS) are new (as of 2020) to the PSU PETE program and were developed to ensure all Colorado educators have the knowledge to teach diverse populations. The ELL-EPS includes four standards and various component statements that describe specific ways preservice teachers can demonstrate achievement of the standards (Colorado Department of Education, 2019).

For the PSU PETE program to become reauthorized by the Colorado State Department of Education (2019), the program is responsible for meeting C-PETE Standards, CTQS, CAS, and ELL-EPS. As noted above, the PSU-ILO was new at the time of this study and not required for individual departments; however, the PSU PETE program faculty decided to consider PSU-ILO during this curriculum mapping exercise process.

It is worth noting that PSU used the CAEP (2020) for national accreditation. In 2019, SHAPE America ended its long-standing relationship with the CAEP, meaning PSU PETE was not required to align the program with the SHAPE-IPS. However, the PSU PETE faculty chose

to continue to use these standards to ensure the program aligned with national standards considering their importance within the profession of physical education.

Methods

Framework

The four-step curriculum mapping procedure provided by Britton et al. (2008) was adopted as the framework to guide the curriculum mapping exercise for the PSU PETE program with slight modifications. Each step is listed and described as follows:

- Step 1: Defining the curriculum mapping team roles. Before the mapping process begins, a curriculum mapping review committee is developed or appointed by an individual or individuals within the leadership of the institution;
- Step 2: Determining the course review sequence. The curriculum mapping team members decide the order in which the curriculum should be reviewed. For example, the curriculum mapping team determines if the courses should be mapped numerically or in another sequence that help understand the final results of the curriculum mapping exercise;
- Step 3: Developing a standardized instrument for data collection and course review. The development of a standardized instrument allows the curriculum mapping team to collect data that produces consistent results; and,
- Step 4: Reporting and documenting the curriculum. After completing the curriculum mapping, exercise results are presented for discussion amongst interested parties (Britton et al., 2008).

Data Collection

Defining Curriculum Mapping Team Roles

The curriculum mapping team consisted of four individuals: the PSU PETE program coordinator, two additional PSU PETE faculty, and one PSU PETE Ph.D. candidate who served as the researcher for this study. The PSU PETE program coordinator served as the primary advisor for the data collection process of this study by answering questions that arose regarding course outcomes, course syllabi, standards, component statements, and supplied all professional standards and component statements.

The primary advisor roles consisted of creating a master Google folder entitled Physical Education K-12 Program Revisions and supplied all course syllabi and the grant documentation. The researcher's curriculum mapping roles included reviewing all PSU PETE program syllabi, course outcomes, professional standards and mapping course outcomes with six sets of standards, and associated component statements, creating individual curriculum maps, a program curriculum map, and 21 course matrices. The researcher created and organized all additional documents and spreadsheets located within the PSU Physical Education K-12 Program Revisions folder and developed standardized instrument templates and data storage tools. The researcher reported all curriculum mapping results to the curriculum mapping team. The other curriculum mapping team members were PSU PETE faculty and served as advisors and were available for consultation for the researcher during the curriculum mapping exercise.

Determining the Course Review Sequence

The researcher mapped the curriculum in numerical order starting with 100-level courses and moving upward, which helped the researcher easily keep track of the previously mapped

courses. To keep track of the course review sequence, the primary advisor developed a project timeline that contained deadlines needed to finish the curriculum mapping exercise and associated analysis within the predetermined timeline. The researcher added additional time frames and goals related to meeting the deadlines suggested by the primary advisor. The curriculum mapping team discussed all deadlines associated with the mapping sequence during collaborative meetings. The researcher then made additional timeline dates reflecting the completion of the curriculum mapping exercise.

The researcher developed an audit trail (see Appendix B) indicating all of the data collection and analysis processes throughout the curriculum mapping exercise and demonstrating the completion of items from the project timeline. The audit trail included a table with three columns to record the date and a description of the activity. The description of activities included details of meetings and communication between members of the curriculum mapping team.

Developing Standardized Instruments for Data Collection and Course Review

The standardized instruments for data collection and course review included digital folders for data storage, digital individual curriculum maps, a digital program curriculum map, and course matrices. Google Suite, which includes Google Folders, Google Sheets, and Google Documents, was a collaborative platform allowing for data collection during the curriculum mapping exercise.

A master Google Folder entitled Physical Education K-12 Program Revisions served as the tool to house all information related to the PSU PETE curriculum mapping grant project to collect and store data. All members of the curriculum mapping team had access to the folder for collaboration purposes. Documents in the Physical Education K-12 Program Revisions folder

included the PSU PETE Curriculum mapping grant application that was used as a guidance document and the project timeline.

Syllabi for all 21 PSU PETE courses examined during the curriculum mapping exercise were collected and stored in the Physical Education K-12 Program Revisions Google sub-folder entitled Syllabi. The syllabi for all courses included specific course outcomes (N = 173) that were used to explore alignment with the six sets of professional standards. A Standards sub-folder contained the SHAPE-IPS, C-PETE standards, CTQS, CAS, PSU-ILO, and ELL-EPS.

The researcher created 21 individual curriculum maps (see Figure 3.1) in Google Sheets labeled by the course name along with six tabs—one for each set of professional standards and components statements. The first column represented each professional standard and the second column listed the course title. The third column included course outcomes that aligned with professional standards and the fourth column represented the alignment of course assessments with professional standards. The fifth column provided a space for the researcher to leave notes related for other curriculum mapping team members.

The researcher used the 21 individual curriculum maps to inform the creation of a program curriculum map using Google Sheets (see Figure 3.2). The program curriculum map contained six labeled tabs, one reflecting each set of professional standards. Each tab included a column representing each of the 21 courses; a row entitled Total used a Google sheet formula that calculated the times a professional standard and associated components statements aligned within the PSU PETE program. The last row within each tab was entitled Action, which provided a place for action steps necessary to incorporate standards and associated components

statements if the number in the Total column showed a potential gap within the PSU PETE program.

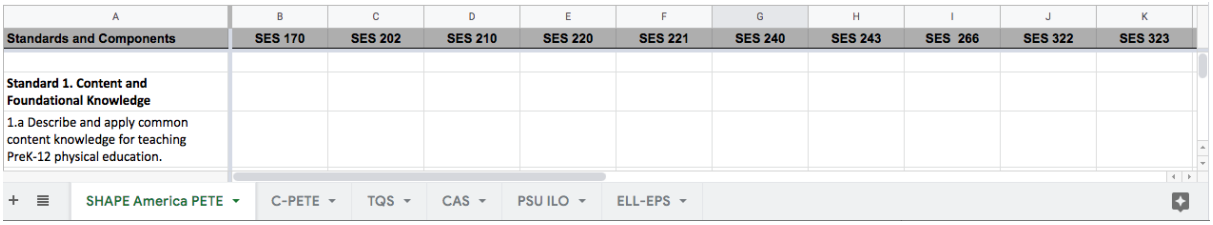
Figure 3.1

Completed Individual Course Map Example

Component Statement	Course	Outcome(s)	Assignment(s)	Notes
Standard 1. Content and Foundational Knowledge				
1.a Describe and apply common content knowledge for teaching PreK-12 physical education.		Identify the characteristics of good teaching in physical education (content development, use of time, and feedback).	Assignments/Quizzes /Homework Midterm & Final Assessment/Teaching Portfolio: Lesson Plans/Teaching Experiences	
		Develop and deliver content of a lesson in relation to the nature of the skill	Assignments/Quizzes /Homework/ Teaching Portfolio: Lesson Plans/Teaching Experiences	
		Design and deliver appropriate and clear movement tasks for learners.	Assignments/Quizzes /Homework Midterm & Final Assessment/Teaching Portfolio: Lesson Plans/Teaching Experiences	**Consider adding developmentally appropriate to this objective to match the standard target**

Figure 3.2

Program Curriculum Map Example



A master list of all course matrices (see Figure 3.3) was developed in a Google document and served as evidence of alignment between the PSU PETE program outcomes with the SHAPE-IPS, C-PETE standards, CTQS, SAS, PSU-ILO, and ELL-EPS. The master list served

as a tool to display the alignment between course outcomes and professional standards. Upon completing the curriculum mapping exercise, each matrix was copied and pasted into the matching course syllabi for the PSU PETE program.

Each course matrix located on the matrices course master list was set up with columns and contained the course name, list of all course outcomes within the first column, and the six standards in the adjacent columns (see Figure 3.2). When a course outcome matched a professional standard and associated component statement, the letters or number of the standard and outcome were placed in a column that matched the course outcome.

Figure 3.3

Course Matrix Example

Course: [redacted]	**Standards**						
Course Objectives (in the form of outcomes)	**SHAPE-IPS**	**C-PETE**	**CTQS**	**CAS - PE**	**PSU ILO**	**ELL-EPS**	**Assessments**
Identify the cognitive, social and psychomotor stages of development for elementary school students.							

Data Analysis

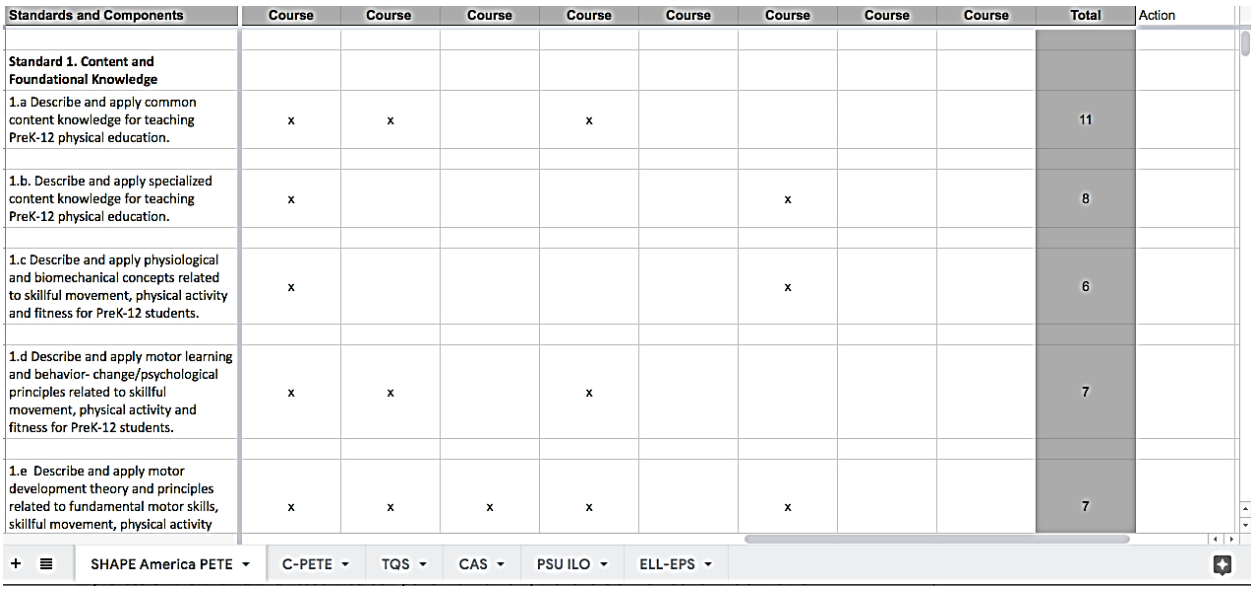
The PSU individual course maps and the program curriculum map were the primary data source during this study and were analyzed using a deductive content analysis (Sparkes & Smith, 2014). During the analysis of individual course maps, the researcher placed a course outcome in

the Outcomes column when outcomes aligned with a particular standard. The researcher repeated this process until he completed the analysis of all 21 courses.

For analysis of the PSU PETE program curriculum map (see Figure 3.4), the researcher used the individual course maps to provide evidence of which courses aligned with professional standards and components statements. The number of times the outcomes of a course aligned with a professional standard allowed the researcher to "draw reference from this quantifying process about the data in question" (Sparkes & Smith, 2014, p. 116). An "X" was placed next to a course when it contained at least one course outcome that matched a particular standard or component statement.

Figure 3.4

Example of Physical Education Teacher Education State University Physical Education Teacher Education Program Curriculum Map



Standards and Components	Course	Course	Course	Course	Course	Course	Course	Course	Total	Action
Standard 1. Content and Foundational Knowledge										
1.a Describe and apply common content knowledge for teaching PreK-12 physical education.	x	x		x					11	
1.b. Describe and apply specialized content knowledge for teaching PreK-12 physical education.	x					x			8	
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.	x					x			6	
1.d Describe and apply motor learning and behavior- change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.	x	x		x					7	
1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity	x	x	x	x		x			7	

The program curriculum mapping exercises offered a quick understanding of each course's relative strength of alignment between course outcomes and standards (Arafeh, 2016).

The researcher used the program curriculum map to find frequently aligned standards and potential improvement areas within courses through content revisions and renewed program outcomes (Britton et al., 2008), leading to the development of descriptive codes. The researcher presented individual maps and the program curriculum map results to the curriculum mapping team, increasing curriculum awareness development and ensuring the curriculum provided suitable situations for student achievement of intended program and institutional learning outcomes (Cuevas et al., 2010; Palomba & Banta, 1999).

Following the quantifying of course alignment data from each set of standards on the PSU PETE program curriculum map and presenting the results to the curriculum mapping team, the researcher then used a descriptive coding process that summarized the text's primary topic in a word or short phrase (Saldaña, 2011). Specifically, the researcher examined the curriculum map's relative strength of alignment between course outcomes and standards (Arafeh, 2016) and developed descriptive codes to represent this relationship. Specifically, the researcher examined how many times standards and associated component statements aligned with course outcomes and developed descriptive codes to represent this relationship.

After the creation of descriptive codes, the researcher then developed themes based upon the aggregation of several codes to form a common idea (Creswell, 2013). For example, when specific patterns were similar to each other, they were placed together to create themes. Themes reflected alignment within the PSU PETE program and addressed potential curriculum knowledge gaps within course outcomes. A negative case analysis that included searching for and discussing a portion of data that did not support or contradicted patterns emerging in data analysis (Guba & Lincoln, 1989) is discussed in the results. Therefore, themes that were

developed reflected the curriculum alignment strengths and gaps of PSU PETE program as it relates to the SHAPE-IPS, C-PETE standards, CTQS, CAS, PSU-ILO, and ELL-EPS.

Trustworthiness

Several steps were taken to ensure trustworthiness during data collection and analysis. While conducting this study, the researcher was a doctoral candidate affiliated with the PSU K-12 Physical Education Program, leading to potential bias. To overcome this, the researcher attempted to "present a substantial body of uncontestable description" (Stake, 1995, p. 110) and used a peer debriefing strategy (Creswell & Miller, 2000). During analysis, some curriculum mapping exercise results contradicted the researcher's course alignment expectations. Therefore, the researcher conducted a negative case analysis (Guba & Lincoln, 1989) as discussed above, reporting all contradicting findings to improve the analysis's credibility, which helped "control the temper and natural enthusiasm of the researcher" (Anney, 2015, p. 277).

Results

Three themes were established based on the results of the curriculum mapping exercise: (a) curriculum strengths, (b) the need for multiple standard sets, and (c) (potentially) outdated and disconnected standards.

Curriculum Strengths

The PSU PETE program had various strengths identified as a result of the analysis of the curriculum maps. The researcher determined the curriculum's strengths by considering how frequently standards aligned with course outcomes across the entire PSU PETE program. The following sub-themes represent the highest frequency of alignment according to the curriculum mapping exercise.

Content Knowledge

Content knowledge was the topic area that produced the highest frequency of alignment during the curriculum mapping exercises. Program strengths related to content knowledge included understanding physical education content knowledge, motor learning, motor skills, kinesiology, planning and implementation, assessment, social-emotional learning, behavior and classroom management, key terminology, and application of professional standards. The SHAPE-IPS is an example of a set of standards that frequently aligned with course outcomes related to content knowledge, totaling 101 times over 21 courses (see Table 3.1). The SHAPE-IPS included three standards that were associated with content knowledge: Standard 1—Content and Foundational Knowledge, which represented the highest frequency in alignment; Standard 3—Planning and Implementation; and Standard 5—Assessment of Student Learning.

The CTQS standard component statement 5.01(3)—teachers demonstrate content knowledge, inquiry, appropriate instructional practices, and specific characteristics of the disciplines taught—was associated with content knowledge and aligned with over 16 courses throughout the PSU PETE program. The CAS (1) Movement Competence and Understanding, (2) Physical and Personal Wellness, and (3) Social and Emotional Wellness aligned with the PSU PETE curriculum outcomes 45 times. The PSU-ILO Standard 4, Developing Professional Competence aligned with course outcomes 37 times. Overall, content knowledge displayed the highest frequency of alignment amongst all course outcomes.

Table 3.1

Standard 1: Content and Foundational Knowledge Alignment with Course Outcomes

Standards and Component Statements	Times SHAPE-IPS Aligned
1.a Describe and apply common content knowledge for teaching PreK-12 physical education.	11
1.b. Describe and apply specialized content knowledge for teaching PreK-12 physical education.	8
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.	6
1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.	8
1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK- 12 students.	8
1.f Describe historical, philosophical and social perspectives of physical education issues and legislation.	4

Pedagogical Content Knowledge

Pedagogical content knowledge (PCK) was another curriculum strength with a high alignment frequency between the standards and PSU PETE course outcomes. Courses that included PCK had field experiences or peer teaching experiences built in, giving students the ability to demonstrate their teaching. Pedagogical content knowledge curriculum priorities included the demonstration of communication skills, verbal and nonverbal communication, ability to adjust instruction during a lesson, classroom and behavior management

demonstrations, providing verbal feedback, instructing K-12 students on the psychomotor domain, and instructing K-12 students within individual and team activities and sports. The SHAPE-IPS Standard 4: Instructional Delivery and Management aligned with course outcomes related to PCK 39 times throughout the program. The C-PETE Standard 4.16(2)—the physical education educator is knowledgeable about and able to demonstrate and effectively instruct students at appropriate age/grade levels—aligned with course outcomes eight times. Both content knowledge and PCK were considered curriculum strengths according to the curriculum mapping exercise; however, content knowledge had the highest frequency of alignment within the PSU PETE program.

The Need for Multiple Standard Sets

Using six sets of standards and their associated component statements provided a broader understanding of the PSU PETE program's curriculum. For example, the SHAPE-IPS, which are commonly used by PETE programs within the United States, were closely aligned with what preservice physical education teachers should know and be able to do. However, standards could not focus on all the unique attributes necessary to prepare future teachers and professionals upon leaving higher education institutions. For example, the PSU-ILO standards enabled the researcher to align course outcomes with standards that focused on a 21st century professional aptitude, which was not identified by aligning the course outcomes with just the SHAPE-IPS.

The curriculum analysis using six different sets of standards allowed the researcher to discover gaps within the curriculum. Although content knowledge and pedagogical content knowledge both had a high frequency of alignment within the curriculum map, the researcher found some contradictions using a negative case analysis. Standards containing contemporary content knowledge areas were less prevalent across the PSU PETE curriculum. Within this

study, contemporary content knowledge represented recent trends and research in physical education that might not have been part of the past curriculum mapping exercise.

Culturally and linguistically diverse (CLD) learning is an example of a content found in contemporary content standards. The inclusion of the ELL-EPS standards within the program curriculum map was beneficial in presenting an essential aspect of teaching that was less prevalent in the program's curriculum (see Table 3.2). Interestingly, establishing an inclusive environment for all students was well established in course outcomes throughout the program curriculum map; however, knowledge of CLD learners was not as explicit. Further, no other standards included component statements focused on CLD learners. In Standard 3 of the SHAPE-IPS, component statement 3.d discussed individualized instruction for diverse needs but approached this topic broadly. Therefore, incorporating the ELL-EPS standards allowed the curriculum to be analyzed to investigate its alignment with course outcomes specific to CLD, leading to potential future curriculum changes.

Table 3.2

English Language Learner Educator Preparation Standards Alignment with Course Outcomes

Standards and Component Statements	Total Alignment
5.12 Quality Standard I: Educators are knowledgeable about CLD populations	
5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.	0
5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.	1
5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.	2
5.13(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.	0
5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.	0
5.14 Quality Standard III: Educators should understand literacy development for CLD students.	
5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.	0
5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.	
5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.	1
5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.	1

Using technology to enhance teaching and learning, another contemporary content knowledge area was included in two different sets of standards including the SHAPE-IPS component statement 3.e and CTQS component statement 5.03(3). Unlike the contemporary content knowledge topic of CLD, a comprehensive course was dedicated to technology in the PETE program. However, this topic was seldom referred to within the course outcomes of other courses but the inclusion of six sets of standards ultimately led to identifying technology to enhance teaching and learning as an area of potential curriculum expansion in the future. The lower frequency of alignment surprised the researcher since there was a dedicated course on technology with the PSU PETE program (see Table 3.3).

Table 3.3

Society of Health and Physical Educators America Initial Physical Education Teacher Education Standards and the Colorado Teacher Quality Standards Alignment with Course Outcomes

Standards and Components	Total Alignment
SHAPE Initial PETE Standard 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).	4
CTQS 5.03(3): Teachers integrate and utilize appropriate, available technology to engage students in authentic learning experiences.	0

Interdisciplinary teaching was a contemporary content knowledge area that did not have a high level of frequency of alignment between course outcomes and professional standards. The inclusion of the CTQS standards allowed the researcher to analyze course outcome alignment with component statement 5.01(1), which discussed connecting a variety of content areas in disciplines and an emphasis on literacy and mathematics. The inclusion of the CTQS standards conveyed the need for potential future shifts in the curriculum (see Table 3.4).

Table 3.4

Teacher Quality Standards Alignment with Course Outcomes

Standards and Component Statements	Total Alignment
TQS 5.01(2): Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	2

In addition to contemporary content knowledge, preservice physical education teachers' personal growth, development, and critical thinking skills were also less common across the PETE program course outcomes. This curriculum area included preservice teachers' ability to communicate, reflect, think critically, and motivate students. Professional disposition (i.e., professional responsibility and behavior) was also considered within this curriculum area and was found to be a concept that was less prevalent across course outcomes.

Lastly, standards related to personal wellness of preservice physical education teachers were aligned less frequently than other content areas. This area included SHAPE-IPS 2.a, which stated, "Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games, aquatics, dance, fitness activities, outdoor pursuits, individual-performance activities)" and aligned zero times. The PSU-ILO standard 5c, "Demonstrate practices that promote health and well-being" was another example of a component statement focused on preservice physical education teachers' personal wellness that aligned one time.

(Potentially) Outdated and Disconnected Standards

The PSU PETE program required the PETE program to meet six different sets of standards and the program curriculum mapping exercise highlighted curriculum priorities, the need for multiple sets of standards, and identified curriculum gaps. Although gaps were

identified, the analysis of the researcher identified potential explanations for low frequency of alignment between some sets of standards and course outcomes.

For example, the C-PETE standards were developed a long time ago and widely focused on competitive team sports. One component statement from the C-PETE standards suggested preservice teachers should know how to analyze techniques involved with competitive sports or the ability to officiate sports. This was in contrast to more updated SHAPE-IPS that focused on a broad picture of assessment for student learning, focusing on utilizing authentic and formal methods using summative and formative processes of evaluation. Therefore, the low frequency of alignment of course outcomes with certain standards could potentially have been related to outdated standards and associated component statements.

Using the six sets of standards was useful to identify areas of growth within the PSU PETE program curriculum because of the variety that existed across all standard sets. This variety could also shed light on potential disconnects between the required standards and the actual course outcomes related to what preservice physical education teachers should know and be able to do. For example, the PSU PETE program included the CAS standards, which are designed to measure the growth of K-12 students as opposed to preservice teachers.

Other potential disconnects included the inclusion of standards developed for currently practicing teachers such as the TQS standards. Although, pre-service teachers perform many of the same tasks as practicing K-12 teachers, there were still areas in which it was unrealistic they would achieve. For example, preservice teachers might be unable to meet components statements that required them to use their district's organized plan of instruction since they did not currently hold a position within a district. Another example of this disconnect would be working collaboratively with families or significant adults since preservice physical education teachers

are infrequently in this position during field placements. Since preservice physical education teachers do not have a professional position, the PETE program would be challenged to design a course outcome based upon these component statements.

A low frequency of alignment causing curriculum gaps was potentially due to the disconnects. For example, if a professional standard did not align with a course outcome, it might reflect low frequency at an area of curriculum growth within the program. However, the low frequency would be more of a deficiency of the inclusion of outdated professional standards.

Discussion

This study aimed to complete a curriculum mapping exercise and identify curriculum strengths and gaps in one PETE program. The researcher identified curriculum strengths, the need for multiple standard sets, and (potentially) outdated and disconnected standards as themes. The results provided context for the complexity of a curriculum mapping exercise with six sets of professional standards.

Revision Suggestions

When potential areas of growth are identified as a result of program review, appropriate action should be taken to improve and/or update the program. This curriculum mapping exercise provided faculty with the opportunity to implement positive curriculum changes within the PSU PETE program. This process and the associated implementation of curriculum changes was similar to other recent curriculum mapping studies conducted within higher education programs (Dassel et al., 2019; Klein & Lewandowski-Cox, 2019; Neville-Norton & Cantwell, 2019). These changes were initiated by the PETE program coordinator who facilitated a workgroup to revise course outcomes. This workgroup consisted of collaborative meetings related to necessary curriculum revisions and time for each faculty member to revise program course(s).

The curriculum mapping exercise helped identify content areas that needed updating from the addition of new standards and associated component statements, content that was not previously addressed, or areas discussed in PSU PETE program courses**.** These changes ultimately increased alignment of course outcomes with the six sets of standards and associated component statements across the PETE program. The curriculum mapping exercise and findings were similar to Dassel et al. (2019) who were able to identify missing content and revised their curriculum to decrease knowledge gaps within a higher education program.

Outdated Standards

The curriculum map served an essential purpose in identifying strengths and curriculum gaps in the course outcomes. While faculty determined program curriculum alignment, it was also at the mercy of the required standards. As discussed in the third theme, some standards were potentially outdated by current trends and research associated with physical education teacher preparation. Wang (2014), when referring to the development of higher education course content, said, “Knowledge that is currently considered true might be considered false ten years from now” (p. 1556).

Interestingly, the SHAPE-IPS were revised in 2017, nine years after the previous release of Initial PETE Standards (NASPE, 2008). Considering the revision and development of standards is a long process, state departments of education and national associations could quickly fall behind when considering contemporary teaching and learning issues. Since the development of the SHAPE-IPS, educational trends have evolved, i.e., incorporating literature of social justice, diversity, equity, and inclusion within professional physical education (Landi et al., 2020; Wyant et al., 2020). The ELL-EPS, a newly introduced standard set in 2019, brought

the attention of standards focused on equipping teachers with the skills to teach CLD populations.

Before the incorporation of the ELL-EPS, there were no standards with a focus specifically on CLD populations. Therefore, this created a curriculum gap found during the curriculum mapping exercise. Research conducted by Walton-Fisette and Sutherland (2020) reinforced the lack of focus on social justice, diversity, equity, and inclusion in SHAPE-IPS. They did a document analysis of SHAPE-IPS, the national standards, and grade-level outcomes for K-12 physical education and found there was limited deliberate focus on social justice, diversity, equity, and inclusion in the current editions. Therefore, the idea that PSU PETE programs depended upon themselves to align their curriculum with professional standards but were also reliant on the standards to provide current relevant curriculum topics to their program was reinforced. It is essential to look at a curriculum map as a critical tool for developing PETE programs and consider the value or relevance of certain sets of standards related to the development of a quality physical educator.

Curriculum Outcomes Represent Part of What Is Included in a Course

During the curriculum mapping exercise, the researcher discovered some course assignments and course activities aligned with standards; however, no course outcomes reinforced this relationship. Interestingly, Dassel et al. (2019) had a similar finding during a curriculum mapping exercise as they discovered course materials were meeting standards but were missing course outcomes to align with standards. Their curriculum mapping exercise helped the researchers identify and make changes to their curriculum based on those results.

Dispositions are a priority within teacher education and PETE programs due to an emphasis on character and professionalism in accreditation evaluations (DiGiacinto et al., 2017). The PSU PETE program appeared to be an exception of this emphasis based on the curriculum mapping exercise; however, after looking closely at the course syllabi, dispositions were discussed frequently including the sections referring to "course expectations," "course assignments," and "summative course assessments" from field experiences. The evaluation of preservice physical education dispositions such as professionalism was formally evaluated by faculty within methods courses. Some faculty chose to have an in-person conversation with their students and others sent this feedback out electronically. From a program review standpoint, programmatic knowledge allowed the researcher to understand the context outside of the curriculum mapping exercise, leading to course outcomes recommendations.

Challenges to Identifying Areas of Curriculum Growth

The researcher determined the number of times a standard and/or an associated component statement appeared within each course using the program curriculum map. However, it was challenging to determine how the frequency standards and components statements should align with course outcomes. For example, SHAPE-IPS Standard 3.e was found four times throughout the 21 courses mapped. The researcher marked this as an area of review for the rest of the curriculum mapping team but some curriculum mapping exercises might refer to similar instances as an adequate level of alignment frequency.

A curriculum mapping exercise is a variable process with multiple approaches (Weston et al., 2020). With various standards and course outcomes associated with higher education institution programs, curriculum mapping evaluators appeared to build flexibility in how curriculum mapping gaps were interpreted and used. For example, Arafeh (2016) did a

descriptive case study analysis on the curriculum mapping of an educational leadership university program and denoted suggested changes for the courses based on the results. They discussed the proposed changes to the program curriculum but no specific number provided for what signified a suggested change. Dassel et al. (2019) found knowledge gaps within a gerontology education program; still, there was no discussion on how they determined knowledge gaps within the program curriculum map. They did refer to the curriculum mapping exercise as a method to guide their collaborative efforts for curriculum improvement. Similarly, other literature discussed collaborative efforts within curriculum mapping but also referred to the results as a starting point for faculty to engage in ongoing curriculum improvement recommendations, which was comparable to the experience of the PSU PETE curriculum mapping team (Jacobsen et al., 2018; Ramia et al., 2016).

The flexibility displayed within research on curriculum mapping exercises was potentially related to the difference in universities and the intention of curriculum alignment (Arafeh, 2016). Standards that guide curriculum cannot be thought of the same way in all situations as their purposes are developed for differing requirements for differing audiences (Ajjawi et al., 2019), which potentially influence the curriculum mapping teams' interpretation of the alignment. For example, in this study, some components statements were designed for field placements and courses without field placement would not include these specific component statements, thereby decreasing their frequency within the curriculum map.

Physical Education Teacher Education Programs Housed within Schools of Sport and Exercise Science

The PSU PETE program is housed in a School of Sport and Exercise Science (SES). Many of the standards necessary for preparing preservice physical education teachers did not

align with associated SES-required major credits. Sport and exercise science courses caused the program curriculum alignment to appear weak within several required classes and appeared more strongly within PTEP courses. This was especially true when the standards and associated component statements were explicitly focused on teaching physical education. Furthermore, the liberal arts core courses were not mapped within this particular study, given these could vary from student-to-student and generally did not align with program-specific content.

The byproduct of PSU PETE program belonging to the School of SES appeared to give it an academic orientation, which was considered one of PETE's prominent teaching orientations. Tinning (2006) described the academic orientation as including courses such as exercise physiology, biomechanics, and others, which gave PETE students a scientific foundation of teaching. Most PETE programs placed a high emphasis on building a scientific foundation for PETE students; however, some in the field did not accept this orientation (Tinning, 2006). Although elements of the academic orientations were present in some of the six sets of standards, they played a smaller role than other content areas such as content knowledge, causing a low frequency of the alignment in science-based classes.

Recently, Templin et al. (2019) offered course recommendations based upon redundant or non-essential classes related to helping PETE students graduate in four years and improve PETE program enrollment. Their suggestions included eliminating classes geared to students entering the allied health professions and courses offered through a College of Education, which focused on classroom teaching. These courses limited the amount of time spent in PETE-specific courses and field placements (Templin et al., 2019).

Conclusion

This study considered the rigor and complexities associated with a curriculum mapping alignment exercise within one PETE program. Curriculum mapping was deemed a highly effective approach and a systematic approach to aligning the program curriculum (Michael et al., 2019). Notwithstanding this, there appeared to be limited research on curriculum mapping exercises in PETE programs. The researcher recommended conducting more research on this topic, leading to future recommendations to PETE programs curriculum and curriculum mapping exercises.

Based on the results, it appeared focusing on six sets of standards and associated component statements was beneficial to identify gaps found outside the regular scope of physical education. The researcher recommended that PETE programs use multiple standards during curriculum mapping exercises but consider their currency and relevancy. It was advised that PETE programs conduct a curriculum map alignment exercise but include a summary of each set of standards, allowing the reviewer to understand why standards were aligned or not aligned.

Mapping six sets of standards and components statements with 171 different course outcomes took the researcher over 80 hours to complete and, at times, was a daunting process. Upon completing the curriculum map exercise, the PETE faculty were left with the challenge of prioritizing the standards. With all six sets of standards required as part of the alignment exercise, it was challenging to know if some standards should be more heavily considered than others. The researcher recommended the analysis portion of the curriculum mapping exercise be completed collaboratively to effectively reduce the number of hours necessary to conduct individual course maps and a program curriculum map.

Identifying curriculum gaps was helpful to the faculty for purposes of future courses; however, defining curriculum strengths or gaps was challenging and a murky process. Given that curriculum mapping and alignment of various standards was a requirement amongst PETE programs, the researcher recommended research on defining curriculum strengths and gaps to give more explicit guidance to future curriculum map alignment endeavors. Furthermore, a written summary after the curriculum mapping exercise could allow the curriculum map developer the opportunity to explain how some areas of the standards were included in the course syllabus but not in the course outcomes. For example, in this particular PETE program, missing outcomes on preservice physical education dispositions could be described.

In addition to the above recommendations, it could be beneficial to all PETE programs to follow a similar curriculum mapping exercise. The Physical Education Curriculum Analysis Tool (CDC, 2006, 2019) was developed for physical education programs to evaluate their curriculum. The researcher recommended a similar national tool be explicitly developed aimed to evaluate the curriculum of PETE programs. This might be of particular value considering the CAEP national accreditation processes have been discontinued for PETE programs.

CHAPTER IV

STUDY TWO: A CASE STUDY OF THE PHILOSOPHIES OF UNIVERSITY PHYSICAL EDUCATION TEACHER EDUCATION FACULTY

Contribution of Authors and Co-Authors

Manuscript in Chapter IV

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Topic and Purpose

Many recruits entering physical education teacher education (PETE) programs have experienced traditional teaching methods, such as multi-sport units, while participating in kindergarten through 12th grade (K-12) physical education classes. Physical education teacher education programs are charged with preparing teacher candidates to overcome these traditional pedagogical experiences by shifting their value orientations to align with best practices in physical education (Richards & Gaudreault, 2017). In addition, PETE programs are tasked with preparing preservice physical education teachers for induction (Fessler & Christensen, 1992); however, it appears many PETE programs are not meeting these objectives (Stran & Curtner-Smith, 2009). Faculty within PETE programs possess various theoretical orientations such as behaviorist, traditional/craft, personalistic, academic, and critical philosophies (Tinning, 2006). Researchers describe a need to develop and test the philosophies and approaches of PETE that would lead to recommendations and best practices (Richards & Gaudreault, 2017).

Occupational socialization is considered a theoretical framework to research the socialization process of preservice physical education teachers (Lawson, 1983a, 1983b, 1986; Richards & Gaudreault, 2017; Stroot & Williamson, 1993; Woods et al., 2017) and could serve as a conceptual framework to design PETE programs (Richards & Gaudreault, 2017). Acculturation is the process teacher recruits go through when they decide to either adopt the methods of PETE programs or subscribe to their previous beliefs about physical education (Lawson, 1983a; Lortie, 1975). Professional socialization is defined as an introduction to physical education experiences and the content preservice physical education teachers are taught (Lawson, 1983b). Organizational socialization is the stage that represents the variety of experiences teachers have when they enter the field of physical education (Lawson, 1983b,

1986). These experiences could include discouragement of role conflict, marginalization, reality shock, and washout—where physical education teachers regress to teaching styles they experienced and witnessed during acculturation (Solomon et al., 1993).

Induction, which occurs during organizational socialization, begins once a preservice physical educator becomes a certified teacher, starts their career, and learns the knowledge, values, and skills required by the school (Lawson, 1986). Many indicators for induction into teaching should occur but perhaps none more important than helping preservice physical education teachers develop a unified identity (i.e., an intertwined relationship between who I am and what I do), and a firm commitment to be good stewards of the profession (i.e., provide leadership and assure the profession has prolongation with a focus on outcomes for students; Lawson, 2017).

Consequently, PETE faculty's teaching philosophies might influence developing a unified identity and a firm commitment to be good stewards based on professional socialization experiences such as course work and assigned field experiences in various PETE courses. Additionally, the content and focus of a PETE program could be influenced by philosophies of faculty who teach within a specific program. Therefore, the purpose of this study was to explore the teaching philosophies of PETE faculty and how their philosophies related to the PETE program vision.

Methods

This study employed a single instrumental case study design (Stake, 1995) where the philosophies of current and former faculty from one PETE program were thoroughly examined. If there is a need for a general understanding of a phenomenon, a single instrumental case study can give insight into the phenomenon (Stake, 1995). In this particular case, gaining an

understanding of a single PETE program faculty's philosophies from an occupational socialization lens could help gauge the effectiveness of the program's underpinnings and preservice physical education teachers' preparation for induction. It is recommended that a single instrumental case study is used when an established theory such as occupational socialization is adopted to guide the purpose of the study (Stake, 1995).

In the field of education, when employing a single instrumental case study, cases of interest are focused on people and programs (Stake, 1995). The design of this case study was focused on one PETE program and the current and former people (i.e., faculty) associated with the program. A holistic case study approach was used in an attempt to include the whole phenomenon (Mills et al., 2010). Therefore, multiple data sources including interviews and documents were considered (Stake, 1995, 2006).

Selection of Site

The choice of the site was crucial for the success of this single instrumental case study and was selected based on the following criteria:

4. A university that currently had an undergraduate PETE program.
5. A site where professional socialization occurred.
6. A site that was open to the researcher's inquiry (Stake, 1995).

The site for this study was the PSU PETE program located in the western region of the United States. Over 12,000 students attend this university. The K-12 Physical Education Professional Teacher Education Program is part of a health sciences college and within a school of exercise science and sport science. The university is known to have pioneered one of the West's first physical education programs. Major content and methods courses in the K-12

Physical Education Professional Teacher Education Program typically took place in two locations on campus.

Participants

Participants in this instrumental case study included four current and three former PSU PETE faculty members. Case study is not sampling research and the primary goal is not to understand other cases but to understand the one that is being studied (Stake, 1995). Furthermore, the main goal of a case study is to maximize what can be learned and many case study experts suggest a good instrumental case study does not depend on how representative it is to other cases (Stake, 1995).

Former Physical Education Teacher Education State University Faculty

Three former PETE faculty members who taught at the university between 2000 and 2013 were selected based upon their willingness to participate in the study. A list of previous PSU PETE faculty was established and an invitation to participate in this study was sent out via email (see Appendix C). Former PSU PETE faculty were asked to complete a written consent document (see Appendix D) indicating their willingness to participate in the study. Below is a philosophical biography of each former faculty member. Pseudonyms were used to protect the identity of each participant.

Sarah. Sarah, who arrived at PSU before all other participants, recently retired from the profession and is a highly regarded professional and university faculty member who appeared to have influenced the philosophy of various participants in this study. Sarah believed students should develop the skill of decision making and become increasingly responsible for their learning. Influential relationships established throughout her life experiences seemed to be a significant factor in developing her teaching philosophy.

Sarah had a positive acculturation experience taught by quality physical education teachers and her high school physical education teacher helped influence her to become a teacher. She always enjoyed participating in physical activity and viewed physical education and her participation of varsity sports as separate entities. Sarah's positive experience continued into her professional socialization experience where she met an influential mentor in her university PETE program. Upon graduation, Sarah received her first teaching job and had a positive organizational socialization experience working at a diverse private school focused on social justice in an urban city. After teaching physical education four years, she left to pursue her master's and Ph.D. and reacquainted herself with a graduate student who was an instructor where Sarah received her undergraduate degree and now was a Ph.D. student. This person became an influential mentor in Sarah's life and hired Sarah for her first teacher education position. Sarah learned what a good teacher education program looked like and had the opportunity to shadow her mentor during her first term as an assistant professor, sitting in on every undergraduate class her mentor taught.

Sarah has had several academic positions during her time as a teacher educator and experienced a philosophical reawakening to what was important and what students at any level should be able to do; this was caused by Don Hellison (2011), who was responsible for creating the Teaching Personal and Social Responsibility (TPSR) kindergarten-12th curriculum model. Sarah observed Professor Hellison teach the TPSR model, reminding Sarah that effective teaching included responsibility and skill occurring at the same time. Professor Hellison led a collaborative group of PETE faculty members from the United States, in which Sarah and her future co-worker and study participant, Tom, regularly engaged.

Sarah accepted a position at PSU where she became well known for her contributions to physical education and grew close to another participant in this study named Matt. Matt had minimal teacher education experience so Sarah mentored him (and others in the department) and allowed him to shadow her in her teaching. Matt played an essential role in Sarah's research agenda development as he became her research partner.

Tom. Tom, a retired PETE faculty member, arrived at PSU after Sarah and was regarded as a leader in his specialty area. Tom's philosophy was grounded in students' ability to make choices about what and how they would like to learn and the inclusion of all students. Tom believed activities taught in physical education should not be eliminated if they were not aligned with best practices. Instead, practitioners should consider keeping the parts of the activities students enjoyed and then modify them to be more inclusive. Further, influential relationships seemed to be a significant factor in the development of Tom's teaching philosophy, especially one mentor from his PETE undergraduate program.

Tom's acculturation consisted of a mixture of negative and positive experiences in physical education as he was put into a corrective physical education class as a child because his physical education teacher claimed he had scoliosis. Tom’s physical education teacher assigned therapy for scoliosis that included hanging from a stall bar during physical education. Tom discovered he did not have scoliosis and believed the physical education teacher used scoliosis therapy as retribution for comments during class. Tom chose to use this negative experience to shape his teaching philosophy positively and focus on developing positive relationships with his students.

Several mentors helped shape his teaching philosophy around choice and inclusion; the formation of these relationships took place during his undergraduate degree, Ph.D. work, and

throughout his career in higher education. Like Sarah, Tom was influenced by Professor Hellison's (2011) focus on personal and social responsibility in a physical education setting. Tom has always been passionate about working with students with disabilities, which likely influenced his desire to promote inclusion.

Tom considered himself an "academic butterfly" but eventually landed at PSU where he instructed courses focused mostly on adapted physical education and outdoor education. Tom taught for 25 years at PSU including time serving as the department head before he retired.

Matt. Matt, a former PSU faculty member, is currently a department chair at a different university. Matt considers himself a social constructivist and believes learning is a social process. Like Tom and Sarah, influential relationships seemed to be a significant factor in the development of Matt's philosophy.

Matt's experience participating in physical education during acculturation was similar to a sports practice and said his undergraduate PETE was "not a quality program." Matt had a coaching orientation as an undergraduate thanks two influential mentors in his master's program who introduced him to quality physical education teaching. During this transformational time, Matt transitioned from a coach to a teacher and developed his belief in social constructivism. Matt went on to get his Ph.D. at a research-related institution without the presence of an undergraduate PETE program and learned about quality research practices but less about teacher education.

When Matt received his first faculty position, which was at PSU, he met Sarah who was established in her career and was considered a good teacher educator. Sarah was a mentor to Matt in the realm of teacher education and allowed him to shadow her; she greatly influenced his teaching philosophy. While Sarah helped Matt with teacher education, Matt helped Sarah by

becoming a research partner. They collaborated on many research studies during their time at PSU and have continued this partnership throughout their careers.

Current Physical Education Teacher Education State University Faculty

Four study participants were current PSU faculty who taught within the PETE program, had direct knowledge of the current program, and provided a complete representation of the current PETE faculty. The researcher sent an invitation to participate via email (see Appendix C), and all participants provided a written consent document (see Appendix D) indicating their willingness to participate in the study. Below is each current faculty member's philosophical biography. The researcher used pseudonyms to protect participant identity.

Robert. Robert is a current PETE faculty member and arrived a year before Sarah and Tom left PSU. Robert did not follow a traditional path to becoming a faculty member and had various life experiences leading up to becoming a PSU faculty member. Through his coaching experiences, he discovered a career in education and believes in creating an authentic learning environment that includes experiential learning such as field experiences. Robert believes in meeting the needs of students at all skill levels in a physical education setting. Like Sarah, Tom, and Matt, Robert had had various influential relationships that seemws to have inspired his teaching philosophy.

During Robert's acculturation experience, he found inspiration from coaches and a physical education teacher who coached. When Robert was a young adult, he had an accident that changed his life and opened the door to work with individuals with disabilities. In his undergraduate years, Robert met professors who inspired him and appeared to have influenced part of his teaching philosophy of being approachable to his students.

Robert became interested in adapted sport, leading him to compete in various adapted athletic events and become a successful adapted team sports coach. Robert met several influential coaches within adapted sport and learned how to chart athletes' movements and behaviors during their competitions, which influenced his desire to map and systematically analyze preservice teachers' behavior during field placements. Robert decided to pursue a master's in general education and, eventually, a Ph.D. in physical education. Robert currently coordinates the coaching program, teaches courses for all PETE and coaching majors, and supervises student teachers.

Mike. Mike is a current PETE faculty member who arrived when Sarah and Tom were leaving the university and he was assigned to teach many of the classes taught by Sarah. Mike's philosophy was grounded in the importance of creating a caring learning environment, critical reflection, and creating personally relevant experiences to help preservice physical education teachers reach a level of self-actualization. Mike also believed in teaching the importance of making data-driven decisions within physical education.

Mike had a positive acculturation experience. His elementary physical education teacher was a leader in the field and Mike considered him to be a quality physical education teacher. Mike received early coaching experiences beginning in high school after enduring a season-ending injury and serving as an unofficial player-coach. Shortly after his player-coach experience, he began coaching youth team sports, gaining experience working with youth in a coaching environment.

As an undergraduate physical education major, his most memorable experience was his time in the field and he considered field experience as the most essential part of a preservice teacher's development. During his professional socialization phase and graduate student

socialization, Mike had several influential relationships that appeared to have helped mold his teaching philosophy.

Mike taught K-5 physical education for six years and worked in an urban area with a high population of Latinx and African American students, causing his professional socialization experience to differ demographically from his organizational socialization experience. As Mike transitioned to his current position at PSU, he met with Sarah and she influenced Mike's teaching philosophy including some of his thoughts on field placements and coursework. Mike chose to adopt many of Sarah's protocols and assignments within the elementary methods course because he respected Sarah's success within this course at PSU. Mike currently teaches several undergraduate courses within the PSU PETE program.

Erin. Erin is a current PSU faculty member who arrived the same year as Mike and desired to create an authentic learning environment with real-world connections. She also believed field experience is an essential professional socialization experience.

Erin had a positive acculturation experience, including her time as a K-12 student, where she found success and confidence as one of the fastest students in the class, which led to other physical activity and sport experiences throughout her acculturation phase. Erin found confidence and leadership through sport in secondary physical education, influencing her decision to become a collegiate athlete. During her time as a physical education major, Erin did not perceive herself as physically literate due to some of her PETE course work experiences, guiding her to realize she did not want her PETE students to experience similar feelings.

Erin had an organizational socialization experience that included teaching diverse students in an urban area middle school physical education program for three years. She enjoyed her job but, at times, felt unsafe due to some of her students’ gang activity and lack of support

from administration. While teaching, Erin pursued a master's degree in educational technology and was able to apply concepts she learned in her master's degree to her K-12 teaching experience including the use of case study scenarios and technology, which influenced her teaching philosophy.

Later, when Erin pursued her Ph.D., she integrated her K-12 teaching experiences into courses as an instructor and teaching assistant but was also exposed to new philosophies through her advisor. Erin received her first faculty position at a university that heavily valued research and taught students with high coaching orientations. She left this university and took a PSU position because of the value placed on teacher education and the collaborative work with other PETE faculty members where she teaches a variety of courses within the PETE program and supervises student teachers.

Emma. Emma arrived at PSU three years after Mike and Erin and believes that building relationships with her students and the relationships preservice teachers develop with K-12 students is essential. Emma also believes in creating authentic learning opportunities for her students and is passionate about stewardship, advocacy, professional commitment, and incorporating those concepts into her teaching. Like most participants in this study, Emma developed several influential relationships in her life that seemed to have influenced her teaching philosophy.

Emma had a positive acculturation experience and developed positive relationships with all of her K-12 physical education teachers. She remembered how much her elementary physical education teacher cared about her and her peers. In secondary school, Emma experienced physical education unaligned with best practices but still had a positive acculturation experience and thrived in physical education. Emma grew up focusing on a specific individual sport with

aspirations of making the Olympics but she also participated in a variety of competitive team sports.

After deciding to become a physical education major, Emma met a teacher educator she considered a strong woman who inspired her to become a professor. She felt cared for and saw the difference between this faculty member and another professor who had been on staff for a number of years and tended to recycle their lectures from the early 1980s.

Later, Emma had an organizational socialization experience while earning her master’s in a rural community where she team-taught with other master's students but considered her teaching experience unrealistic compared to the realities preservice teachers might face. Emma decided to pursue her Ph.D. largely because of her master's degree professor's encouragement. Emma's Ph.D. advisor, who influenced her teaching philosophy, did not possess K-12 teaching experience, which was liberating because she saw his success and believed she could impact PETE with limited K-12 physical education teaching experience.

Throughout her higher education career, Emma's faculty position experiences influenced her teaching philosophy, spending time in Europe, and another university in the United States. At a European university, Emma lectured on sociological aspects of sport and physical education, leading her to incorporate elements of this course into her teaching at PSU. Emma continues to adapt her philosophy at PSU and has learned to modify her instruction based on students' needs. Emma currently teaches several undergraduate PSU PETE courses and supervises student teachers.

Data Collection

When implementing a single instrumental case study design, it was important to consider multiple sources of data. To address the purpose of this study, data sources included individual interviews and pertinent documents.

Interviews

Individual interviews with current and former PSU PETE faculty were the primary source of data for this study, allowing the researcher to understand the world from the participant's point of view and discover the meaning of their experiences (Kvale & Brinkmann, 2009). The researcher determined the individuals to interview by selecting those who could best answer the study questions, which included former and current PSU PETE faculty. The researcher determined the type of interview that would be the most practical for this study and yield the best results, which was individual interviews, allowing each participant to articulate their teaching philosophy in detail.

Audio was recorded during video chats and in-person interviews with PSU faculty using a digital recorder. A semi-structured interview guide (see Appendix F) was used that included general and open-ended questions centered on teaching philosophy and participants' impact on preservice physical education teacher induction (Creswell, 2013). Three occupational socialization experts reviewed the interview guide and modifications were made based upon their feedback.

Interviews with current and former faculty took place in person at PSU or through video chat software. All participants signed the letter of consent once they chose to participate in the study before the interview began and received the opportunity to ask questions regarding the study before their participation. Interviews lasted approximately 60 to 90 minutes. The

researcher completed the interviews on time and was respectful, courteous, and a good listener during the interviews (Creswell, 2013).

Documents

Documents were a complementary data source for this study including the analysis of two Undergraduate K-12 Physical Education Teaching Program review reports—one from 2002-2007 and the other from 2009-2016. The program review occurs every seven years at PSU. The Undergraduate K-12 Physical Education Teaching Program review reports were selected as a data source to give a further context of the PETE program during which current and former faculty worked and provided the overall program vision. The PSU PETE program documents were extensive and included items such as a formative evaluation, staff surveys, a case analysis, a faculty survey, and an audit.

To collect these data, the researcher determined whether the documents were accessible for the study by contacting PSU PETE faculty and obtaining permission to analyze both reports for data collection (O'Leary, 2004). The researcher gathered the documents, electronically reviewed them, and placed program reports in a digital folder for organizational purposes. Additionally, each participant created a critical incident timeline (see Appendix G), which is an event or situation that marked a notable turning point or change in a person's life (Tripp, 1993). The timeline helped plot perceived critical incidents that influenced current and former faculty's teaching philosophies and when these incidents occurred. Each participant was provided a living graph template (Iannucci & MacPhail, 2018) via email and asked to plot critical incidents in their teaching philosophies. Participants indicated the level of impact these incidents had on their teaching philosophy.

Data Analysis

Significant meanings usually occur from the reappearance of codes throughout the data and to understand a phenomenon or relationship, there is a need to use categorical data. Therefore, the researcher adopted an aggregation of instances method for data analysis, which occurred based on the reappearance of patterns across multiple data sources (Stake, 1995). The participants' philosophies and how they related to the program mission was the phenomenon, justifying the choice of aggregation of instances for data analysis in this research study. In addition, the researcher adopted a direct interpretation of individual instances where meaning could be found through a single instance (Stake, 1995).

Following the process of data aggregation, the researcher placed individual codes with other similar codes "until something can be said about them as a class" (Stake, 1995, p. 74). Stake (1995) did not discuss the details of what a "class" resembled; therefore, to gain further understanding of the various data, the researcher adopted the use of themes where several codes were aggregated to form a collective idea (Creswell, 2013).

Interviews

All seven interviews were transcribed and verified by the researcher. The researcher did a line by line analysis of each transcribed text and created a code sheet for each participant interview utilizing Microsoft Excel. Relevant quotes from the analysis of each interview were placed on each code sheet. The researcher listed the text line numbers next to each quote, ensuring all text lines were analyzed, identified primary codes, and, in some cases, listed secondary codes next to each quote on the code sheet. Primary codes broadly represented the quotes and the descriptive secondary codes gave context to each quote. Saturation was reached after the analysis of four interviews, leading to the development of a codebook using the primary

codes (see Appendix H). The remaining analysis involved applying the codebook but the researcher considered new codes if it was discovered the data did not align with established codes.

Documents

Analyzing the documents involves evaluating text in a way that practical knowledge is explained and an understanding is developed (Bowen, 2009). Document analysis includes skimming, reading, and interpreting the text and involves the combination of content analysis and themes (Bowen, 2009). To analyze the two K-12 Physical Education Teaching Program review reports, the researcher used a content analysis that included a first pass document review wherein the researcher identified relevant sections of text (i.e., segments that accurately described elements of the undergraduate K-12 Physical Education Teaching Program) or other data from 2002-2007 and 2009-2016 program review reports (Bowen, 2009). This included information regarding the mission or vision of the PSU PETE program and also program objectives and assessments. The researcher determined the authenticity, credibility, and accuracy of the PSU PETE program review reports by confirming they were official university documents. The researcher used the aggregation of instances method to discover relevant text within the PSU PETE program review documents, looking for constant patterns or codes within each report (Stake, 1995).

The researcher highlighted relevant text within 2002-2007 and 2009-2016 program review documents and once discovered as relevant, the researcher placed the text on the same Excel spreadsheet utilized for participant interviews as codes. The researcher created codes to describe the relevant text and placed notes next to the codes to provide further context regarding

the codes and relevant text. The researcher placed codes together when they were alike to give an overall depiction of the PSU PETE program vision.

For the analysis of the critical incident timelines, the researcher used a direct interpretation approach by identifying meaning from a single instance (Stake, 1995). The researcher analyzed each critical incident timeline carefully to identify plots that represented when each incident occurred and the level of impact it had on their teaching philosophy. Each timeline gave more context in understanding each participant's teaching philosophy and confirmed results from the interviews.

Themes

Following the aggregation of instances method (Stake, 1995), and the creation of philosophical biographies, themes were presented to summarize codes from each data source (Creswell, 2013). The findings of this study represented data (codes) from both interviews and documents to provide context to the results. Interviews and philosophical biographies represented an individual's perceptions of their teaching philosophy. The PSU PETE program review reports were a complementary data source to add further context to understand how these philosophies related to the program vision. Themes were identified not to generalize this case study but to better understand the data within it (Creswell, 2013).

Trustworthiness

Multiple issues were considered when establishing trustworthiness within the current study. First, the researcher investigated an undergraduate program he was involved in as a doctoral candidate and had established a professional relationship with existing PETE faculty. Additionally, the researcher's affiliation with the PSU PETE program as a current doctoral student potentially led him to make biased judgments while analyzing data.

To establish trustworthiness, the researcher took several steps to overcome the above potential concerns: (a) the interview guide was shared with experts in occupational socialization theory outside of the program to ensure the questions were not biased and they correctly represented the theory, (b) the study findings were shared with participants for confirmation through the process of member checking (Creswell & Miller, 2000; Stake, 1995), and (c) peer debriefing with a colleague who was familiar with occupational socialization was used to confirm the study's findings.

To mitigate potential bias, the researcher also chose other ways to establish trustworthiness including presenting "a substantial body of uncontestable description" (Stake, 1995, p. 110). The researcher used triangulation, which was supported by the use of both interviews and documents (Merriam & Tisdell, 2015). Lastly, the researcher used a journal to develop an audit trail that provided clear documentation of all research-related activities (Creswell & Miller, 2000).

Results

In exploring PETE faculty members' philosophies and how they compared to the program mission, it became clear acculturation, professional socialization, organizational socialization, and graduate school socialization all played a role in the development of teaching philosophies. Some faculty had life experiences that occurred outside of an established teacher socialization stage but that influenced their teaching philosophies. For example, one faculty member had life experiences that occurred during war and another chose a different profession before pursuing physical education. The participants' philosophical biographies reflected these variations of life experiences.

Analysis of the 2002-2007 and 2009-2016 program review documents revealed the vision of the PETE program and emphasized six areas:

1. Pedagogical knowledge, content knowledge, and pedagogical content knowledge that includes teaching skills, knowledge of content, knowledge of standards, ability to carry out an appropriate assessment of student learning, ability to plan successfully, ability to differentiate instruction successfully, inclusion of various subjects such as reading literacy and math (interdisciplinary) in physical education, the inclusion of technology, emphasis on lifetime physical activity, and physical literacy.
2. The creation of a learning environment that includes positive social interactions and self-responsibility, student management and motivation, ability to communicate with students successfully, and learning about the school community.
3. Collaboration that includes collaboration with peers, collaboration in professional learning communities, collaboration efforts to interact and advocate with others to promote the profession of physical education, and appropriate communication with students.
4. Field placements that include observations, guided teaching experiences, practicum experiences, and student teaching.
5. The importance of preservice teachers' professional disposition and reflection.
6. Diverse learners that include the respect of all human beings, understanding all students can learn, and the inclusion of diverse learners in physical education.

When considering all data sources, three themes were evident: influential relationships supported the development of individual teaching philosophies, each faculty member contributed pieces of the puzzle, and induction preparation (dis)agreements.

Influential Relationships Supported the Development of Individual Teaching Philosophies

Within the lives of each participant, influential relationships played a role in the development of their teaching philosophy. The majority of these faculty members appeared to be significantly impacted by these relationships. The life period during which these relationships were formed and the significance of the relationships varied by individual. Influential relationships spanned across different stages of their socialization development and into their higher education careers. Influential relationships are discussed according to when they took place including during acculturation, professional socialization, graduate school socialization, and their higher education careers.

Acculturation

All participants discussed their acculturation experiences and the majority of these were positively disposed toward physical education. Sarah, Tom, Robert, Mike, and Emma all discussed influential relationships during the acculturation stage of their lives that seemed to have influenced their teaching philosophies and career choice.

Sarah explained how she witnessed best practices taught by a quality physical education teacher: “I had the most absolutely fabulous, amazing high school PE [physical education] program you could have ever imagined, actually. Amazing.” Sarah went on to explain this physical education teacher’s background: “She graduated in her day from one of the best places in the country for physical education.” Sarah enjoyed her physical education experience and was

inspired by her teacher, leading her to pursue a career as a physical education teacher. She said, “So I thought, okay, I'll be the teacher" regarding her pursuit as a physical education major. Robert discussed an impactful physical education teacher he had from 40 years ago with whom he still has a relationship: "He actually Skypes into some of my classes so you can see that there was a connection that, you know, he remembered who I was 35 years and 40 years later." Robert went on to say, “He had a profound influence on me” and “I always remember him sitting us down as a team and like, so what did you learn? You know, what did we do today?”

Mike too had a positive experience during acculturation and witnessed best practices. He enjoyed physical education courses throughout his primary and secondary physical education experience. His elementary physical education teacher was a leader in the field and he “found out all these things that he's just this high-quality physical educator that's won awards, and he's got the lifetime achievement award I think or something like that. He's one of those amazing people.” The inception of Emma's teaching philosophy seemed to have begun in her elementary physical education experience. She said, a “huge part of my philosophy is around relationships. Um, and you know, I think my earliest memory of a PE [physical education] teacher, the thing I remember the most was like how I felt about him and like my relationship with him. So, I knew he cared about me.”

Tom, unlike the other participants, had a negative acculturation experience. At one point in his elementary experience, he was put into something called "Corrective PE [physical education]” because his physical education teacher claimed he had scoliosis. He explained, “When the other kids were playing in the gym, they had stall bars in the gym, I was hanging on them to straighten my back out. And really, it was to straighten me out.” Tom explained that the

relationship he had with his physical education teacher, although negative, influenced his teaching and "ended up having a really positive impact on me in terms of my thinking."

Professional Socialization

Professional socialization was a time when a lot of participants developed influential relationships that helped shape their teaching philosophy. The majority of participants' relationships during professional socialization seemed to be highly significant regarding influencing their teaching philosophy. Sarah, Tom, Matt, Mike, and Emma all discussed the mentorship relationships they developed during this stage and how this impacted their future teaching philosophies. Their critical incident timelines confirmed this as well. For example, a mentor Tom met during his undergraduate studies introduced him to student choice, student-centered teaching, and inclusion. He explained, "He introduced me to his spectrum of styles of teaching. Um, where you shift, there was a systematic shift of decision making in the classroom or in the gym from the teacher to the student."

Mike's elementary methods instructor seemed to have impacted his teaching philosophy: "She was just one of those people that models. She modeled teaching at the elementary school level really well, and she would just jump right into her elementary teacher mode and show you exactly what this should look like." The influence Mike's elementary methods instructor had on his teaching philosophy was confirmed as an impactful relationship on his critical incident timeline. Sarah described her elementary methods instructor as a "mentor" who "influenced pretty much everything we did" and she was placed at a high level on her critical incident timeline. Emma also had an influential relationship with a PETE faculty member during her undergraduate studies and listed this as a significant contribution to her teaching philosophy on her critical incident timeline. Emma said she wanted "to teach at a university because I want to

be like [name removed to protect participant identity]. I want to be young and know what's current and be able to actually talk about what's really happening in schools right now."

It was also important to note that although Robert's undergraduate degree was not related to physical education, he too had influential professors. He discussed a professor in economics and listed this relationship as a significant contribution to his teaching philosophy on his critical incident timeline*:* "I started to appreciate that you could talk to somebody like approachability, and I'm not afraid of this guy" and "I appreciated and listened to him more, and that relatedness came from that moment."

Graduate School

Another life experience within which the majority of participants experienced influential relationships was during graduate school. For example, Mike rated the relationship he developed with a mentor during his Ph.D. as the most significant occurrence on his critical incident timeline. He said, "She practiced everything she preached. She thought about everything critically, you know, how she was going to build it into her curriculum." He went on to say, "There was nothing that wasn't deliberate about the way that she approached, you know, her work and her professionalism." Emma also indicated on her critical incident timeline that the relationship she developed with her Ph.D. advisor was significant. She particularly connected with the way he interacted with teachers in the field: "I think watching him interact with teachers in [removed to protect participant identify], because I went out to a lot of schools with him. All of the teachers wanted him there." In addition, Sarah viewed the relationship she had with a mentor she met in undergraduate education, but who was also present in her Ph.D. studies, as having influenced her teaching philosophy according to her critical incident timeline and interview. Sarah said the mentor "was this constant thread in my life." Matt too had people in

this period of life who influenced his teaching philosophy: “People became particularly important...two mentors in particular” when referring to mentors within his master’s program. He also designated these individuals as significant on his critical incident timeline. Erin said she adopted “experiences and the philosophies of the approach that my advisor was leading” during her Ph.D. studies. Tom referred to his Ph.D. advisor as an influential person throughout his interview: “He was famous for teaching kids with special needs how to read.” Tom went on to quote his mentor by saying, “I don’t teach kids to read. I teach kids to love to read and everything after that follows.” Tom went on to say, “I thought, whoa, this is really, this is in my realm of thinking as I was developing my own thinking about teaching.”

Higher Education Career

Participants also appeared to develop influential relationships during their higher education career; for example, the same colleague influenced both Sarah and Tom's teaching philosophy during their PETE career. Tom said, "I consider that a big one" when referring to Don Hellison’s (2011) influence on his teaching philosophy. Sarah took a sabbatical to spend an extended period of time with Professor Hellison and explained, "We’d been good friends for a long time, but I said, no, I'm going on leave, work with him, see what he does with kids." Sarah also mentioned Matt and included him on her critical incident timeline as someone who contributed to her teaching philosophy. Sarah and Matt taught the same courses at the university so she said, "We were constantly talking, teaching. We were constantly talking about what needed to happen [in PETE courses at the university]."

Emma listed graduate students as individuals who had influenced her teaching philosophy on her critical incident timeline and reaffirmed this relationship during her interview. Emma attributed graduate students to helping ensure she was purposeful in how she taught. She

explained, "I think it has definitely impacted some of the, maybe not like why I teach what I teach, but the way that I teach what I teach.” Mike gave his colleagues credit for helping shape part of his current teaching philosophy: "Seeing how other people approach it [teaching] and learning from that, and incorporating that, almost pieces of that, become part of your identity too as a teacher educator."

Sarah in particular appeared to be influential in contributing to many faculty members’ teaching philosophies, in part by developing program consciousness: “So all of those [new PETE facility] came on, and we [the PSU PETE program] had an incredibly congruent program, and we knew it. Uh, it was good. Uh, we could see the shift, the old guard either left or retired or whatever.” According to his critical incident timeline and interview, Matt considered his time teaching with Sarah to be highly significant in the formation of his teaching philosophy, specifically, the opportunity to shadow Sarah's methods classes. Matt said, "I saw this person doing this so well and seeing, uh, prospective teachers respond so incredibly, I think that helps really firm up my philosophy.” Robert had the opportunity to shadow her as well and said he "didn't necessarily like how she taught" but “I also liked a lot of things she did" and "was able to pick stuff out." Before he started his current position at PSU, Mike sat down with Sarah; she was able to provide him with some guidance and left the majority of her course materials for him. Regarding his first couple of years of teaching the courses Sarah had taught, Mike said, “I didn't change it. I used what she had. I made minor tweaks here and there, but I was like, man, why would I change what [Sarah] is doing? It's obviously been pretty successful.” Although influential relationships varied throughout the participants’ lives, it became apparent that people played a crucial role in their careers. Physical education teachers and university faculty contributed to developing the teaching philosophies of the participants.

Each Faculty Member Contributed Pieces of the Puzzle

The analysis of the two PETE program review documents revealed certain topic areas were significant from a programmatic standpoint. Participant interviews and the critical incident timelines revealed the teaching philosophies of both current and former PSU faculty members represented small pieces of the program vision and they complemented each other to complete the puzzle. Each puzzle piece is described below and the contributions of each faculty member were added. The following theme discusses PSU PETE faculty members' contributions to the program vision, content knowledge, creating a learning environment, collaboration, field placements, professional disposition, diverse learners, and community involvement.

Content Knowledge

Several of the participants discussed content knowledge as being critical for preservice teacher development. Emma believed students should be "aware of professional standards and guidelines" and do "everything in their power with the resources they have to follow those." Matt thought students needed "a general interest in helping them [K-12 students] to learn cognitive, affective and psychomotor skills" and the ability to recognize "the physical differences, the social differences" of K-12 students. Erin discussed her assignments and how they allowed students to apply the learning of assessment and standards in case study learning scenarios. She said her students were "learning about different ways to assess and that kind of thing. And rather than have them, let's say write a paper about assessment, I made up the scenario that SHAPE America just came out with the new standards." Mike believed in students using data from assessment to help make decisions related to their teaching: "I think that's one thing I personally try to embed in our students is that idea of continuous improvement, continuously getting better, and using all the data at your disposal to help you do that."

Creating a Learning Environment

The teaching philosophy of some participants emphasized the creation of a positive learning environment. Sarah discussed how she emphasized self-responsibility and creating independent K-12 learners to her students: "They should be responsible learners, they should be independent learners." Erin focused on behavior management when considering this element of the PETE program vision and explained that preservice teachers needed to know "how to handle students when they're not behaving."

The relational aspect of creating a learning environment and caring for K-12 students was an essential aspect of teaching mentioned by the majority of participants. Mike discussed the relational emphasis in his teaching philosophy came from his elementary "school days" and Tom said, "Teaching is relational" on multiple occasions during his interview. Erin referred to "relationship building" as an essential aspect of preservice teacher development because "not all kids like physical activity and may not be excited to come to PE [physical education]" and Emma said preservice teachers "that can build the best relationships with their students are going to be the best teachers." Matt desired to know whether preservice teachers cared about kids: "Ultimately do they care about the kids that they're teaching. That's my big one" and Sarah mentioned that preservice teachers needed to have the "ability to recognize the needs of their students."

Although all participants addressed the relational aspect of creating a learning environment, other aspects of this element were emphasized by one participant as opposed to others. For example, Erin's emphasis on behavior management seemed to fill a gap that perhaps other current faculty did not emphasize in their teaching and these varying emphases would

likely lead to preservice teachers having a more well-rounded professional socialization experience.

Collaboration

Different aspects of professional collaboration for preservice teachers fit into participants' teaching philosophies. Erin mentioned that preservice teachers "need to know how to work with others" and also that "communicating with administrators, communicating with parents" was essential. Erin's comments on collaboration seemed to tie into other thoughts on advocacy, which stood out as an essential aspect of collaboration for all participants' teaching philosophies. Still, each individual had specific and sometimes different ideas about how students should advocate within their school communities and spheres of influence. For example, Emma seemed to emphasize applied advocacy experiences for her students. Emma mentioned she brought groups of students to the state capitol for a collaborative advocacy day and referred to a student who became an advocate himself after attending her class by using social media to defend best practices in physical education. She said, "That's a student who three years ago came to the state capitol with me. And that sat in my classes for two or three years."

Erin created collaborative scenarios for her class that emulated real-world situations such as advocating for physical education to a district school board. She created a mock district newsletter that said, "Test scores are low, and we are proposing cutting other subjects so that we can give more time for math and language arts." Erin created a scenario where "students have to come to a school board meeting that will be taking place, uh, very soon and they have to present to the community and the school board, why they need to keep health in the curriculum." She explained this was "a real-life scenario that happened to me when I was teaching" and believed it was important for students to learn how to advocate on a school district level.

Sarah saw advocacy opportunities for physical education teachers by collaborating with teachers in other subjects and making connections to learning that occurs outside of physical education. She said, “not just integrative learning, but some other connections in terms of, oh, if I'm going to do a diary, can they write in it when they get back to their classroom?” Similar to Sarah, Matt talked about school-wide collaborative advocacy efforts. He said, “I think being an advocate of quality physical education, that means educating parents and other teachers in your building and your principal about quality physical education.” Matt also discussed the importance of preservice teachers surrounding themselves with passionate people in professional learning communities: you need to surround "yourself with people who have that same commitment, and you are committed to lifelong learning, I'd say that would be my number one." Sarah also mentioned "developing learning communities" as an essential aspect of teaching.

Robert discussed the importance of interacting with others within a school setting to promote physical education: "Let them see the work that you're doing." Mike mentioned the importance of interacting with others within your school building as a physical activity leader at your school as a source of advocacy. He said physical education teachers should proclaim, *“*I am the expert in physical activity on this school campus, and I'm the person people are going to go to, and I'm going to advocate and promote physical activity." Somewhat different than what others described, Tom used geocaching in his outdoor education courses, which allowed his students to interact with the community and collaborate with each other. He explained, “I think we had 12 geocaches when I started, and now there's something like 12,000, and I'm not taking credit for that or the class, the classroom takes credit for that.” Similar to other aspects of the program vision, every former and current faculty member’s teaching philosophy seemed to

contribute to collaboration as it related to preservice physical education teachers' professional socialization experiences.

Diverse Learners

Meeting the needs of diverse learners was a prominent element within the program review documents. This matched an emphasis with certain individuals' teaching philosophies. Tom discussed how significant "accepting differences" was for students to learn in a K-12 setting. Robert said, "I think some of our kids sometimes they just get this Americanized version, and they need to see what they're doing in China and what they're doing in other countries and, you know, stuff [Emma] is doing." Robert also discussed "an appreciation for not only developing low skill [students] but everybody in-between." Emma mentioned that her time in Europe led her to incorporate "sociocultural" aspects of physical education that she still incorporates into her teaching. Therefore, while not as prevalent as some of the other areas, interviews and critical timelines did reveal an emphasis on diverse learners within some of the discussed teaching philosophies.

Professional Disposition

According to the 2002-2007 program review document, professional disposition included a preservice teacher's engagement, effort, initiative, and helping and caring within the PETE program. Sarah said she was present when these changes were made: "The disposition piece started with us. It was one way to get at that commitment to teaching, that commitment to be a good student. You know, uh, and some feedback on being able to do that."

Reflection was another important aspect of professional dispositions. When considering this and how it related to preservice teacher development, Robert said, "Being self-reflective...that's the big one." Matt talked about how important reflection was during the

professional socialization experiences for his students: “We'll do some peer reflections. I'll do individual reflection, but then teaching them to acknowledge that some of the things you did well really worked, and some of them were crap, and we need to learn from both.”

Initiative, which included taking steps to become professionally involved, overlapped with the collaboration puzzle piece. Professional involvement experiences were a key aspect of Emma's teaching philosophy and she encouraged her students to be involved in the state physical education association. She told a story about how one of her students who chose to be involved with a state association as a student representative on the executive board was eventually hired for his first job based on his connection to a specific board member: “He [former preservice teacher] knew him [eventual teaching partner] because of his involvement on the [name removed] board.” She went on to say, “I don't tell my students he wouldn't have gotten the interview without it, but I always tell my students the reason he has that job is because he was on the [name removed] board.”

Mike discussed "always continuing to learn and grow" and also identified an area of his teaching philosophy that had to do with his students taking the initiative by using data to reflect on their teaching. He said, “I try to model it [reflection using data]. It kind of comes out in their work samples/unit plan. And reflection is, you know, how would you actually use these data to drive your instruction?”

Community Involvement

Community involvement appeared in the 2009-2016 program review for the PSU PETE program including opportunities to engage the school and greater community in physical activity opportunities. Two current faculty members discussed this as part of their teaching philosophies. When he was an elementary physical educator, Mike took on the role of a physical activity

leader in his school, which he believed to be an important aspect of advocacy as previously discussed. When referring to preservice physical education teachers, he said, "I think from a perspective around being this bigger person on a school campus, stepping outside the box of the gym and saying, you know what, I am the expert in physical activity on this school campus."

Emma, whose dissertation focused on creating opportunities for students to engage in physical activity outside of school, said, "It was really about this idea of creating additional opportunities for young people to be active at school." She still believed in its importance and said, "It was more about this idea of not moving away from the importance of quality physical education, but understanding that like with quality physical education alone we won't achieve our goals." The emphasis on community engagement within the newest program review provided for this study reflected the current faculty's influence on the program vision.

To summarize, elements of each participant's teaching philosophy, former and current faculty, seemed to have a lasting legacy on this PETE program's vision. While some shared philosophical beliefs, each participant emphasized certain aspects of their philosophy that aligned more closely with elements of the program vision. Without the contribution of multiple faculty members, it appeared the program vision criteria would not have been met and the professional socialization of the preservice teachers within this program could have been negatively impacted.

Induction Preparation (Dis)Agreements

Faculty who participated in this study had a variety of philosophical views when it came to equipping preservice physical education teachers for induction into the teaching profession and the realities of organizational socialization. There were both agreements and disagreements

with how the PSU PETE program should equip preservice physical education teachers for induction.

Tom, Matt, Mike, and Emma all discussed what they perceived to be limitations of what PETE programs could do to prepare students for organizational socialization realities during their professional socialization experiences. For example, Mike discussed how there were "severe limitations" in what they could do during students' time at a university: "I think we have a pretty packed curriculum and we still can't hit everything that we need to hit in terms of getting people fully ready to go out in the field and be an awesome teacher." Matt, when referring to preparing students to be quality physical education teachers, said, "It's not a lot of time to really make that happen." Emma said, "We can't do everything that they need us to do to prepare them for induction" and Tom would tell students, "You know, this program is a 5K that you're in right now. You're going to go out and do a marathon…. "I cannot prepare you to do a marathon."

Field Experience

Participants agreed upon field experience as a crucial area for induction preparation. For example, Mike said field placements were "the most important part" of professional socialization and described field placements during his professional socialization experience as an integral element: "I mean the coursework, yeah, the coursework isn't really what jumps out at me. It was the actual practical teaching experience being out there." Tom said, "I think it's absolutely critical," Sarah used the word "huge," and Erin said, "We need to get them [preservice teachers] in schools" when referring to field placements.

After expressing their perceptions of field placements, some participants shared specific opinions on how field placements should be conducted. The majority of views shared on how to run a field placement explicitly seemed to come from Sarah who, as discussed, influenced

various participants' philosophies. Sarah believed in supervised field experiences and said, “Sending students out for field experience where they do not get feedback that's congruent with what the university's doing is futile. You know, some [preservice teachers], maybe can learn by jumping in the deep end. Most of us don't.” Matt, who was Sarah's mentee, agreed with her thoughts on field experience and said, *“*Quality field experiences can't just be anything, and that's one thing that I learned is those have to be thoughtfully structured. They need to be supervised. There needs to be reflection. There needs to be follow up.” He went on to say*, “*I've seen programs where they're just turned loose, and that is not, in my opinion, the best practice.” Mike, who took over many of Sarah's classes, had similar thoughts as Sarah and Matt. He explained, "I think they [field experiences] need to be sequenced and progressed just like anything else. That's something that I think even when we came into the program was done really nicely” and "I think they [preservice teachers] need to have somebody supervising them with every teaching experience they have.” Mike said “We're all reflecting on the same protocols, the same routines, the same rules, the same equipment, the same gym, you know, and that's where they're at right now. They can wrap their brain around that.”

Although Emma saw the value in structured field placements, her opinion on conducting field placements differed from her colleagues: "Part of me believes that we need to provide our students with like safe, structured experiences where they can actually get to practice teaching" but "I don't necessarily think that reality mimics that [safe and structured field placements], and I think that it's really hard within a PE [physical education] program to teach them some of that messy stuff." Emma discussed her perceptions on how to prepare preservice physical education teachers’ field placements: "Doing the actual work that they're going to be doing, um, is how we prepare them for induction.” Therefore, while all participants agreed that field placements were a

crucial aspect of teacher education, there was no consensus on some elements of the organization of those experiences.

Sharing the Realities of Teaching

The participants had differing philosophies on preparing preservice physical education teachers for some of the realities of teaching such as having a teacher partner who did not emulate best practices and feelings of marginalization that preservice physical education teachers would likely face during their organizational socialization experiences. Emma believed in sharing the realities of teaching physical education:

> I often tell the students more about the realities of like what they're actually going to face versus always focusing on the ideal, you know, that you are going to get into a school and you are not going to get along with your partner teacher, or you're going to get into a school where it's a roll out the ball culture and what are you going to do to combat that?

Erin also discussed sharing an ideal scenario and also one that could happen due to some realities physical education teachers faced. She said she wanted to prepare her students for the "…ideal scenario, this is how it should be. But let's say you have a situation in your school that doesn't allow for this. How can you make sure that you are doing your best?" Erin went on to say, "I also talk about how you have to have a balance between doing what you know is right, best practice and surviving in your job with colleagues and being collegial."

Sarah discussed that students needed to have a well-grounded organizational socialization experience to support them when they faced some of the realities of teaching to prevent them from reverting to the experiences they had during their acculturation stage: "I think they have to have something to ground themselves in and when they go out, and they have to know that well enough to be able to do it... I can imagine if you're not well-grounded, then it's easy to go to the

other side." Matt discussed his belief that it was essential to acknowledge the past socialization experiences of the preservice physical education teachers: "I'm saying or acknowledging the experiences, positive and negative that students bring to a learning situation, they've been socialized." Matt went on to say, "Now that doesn't mean I'm not going to try my best to align them with a socialization experience towards quality PE [physical education]. I am, that's, that's my job. But to ignore that is foolish." Tom did not intentionally include topics associated with the realities of teaching in his class: "I don't think I prepared them intentionally if they were prepared at all, they were committed to something bigger than the narrow."

When considering marginalization, some of the participants purposefully chose not to focus on this in their teaching. Robert included class activities about how to prepare for some of the realities of teaching such as advocating: "Let them see the work that you're doing." He said,

> I'm trying to stay away from them [class conversations about marginalization]. He went on to say, "we gotta [sic] stop buying into that we're marginalized even though we are, and we just got to concentrate on good teaching and marketing what we're doing and letting people know our results.

Similarly, Mike believed in only discussing best practices: "It's just all from the other side of best practice, and this is just what you're going to do." He went on to say, "I can't necessarily say I do a ton on that [marginalization]. I don't even do a module or a unit on dealing with, you know, socialization specifically." He continued, "They won't be marginalized if they're doing best practices. I didn't experience marginalization when I was teaching." Mike referred to students being part of the program as an understanding that they would not become complacent when they began teaching: "You are not going to graduate from [PSU], you're not going to put a [PSU] on your shirt and come out of here and do these things. Like that's not, what we do here."

Although Sarah prepared her students for some of the realities of teaching, she said something similar to Mike: "If you teach well as a teacher and you connect with other teachers, they're going to know that [you teach well].”

The perceived importance of sharing the realities of teaching physical education appeared to convey the most significant difference in some faculty members' teaching philosophies. Sharing the realities of teaching seemed to be a critical area of importance in preparation for induction for some faculty members and for others less imperative. In summary, preparation for induction was an element of individual teaching philosophies; however, there was no clear consensus of the best way to prepare preservice physical education teachers for induction.

Discussion

The purpose of this case study was to explore the teaching philosophies of current and former faculty from one PETE program. The study results provided context to the complexities of the PETE program and the dynamic faculty philosophies interjected. Few studies have been conducted on PETE programs that successfully socialized their preservice physical education graduates (Richards & Gaudreault, 2017). Graber (1993) explored the program at the University of Southern Florida, which was considered a high-impact program that prevented preservice teachers from reverting to their preparing thoughts acquired in acculturation. It was found the philosophies of faculty paralleled each other, which contributed to the University of Southern Florida PETE program's success (Graber, 1993). There were agreements regarding some philosophical elements such as advocacy and field placements in the PSU PETE program but faculty used different teaching methods to convey these topics. In contrast, it became apparent that the participants of this study had differing teaching philosophies but each faculty member contributed to different elements of the PETE program, leading to a successful program.

Acculturation is the most powerful form of socialization (Lee & Curtner-Smith, 2011). The majority of study participants reported a positive acculturation experience and influential relationships with their physical educators, potentially leading them to choose a career related to physical education. Exposure to poor practices could influence a teacher's behavior in the field (Castelli & Williams, 2007; Chen, 2006). Interestingly, some of the participants of this study reported seeing best practices within their K-12 physical education program, which might have led to their adoption of best practices and pursuit of a career in higher education. Lortie (1975) discussed the *apprenticeship of observation* as the process of modeling prospective teachers' views on the subject based on their interactions with physical education teachers and sports coaches. The participants of this study appeared to have had a positive observation of K-12 physical education or resisted bad practices.

Professional socialization was a highly significant period in this study when participants developed influential relationships that helped shape their teaching philosophy. This contradicted other findings that suggested professional socialization was the weakest stage in the occupational socialization phase (Darling-Hammond & Richardson, 2009; Sofo & Curtner-Smith, 2010). However, literature also suggested strong PETE programs could reinforce the views of teaching orientated preservice physical education teachers (Curtner-Smith, 2001) and win over moderate coaching orientations (Sofo & Curtner-Smith, 2010).

Graduate student socialization also played a role in participants' teaching philosophies. Most participants included graduate school (master's, Ph.D., or both) on their critical incident timeline and discussed it within their interview. Lee and Curtner-Smith (2011) identified secondary socialization occurring in graduate school as an area of influence of sport pedagogy on graduate students. Secondary socialization was shown to be a powerful influence on faculty

members' philosophies, at times shifting their orientations or strengthening and expanding their practices and values similar to what participants described in this study (Park & Curtner-Smith, 2018).

As participants moved into faculty positions, their teaching philosophies continued to be influenced but were by their colleagues in this stage. Don Hellison (2011), who influenced some of the participants of this study, developed the TPSR K-12 model. This model was grounded on the personalistic orientation, a common teaching orientation within PETE focused on students' perceived needs where teaching competency is dependent upon a preservice physical education teacher's psychological maturity (Tinning, 2006).

Content knowledge—a broad term that describes the skills, values, and knowledge preservice physical education teachers learn within their subject area (Tsuda, Ward et al., 2019)—was emphasized as a philosophical underpinning amongst participants. Taliaferro et al. (2017) analyzed the content of 156 different PETE programs and found 96.1% of programs focused on content knowledge such as objective alignment with standards, which was aligned with philosophical views shared by the participants of this study. The emphasis on content knowledge also aligned with the SHAPE America Initial PETE Standard 3 (2017):

> Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology, and metacognitive strategies to address the diverse needs of all students. (p. 1)

Preservice physical education teachers themselves also found content knowledge an essential part of their development. For example, Ferry (2018) found preservice physical education teachers perceived a good physical education teacher as having content knowledge. However, the emphasis on content knowledge appeared not to be enough to prepare physical education teachers as many researchers reported weak content knowledge of physical education, potentially leading to low PCK (Ward & Ayvazo, 2016).

In addition to the focus on content knowledge, study participants also agreed on the importance of preservice physical education teachers' ability to develop positive relationships with K-12 students. This aligned with literature focused on building positive relationships as a crucial part of teaching physical education and K-12 students benefiting from physical education teachers' caring behaviors (Li & Li, 2020). Kindergarten-12 students demonstrate positive attitudes, enjoyment, and higher levels of effort in physical education in response to learning from caring physical education teachers (Zhao & Li, 2016). Kindergarten-12 students who learn from physical education teachers who demonstrate caring behaviors are more likely to possess self-regulatory efficacy and empathic self-efficacy (Gano-Overway et al., 2009), prosocial behaviors (Gano-Overway, 2013; Gano-Overway et al., 2009), cognitive empathy (Gano-Overway, 2013), and empathetic concern (Newton et al., 2007).

Participants emphasized building positive relationships with K-12 students as a philosophical underpinning of their teaching philosophy. Similarly, Moen et al. (2019) described caring teaching as built on positive student-teacher relationships, which was influenced by three elements that could be adopted within PETE courses: teachers must develop a knowledge of their students on a personal and societal level; physical educators should reflect on individual, relational, and environmental aspects that help build good relationships; and physical education

teachers should implement caring strategies such as caring actions, planning, and doing the "little things." A physical education teacher could promote an equitable and inclusive environment for all students by facilitating these elements (Moen et al., 2019).

Creating an inclusive environment appeared to be related to the philosophical underpinnings of the inclusion of sociocultural issues in courses as discussed in the results. Sociocultural issues are a challenging topic for preservice physical education teachers due to various beliefs, prejudices, and feelings of resistance (Brown, 2004). The challenges of discussing sociocultural issues have left preservice physical education teachers unprepared for some teaching realities. For example, PETE programs have been found to provide insufficient, culturally relevant training for their preservice physical education teachers (Flory, 2016). Given that preservice physical education teachers are underprepared for these type experiences, this could be problematic considering many teachers' first position does not match their professional socialization experiences (Kane et al., 2008).

Study participants agreed that developing collaborative skills was crucial to preservice teachers’ preparation for induction and many of these collaborative efforts were centered around advocacy. For example, advocating and interacting with legislators was identified in participant philosophical underpinnings. Similarly, Bond (2016) conducted a study where preservice physical education teachers learned how to advocate for physical education. The results revealed preservice physical education teachers learned about legislative advocacy during their teacher preparation and appreciated the depth of knowledge and first-hand accounts learned from experienced advocates.

Advocating to those within your school building was essential within the study participants’ philosophies of preservice teacher development. Richards (2015) described a call to

support preservice physical education teachers to learn how to educate others on the importance of physical education. Allowing preservice physical education teachers to speak out for the profession to ensure program stability also aligns with faculty philosophies (Richards, 2015).

Additionally, advocacy is related to professional dispositions, which was identified as a philosophical underpinning within the results and aligned with the SHAPE America Initial Teaching Standard six component statement 6.c.: “Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities” (SHAPE America, 2017, p. 6). Professional disposition contributes to being a good steward of the profession and Lawson (2017) described a strong commitment stewardship in physical education (i.e., providing leadership and ensuring the profession has prolongation and focusing on outcomes for students) as a critical aspect of induction.

Field placements appeared to play an integral part in the participants’ teaching philosophies and there was unanimous agreement that it was an essential part of the development of preservice physical education teachers. Research described the benefits of field experience including increased content knowledge, PCK, preservice physical education teachers’ understanding of K-12 student who are unlike themselves, and an understanding of diversity and inclusion (Eisenhardt et al., 2012; Hallman, 2012; Ingersoll et al., 2014; Jenkins, 2014; Weber, 2017). Literature suggested PETE programs should adjust to clinically-rich preparation methods because knowledge learned in PETE programs does not transfer quickly to school cultures, classrooms, and gymnasiums (O'Leary et al., 2015; Rovegno, 1992). Preservice teachers shared a similar sentiment regarding field placements and believed it was the most impactful element of professional socialization experiences (Belton et al., 2010; Herold & Waring, 2018).

The importance of field placements that align with PSU PETE program values was discussed within this study's results. Similarly, Clark et al. (2020) addressed the need for PETE programs to frequently review field placements to ensure K-12 school placements, once considered compatible with PETE program goals, remained aligned. Various study participants also conveyed the value of faculty-supervised practicum field placements during professional socialization experiences, which aligned with previous literature on supervised field placements (Hodge et al., 2003; Solomon & Ashy, 1995). Recently, Tsuda, Wyant et al. (2019) conducted a study on preservice physical education teachers and found prolonged and closely supervised field placements were effective elements of practicum-based experiences and improved preservice teachers' confidence levels.

Program consensus is a significant factor for PETE program success (Graber, 1993) and participants within this study found agreements within many aspects of the PSU program. However, there were differences among participants in how to prepare students for the realities of teaching such as working with other physical education teachers not demonstrating best practices and marginalization.

Zeichner and Gore (1990) identified teacher socialization paradigms in large supported research studies on socialization, two of which were related to the teaching philosophies of the study participants. The first was the interpretive approach, which described preservice teachers' development as individuals, and was grounded within personal experiences (Graber, 1996). The second was the functionalist approach, which believed individuals being socialized were passive and nomothetic (Zeichner & Gore, 1990), leading the preservice physical education teacher to adopt the same orientation of the PETE program faculty members (Graber, 1996). Both viewed socialization as an overarching process whereby the individual engages in role learning, which

resulted in the situational adjustment (passive or active) of the individual to the culture of the profession (Battersby, 1983).

The majority of both former and current faculty members appeared to adopt an interpretive approach paradigm to socialization (Zeichner & Gore, 1990). An interpretive approach often was where a dialectic developed and preservice physical education teachers were forced to confront their own beliefs in contrast to the views of their PETE faculty (Graber, 1996). According to Richards et al. (2013), preservice teachers should be aware of the organizational socialization challenges they encounter during induction.

One faculty member seemed to adopt the functionalist paradigm (Zeichner & Gore, 1990) as part of their teaching philosophy and believed students should adopt best practices if they were part of the PETE program. The functionalist paradigm seemed to match the prominent theoretical orientation of traditional craft in which PETE students are the receivers of knowledge and have limited input in shaping their teacher development (Tinning, 2006).

Conclusion

Given the importance of PETE programs and their potential impact on preservice physical education teachers, further research should be conducted in several areas related to teaching philosophies of PETE faculty. First, with the educational landscape changing within K-12 teaching, preservice physical education teachers must be prepared to face the challenges and realities of teaching. Therefore, further research on PETE faculty members' perceptions of the integration of sociopolitical issues within their teaching philosophies and their stance on socialization paradigms (functionalist versus interpretive approach) could provide future guidance to PETE programs. Furthermore, influential relationships were a crucial factor in developing teaching philosophies in this study. Therefore, further research exploring how

influential relationships impacted the socialization experiences of PETE faculty members and how influential relationships impacted preservice teachers, such as how influential relationships developed during professional socialization, is needed.

This case study was a representation of the complexities of the teaching philosophies of current and past PETE faculty members at one university and how their philosophies tied into the program vision. It seemed influential relationships were the main factor in the construction of most faculty members' teaching philosophies and each faculty member contributed in a variety of ways to the PSU PETE program vision. Although unlike Graber's (1993) analysis, the philosophies and ideas of induction preparation differed amongst PSU faculty in some areas, the participants' perceptions indicated the PSU program was a successful one in preparing future physical education teachers.

CHAPTER V

STUDY THREE: A UNIVERSITY PHYSICAL EDUCATION TEACHER EDUCATION PROGRAM CASE STUDY—PREPARING PRESERVICE PHYSICAL EDUCATION TEACHERS FOR INDUCTION

Contribution of Authors and Co-Authors

Manuscript in Chapter V

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Topic and Purpose

A teacher's career is composed of a series of stages that are impacted by a variety of criteria. Several models have been developed to articulate the career cycle of a teacher and their career development in the form of life cycles (Fessler & Christensen, 1992; Huberman et al., 1993; Leithwood, 1990; Steffy et al., 2000). One of these, the teacher career cycle, provided a framework to understand the dynamics of teachers' work-life (Fessler & Christensen, 1992; Woods et al., 2017). The teacher career cycle has been widely used within the context of physical education as seen in multiple longitudinal studies focused on the profession (Lynn & Woods, 2010; Woods, 1995; Woods & Lynn, 2014).

The stages of the teacher career cycle include preservice education, induction, competency building, enthusiastic and growing, career frustration, stability, career wind down, and career exit (Fessler & Christensen, 1992). As prospective undergraduate students enter physical education teacher education (PETE) programs within a higher education institution, they enter the preservice stage of the teacher career cycle (Fessler & Christensen, 1992). Following the preservice stage, preservice physical education teachers enter the induction stage, which encompasses the early years of a physical education teacher's career and is considered a crucial transitional period that includes uncertainty and self-skepticism (Fessler & Christensen, 1992).

Occupational socialization, a theoretical framework that examines the socialization process of preservice physical education teachers, provides some further context for considering the stages of the teacher career cycle (Lawson, 1983a, 1983b, 1986; Richards & Gaudreault, 2017; Stroot & Williamson, 1993; Woods et al., 2017). The three phases of occupational

socialization include acculturation, professional socialization, and organizational socialization, (Lawson, 1983a, 1983b).

Acculturation is defined as the process teacher recruits undergo when deciding to either adopt the methods of PETE programs or subscribe to their previous beliefs about physical education (Lawson, 1983a; Lortie, 1975; Templin et al., 2017). Preservice physical education teachers have the unique experience of participating within their profession before professional training, which is described as an apprenticeship of observation (Lortie, 1975). Through interactions with teachers, coaches, counselors, and family members (socializing agents), potential recruits begin to discover how to be a physical education teacher (Lawson, 1983b; Valtonen et al., 2015). It is possible preservice physical education teachers could be exposed to poor practices during acculturation, which could influence their behaviors when entering the field (Castelli & Williams, 2007; Chen, 2006).

The formalization of a recruit's commitment to become a physical educator occurs when they enroll in a PETE program. This initiates the preservice stage of the teacher career cycle, which begins the professional socialization process that introduces candidates to the profession and to physical education experiences (Lawson, 1983b). During professional socialization, pedagogical skills important to the teaching profession such as knowledge, value, and responsiveness are introduced to preservice physical education teachers (Lawson, 1986). Research implied that professional socialization might represent the weakest stage of the occupational socialization process and candidates' resistance to professional socialization would likely be furtive (Darling-Hammond & Richardson, 2009; Richards et al., 2014).

Following professional socialization, preservice physical education teachers enter the induction phase of the teacher career cycle, receive their first jobs, and enter the final stage of

occupational socialization: organizational socialization (Lawson, 1983a, 1983b). During organizational socialization, some physical education teachers could experience reality shock—the realization they are not in the best teaching situation, and washout—where physical education teachers revert back to teaching styles they experienced during acculturation (Solomon et al., 1993). Furthermore, physical education teachers might experience feelings of marginalization where the sense of teaching a less important subject compared to other school subjects could occur (Solomon et al., 1993).

Physical education teacher education programs are charged with preparing preservice physical education teachers for induction. There are many indicators for induction but perhaps the most important is helping preservice physical education teachers develop a unified identity (i.e., who I am and what I do are intertwined) and helping preservice physical education teachers develop a firm commitment to be good stewards of the profession (i.e., provide leadership and ensure the profession has continuity with a focus on outcomes for students; Lawson, 2017). Therefore, the purpose of this study was to explore preservice physical education teachers' perceptions of readiness for induction at PETE State University (PSU).

Methods

To examine PSU preservice physical education teachers' perceptions of readiness for induction, the researcher employed a single instrumental case study approach (Stake, 1995). When there is a need for a general understanding of a phenomenon, the implementation of a single instrumental case study is advised (Stake, 2006). Within this study, the perceptions of PSU preservice physical education teachers' preparation for induction was the phenomenon.

When cases of interest are focused on people, such as PSU preservice physical education teachers, and programs, such as the PSU PETE program, a single instrumental case study design

can be implemented (Stake, 2006). The implementation of a single instrumental case study is recommended when an established theory, such as occupational socialization, is used to guide the research of a study (Stake, 2006). A holistic case study approach was used in an attempt to include the whole phenomenon (Mills et al., 2010). Multiple sources of data including interviews, field notes, and documents were included (Stake, 1995).

Participants

The participants of this instrumental case study included eight PSU preservice physical education teachers. Many case study experts propose a good instrumental case study does not depend on how representative it is to other cases; therefore, the primary goal was not to understand different cases (generalize) but the one being researched and to maximize what could be learned (Stake, 1995). Case study research is not sampling research; consequently, the researcher did not predetermine the sample size for participants.

Contact with participants initially occurred during a brief classroom presentation (see Appendix I) and through a preservice physical education participant recruitment email (see Appendix J). All participants were provided with a copy of the Preservice Physical Education Teacher Informed Consent form shown in Appendix K. Ultimately, eight out of a possible 14 PSU preservice physical education teachers who were student teaching in the spring 2020 semester agreed to participate in this study. By including various participants, the researcher attempted to represent professional socialization and its impacts on induction within the PSU PETE program holistically. A mini biography of each preservice physical education teacher allows the reader to gain context of the participants' acculturation and professional socialization experiences. Pseudonyms were used to protect the identity of each participant.

John

John is a post-baccalaureate student in his early 30s who had a previous career in recreation and was a former intercollegiate athlete. John desired to find a career he valued and gave him a purpose. He desired that students in his classes felt like they were important, perceived himself as a moderator and considered SHAPE America Standards 4 (social responsibility) and 5 (physical activity enjoyment) the foundations of his teaching philosophy (SHAPE America, 2017). John believed his experiences substitute teaching allowed him to understand the environmental context of teaching physical education he would not have grasped otherwise. Examples of this included building good relationships with support staff and understanding administrators' influence on a school culture dynamic.

Jerrold

Jerrold is an undergraduate student who had a good physical education experience growing up; however, he did not witness best practices. Jerrold had a good relationship with physical education teachers who, in some cases, served as his coaches in high school athletics. Jerrold discussed how coaches looked out for him and he perceived himself as a student leader in high school physical education classes. As a teacher, Jerrold desired to create relationships with students to earn their respect, wanted peers to know he would always strive to get better, and wanted administrators to realize he was a hard worker and cared a lot about the profession and students.

Brett

Brett is a student-athlete influenced by his high school coaches including one he described as "not the best teacher but good at building relationships." Brett desired to build relationships with his students like his former high school athletics coach and was an essential

aspect of his teaching philosophy. During Brett's professional socialization experience, he shifted his teaching philosophy to realize that physical education expanded beyond athletics. Brett defined himself as a classy, humble, and respectful person who enjoyed building relationships with his peers.

Mia

Mia was a high school athlete who had an up and down relationship with her coach but a good relationship with her high school physical education teachers. When asked, Mia described her high school physical education teacher's pedagogical practices as "mediocre." Mia described herself as a shy person but easy to approach and she desired to build relationships with students. She has goofy mannerisms and aspired to create a positive learning environment. Mia described a desire to be well-liked by her colleagues and administrators and wanted them to know that students learning occurred within her classes.

Ava

Ava loved her physical education acculturation experience despite a mixture of good and bad occurrences. In elementary school, Ava was taught by a physical education teacher who put contacts in her eyes to make herself "look evil" and yelled at her students. Middle school was a different experience, as her physical education teacher tried to connect and form bonds with students. Ava's middle school physical education teacher made a lasting impact on her life, and she desired to do the same for her students. Ava described herself on a personal level as an adventurous and aspiring leader. As a teacher, Ava desired her students to be good people, wanted physical activity to be exciting, developed student relationships, and was inspirational. Ava described what she would consider the most critical part of physical education as preparing students to become lifetime participants in physical activity.

Grace

Grace had what she described as a bad high school physical education teacher who picked on overweight students and used other inappropriate practices. Even though Grace was not a target of some of these improper practices, she was inspired by these experiences to become an inclusive physical education teacher. Grace described herself as a quiet, hardworking person who was also well organized and motivated. As a teacher, she felt she was more enthusiastic, which her students enjoyed. Grace said she separated her personal and teaching personalities as she considered herself a serious person in her own life but was enthusiastic when teaching.

Aaron

Aaron is an immigrant and a first-generation undergraduate college student. Aaron recalled doing a lot of fitness testing in elementary school, was exempt from most middle school physical education because he played team sports, and had good high school physical education experiences. Aaron enjoyed playing high school sports but had to quit athletics and take an after-school job to support his family. Aaron considered himself an introvert and loved sports, children, and building relationships with his students. Aaron admitted he did not want to be the reason why students hated physical education class and had a desire for them to grow up and become good people.

Emily

Emily is a post-baccalaureate student who worked for a fundraising company specializing in raising money for schools by doing school running events where she learned some basic classroom and behavior management techniques and decided to pursue a career as a physical education teacher. Emily described herself as loyal, hardworking, bubbly, determined, and cared

what people thought of her. Emily desired to develop positive relationships with students, was student-focused, passionate, organized, knowledgeable, and "too much in her head" at times while she was teaching. Essential aspects of teaching physical education, according to Emily, included achieving lifelong fitness, mentoring students, and caring for students.

Selection of Site

The choice of site for data collection for this single instrumental case study was based upon the following criteria:

4. A university that currently has an undergraduate PETE program in the United States.
5. A site where preservice physical education teachers participate in professional socialization activities.
6. A site that is open and accessible to the inquiry of the researcher (Stake, 2006).

The specific sites for this study were PSU in addition to elementary and secondary schools in which the participants were placed during student teaching.

Site: Physical Education Teacher Education State University

With a student body of approximately 12,000, PSU is known as one of the first institutions in the western region of the United States to establish a PETE program. The PSU program consists of 121 total credit hours including liberal arts core credits, professional program credits, sport and exercise science credits, and health and physical education credits. Students began field placements within their second year of the program and progressed through a series of health and physical education methods courses starting their third year. Before graduation, seniors spend one term student teaching in elementary and secondary health and physical education placement.

Site: Kindergarten Through Twelfth Grade Public Schools

Kindergarten-12 sites included four elementary and four secondary schools. Five schools were located in the western region of the United States, one placement was in the southern region of the United States, and one was located in a European country. Six of the schools were public and two were private schools. The student demographics of the majority of schools located in the United States were predominately White with the exception of one school. The majority of the schools' student bodies were above the poverty line and the school in Europe did not have demographic information available.

Data Collection

Multiple data sources were used to address the purpose of this study including individual semi-structured interviews, documents, and observational field notes. The following section describes the data collection procedures for this single instrumental case study.

Individual Interviews

Interviews allowed the researcher to discover the meaning of experiences from the participant's point of view (Kvale & Brinkmann, 2009). The researcher determined the participants of the study by selecting those who could best answer the study questions, which in this case were PSU preservice physical education student teachers who had various professional socialization experiences within the PETE program (Creswell, 2013). Eight individual interviews were conducted for this study. The researcher had established a level of trust with participants and developed professional relationships as a result of serving as a teaching assistant in several undergraduate courses over five academic semesters. By developing a level of trust, the researcher attempted to establish an environment where participants felt free to speak their minds, which was essential during interviews (Creswell, 2013).

Each preservice physical education teacher who participated in individual interviews was asked to share three artifacts that represented their professional socialization experience within the PSU PETE program to date. Participants were given examples of potential artifacts to bring to interviews. Artifacts could include but were not limited to lesson plans, PETE course work, visual aids, pictures, physical education equipment, state and national conference schedules, handouts, and supporting technology equipment or applications.

A semi-structured interview guide (see Appendix L) consisting of general, open-ended questions was developed and focused on experiences related to the process of professional socialization. Interview questions also consisted of questions related to preservice teachers' artifacts and teaching behaviors observed during on site observations (described below). All interviews were conducted in person and took place at the K-12 school site where the participant was student teaching. A written consent form (see Appendix K) was signed before each interview. The researcher sent all information letters and consent forms via email and brought them to the K-12 site. A digital audio recorder was used to record all interviews, and each interview lasted approximately 60 minutes. The researcher completed the interview on time, was respectful, courteous, and a good listener (Creswell, 2013).

Observations and Field Notes

Observations are crucial to case study research to help "the researcher toward a greater understanding of the case" (Stake, 1995, p. 60). A nonparticipant observer role was employed during data collection where the researcher observed, took field notes, and recorded data without direct involvement with participants (Creswell, 2013). After the initial selection of participants, the researcher asked permission and arranged access to all school sites by contacting the physical

education cooperating teacher and the school administrator (when necessary) within each building (Stake, 1995).

Field notes (see Figure 5.1 for an example) were collected during each observation using an observation journal that described everything viewed by the researcher while each participant taught a lesson (Stake, 1995). Field notes were based on observations made related to the content being taught, connections to PETE course outcomes, and interactions between the participant and K-12 students. The observation journal consisted of a descriptive note section that was used to summarize the observations in chronological order (Creswell, 2013).

Figure 5.1

Field Notes Observation Example

Field Notes Excerpt from Emily	Emily gives some attention cues and then students start. Emily puts on some music and starts teaching. Emily uses a CrossFit style workout timer. While students work, she gives them feedback on their performance. Some students are jogging while others are using the a TRX. A portion of students rest in between the TRX and jog. The visuals stay on the screen as students continue to work. Emily reminds students about the HR monitors and what zone they should stay in.

Documents

Documents can be meaningful repositories for case study research and can serve as a substitute for records of activity the researcher could not observe (Stake, 1995). Documents for this study included the PSU PETE methods courses syllabi for the following courses: Planning, Assessment, and Instruction in Physical Education; Elementary Physical Education Methods; Secondary Physical Education Methods; and Health Education Methods. Specifically, the researcher collected the text of each learning outcome from each syllabus to attempt to further understand preservice physical education teachers' experiences within the PSU PETE program.

To collect learning outcome text data, the researcher obtained a copy of each methods course syllabus and received faculty permission to use these documents. The researcher then made digital copies and stored them in an electronic file folder for organizational purposes (O'Leary, 2004).

Data Analysis Procedures

Stake (1995) recommended two different approaches to case study analysis including "the direct interpretation of the individual instance and through the aggregation of instances" (p. 74). Meaning can be found through a single instance, which is referred to as a direct interpretation of individual instances, and the aggregation of instances refers to how important meanings occur from the reappearance of codes throughout data analysis (Stake, 1995). It is recommended that either direct interpretation or aggregation of instances are chosen as the primary source of data analysis for a study; however, to understand a phenomenon or relationship, there is a need to use categorical data. Therefore, the researcher used both analyses recommended but relied on aggregation of instances, which occurred based on the reappearance of patterns across data sources for the majority of the investigation (Stake, 1995).

The researcher considered all data sources when attempting to understand the preservice physical education teachers' professional socialization experiences and how they related to preparation for induction. Following initial data aggregation, the researcher placed individual codes with other similar codes to create patterns (Stake, 1995). Finally, themes were established by combining patterns to form a collective idea from the various data sources associated with this study (Creswell, 2013).

Interviews

Data from eight individual interviews were transcribed and verified by the researcher. The researcher listened to each interview a second time and proceeded to number each line of the transcribed text. Codes were recorded on a code sheet utilizing Microsoft Excel. Each code sheet represented one individual participant interview. The researcher conducted a line by line analysis, pulling relevant quotes, from the transcribed text. Next to each text quote, the researcher listed text line numbers to ensure all lines had been analyzed. Next to each quote, the researcher recorded one primary code and, in some cases, a secondary code. The primary codes were broad and general compared to the secondary codes from the same lines, which were more descriptive in nature. After the analysis of four interviews, saturation was reached and the researcher created a code book using the primary codes (see Appendix M). For the remaining four interviews, the codebook was applied but new codes were also considered when data did not align with established codes.

Following the interview analysis, multiple primary codes were placed below each participant's name and underneath the primary codes were various secondary codes categorized within the primary codes (see Appendix N for an example). For instance, field experience was a primary code and underneath were multiple secondary codes representing each participant's perceptions of their professional socialization experiences related to field placements. Quotes were added to secondary codes, giving a further context of each participant's perceptions of their professional socialization experiences. Based upon the interview analysis, mini biographies were created to describe each participant (included in the participant section).

Field Notes

Field notes were carefully analyzed by adopting a direct interpretation method (Stake,1995). The researcher carefully read each participant's field notes numerous times following this process. The researcher then prepared a summary of findings at the bottom of each field notes document. Participant field notes identified the student teaching experience's critical features, allowing the researcher to distinguish the preservice physical education teacher's pedagogical capabilities and verify or refute their perceptions of the professional socialization process discussed in interviews. For example, if a participant discussed a PSU program emphasis on content knowledge during interviews and the researcher observed and recorded field notes of the preservice physical education teacher displaying good content knowledge, the field notes verified the participant interview.

Documents

Document analysis included reading, skimming, and interpreting PSU PETE course learning outcomes in each of the four courses' syllabus. As a part of the analysis, the researcher conducted a first pass document review, identified relevant learning outcome text, and determined the content was related to preservice physical education teachers' professional socialization experiences (Bowen, 2009). Using the direct interpretation method, the researcher then analyzed each course outcome found within each PSU PETE methods course syllabus (Stake, 1995) and determined course outcomes that verified or refuted participants' perceptions of their professional socialization experience. For example, if participants discussed how they desired more of an emphasis on classroom management in the PSU program, the researcher used the course learning outcomes to determine whether there was an emphasis on classroom management with the PSU program.

Themes

After data analysis, the researcher considered patterns that existed from participant interviews, digital observation journals, and course outcomes. The results included overarching themes that represented patterns across data sources (Creswell, 2013). Interviews represented an individual's perceptions of their preparedness for induction and professional socialization experiences. Field observations and course outcomes were complementary data sources adding a further context of the study findings. Themes from this case study were not intended to generalize the data but rather give the reader an in-depth understanding of the particular case (Creswell, 2013).

Trustworthiness

Bias consideration is critical to establish trustworthiness. During this study, the researcher was a doctoral candidate within the PSU PETE program, which could have led to bias during data analysis because of his in-depth knowledge of the program. Methods used to control for bias included an attempt to "present a substantial body of uncontestable description" (Stake, 1995, p. 110) and utilized triangulation, which was established by the use of multiple data sources (i.e., interviews, observations, and documents; Merriam & Tisdell, 2015). The researcher documented all research-related activities during this study by using an audit trail journal where he provided a clear description of his role in the data collection and analysis process (Creswell & Miller, 2000). The researcher also used the trustworthiness strategy of peer debriefing to confirm themes and changes were made based upon this process (Creswell & Miller, 2000).

The researcher taught and developed a professional relationship with all of the participants within this study. These relationships could have led to a potential bias of data interpretation; however, the researcher viewed the relationships with participants as a strength as

the participants trusted him, which could have led to honest answers in interviews. To ensure the study accurately represented the research theory, the researcher shared the interview guide with occupational socialization experts external to the PSU program. The adoption of various modifications occurred during this process and resulted in the final interview guide (see Appendix L).

Results

Exploring preservice physical education teachers' perceptions of readiness for induction demonstrated that participants felt their professional socialization experiences prepared them for induction, they had positive feelings toward the program, and they felt gratitude toward the program that prepared them for induction. However, participants did not perceive themselves as equipped for some of the sociopolitical realities of teaching physical education. Overall, three themes were evident across all data sources: (a) importance of field placements, (b) prepared for planning and (c) preparation for sociopolitical issues. Several within-theme patterns or subthemes are also presented.

Importance of Field Placements

Field placements were perceived as highly valued professional socialization experiences by all participants in this study. Each participant appeared to be positively influenced by field observations, practicum teaching experiences, and student teaching. Data from field notes, course outcomes, and field placements appeared to be the point in the PETE program when participants began to practice and build upon their pedagogical content knowledge. Field placements led to professional growth and understanding of teaching and included the influence of practicing physical education teachers.

Understanding of and Growth in Teaching

Many participants credited field placements with being very influential or, in some cases, the most influential aspect of their professional socialization experience. Although influence of field placements varied, participants discussed growth and a sense of gaining a deeper understanding of teaching during field placements.

Jerrold attributed some of his teaching growth to watching teachers during field placements, which gave him insight into some of the pedagogical skills he lacked: "I think the big ones was when like in [Elementary Physical Education Methods] or [Planning, Assessment, and Instruction in Physical Education] when we got to actually watch the teacher that you trusted." Jerrold went on to say, "That gave me the insight of what I need to do…it showed me what I needed to get better at."

Mia credited field placements with building her confidence as a physical education teacher: “I really came out of my comfort zone the second day here [student teaching], threw me in, which is fine. Gotta [sic] get in there. But I just like went out of my comfort zone. It was like I took my old self out, just went out there and acted all goofy with them.” Mia also referred to the differences between peer teaching and teaching K-12 students in the field and how field placement made her more accountable for learning to manage student behavior:

> When we were peer teaching, it's a little different because you're just like, oh, that's my friend. They're going to, obviously, they're going to listen. So, it's like better to actually go into the actual environment and be like, ‘Oh yeah, look that group of kids aren't even listening. What am I supposed to do now?’ They're not going to be like, ‘okay, yeah, we're doing it [be compliant to the teacher].’

Some participants' perspectives of the role of the physical educator shifted during field experiences. Grace's view of the teaching profession seemed to shift after spending time in her student teaching experience. She realized her job included more than just teaching students during classes: "It made me realize that like you can't come into this profession thinking that you're just gonna [sic] teach all day and go home and not worry about it anymore." Similarly, Jerrold's field experiences changed his perspective on teaching physical education and he said he "learned so much in these past ten weeks" and "the opportunity to go all day every day, it helped me so much to understand what the profession is actually about." Brett benefited as well from the consistency student teaching allowed: "I've learned more teaching and actually being out here with kids than I have, um, than I did in my elementary practicum." Brett also gave credit to field placements to build a rapport with cooperating teachers and used them as a resource to learn about students:

> Meeting with faculty [cooperating teachers] and like talking, cause [sic] you know, you talk about other students getting to know their personalities, um, how to encourage them, what they like, um, you know what I mean? Some of that stuff. And then getting to know like some of those other like athletic kids and how I can push them a little bit harder than some other kids, but still give them the same kind of, um, attention they need. Um, it's something that I think I've learned a little bit more about that I didn't learn as much about, cause [sic] I didn't get to build on it as much [in practicum].

Influential Cooperating Teachers and Programs

Participants saw the benefit of observing and participating in field placements in general; however, two specific physical education programs and the teachers within these programs stood out to participants as particularly influential to their teaching: specifically, one elementary

physical education program, Western Mountain Elementary School (pseudonym), which was the site of the practicum experience in elementary methods course and one middle school physical education program, Rocky Flatts Middle School (pseudonym), which was a field observation site, and served as a practicum experience for some participants during the secondary methods course. For example, Jerrold felt strongly about the quality of teachers at Rocky Flatts Middle School and said, "Those teachers are amazing.” He talked about how it was a motivating experience for him: "That was awesome that, it motivated me to see if I want to be actually a really, really good one [physical educator]."

The Rocky Flatts Middle School physical education program was grounded in social emotional learning and valuing physical activity and participants gravitated toward these ideals. For example, John noticed a philosophical difference between Rocky Flatts Middle School and some of his course work and said, "We were kind of drilled in a way, whether it was explicit or not" on "skills, skills, skills, skills, skills." John understood the importance of skills but found he was able to observe a physical education program that matched his value orientation of focusing on the affective domain:

> It wasn't that I thought that Standard 1, learning all the skills, wasn't important. I think that's super important, but kind of my gut was like, man, I want kids to be able to play and have joy and, and really have like a great time and have fun while learning them. And so where that all came together was when our whole class went out and saw [the teachers at Rocky Flatts Middle School] and they were talking about we don't focus on skills, we don't care if you can throw a Frisbee. And it was like boom. That's where it clicked for me.

Emily had a similar experience as she spent some of her field placements and student teaching experience working with the Rocky Flatts Middle School physical education program. She said, “I think [Rocky Flatts Middle School] has also been a big part of like seeing what physical education could be.” Emily talked about a shift of what she thought physical education was to what it could become after spending time within this particular program:

> I don't want to focus as much on like that was not the perfect ‘T’ formation throw, but like focusing more on like, are you a good human, are you at least making effort to try and get better? And making attempts like not so much grading on the skill but grading on being a good human being, and then the skill will follow that. So [Rocky Flatts Middle School] definitely shaped me on like what I want to focus on and what I want to prioritize in my classroom.

The elementary methods course was hosted by the Western Mountain Elementary School physical education program, which emphasized personal and social responsibility and appeared to have made an impact on the participants as well. For example, Mia said “Wow, this [Western Mountain Elementary School physical education program] is amazing. This is what I want [to have a similar physical education program].” Ava appeared to have an influential experience at Western Mountain Elementary School, which was centered around the inclusion of personal and social responsibility, and desired to incorporate elements of this instructional model in her future classes. She explained, “I feel like I've observed a lot [at Western Mountain Elementary School] and just seeing like how much that influences the kids [social and personal responsibility].” She went on to explain:

> Whether I teach elementary or middle school, like I definitely want to really emphasize that [personal and social responsibility] because I feel like I have a responsibility to

> implement or like instill those ideas in people because it's like they're spending all this time at school. So, like, it's not like you're their parent, but you have to, like, you gotta [sic] teach what you want them to be.

During observations, signs of focusing on personal and social responsibility and valuing physical education were evident in Emily's teaching and she discussed and reinforced students' personal and social responsibility. However, examples of John's emphasis on enjoyment and Ava's focus on personal and social responsibility were not inherently obvious. The analysis of course outcomes revealed an emphasis on the affective domain; however, John, Emily, and Ava all credited field experiences with building their knowledge base regarding topics related to value and personal and social responsibility.

Although both Western Mountain Elementary and Rocky Flatts Middle School were influential to participants, some perceived differences in passion and philosophy at other practicums and student teaching experiences. Mia discussed her perceptions of the differences she saw in physical education teachers at placements outside of the elementary and middle school programs discussed in this section:

> I mean just watching other teachers teach like the best of the best teach [Western Mountain Elementary and Rocky Flatts Middle Schools physical education teachers], and then just having like actual teachers that have been through it instead of just being like, ‘yeah, I'm here, I'm just teaching.’ Cause like there's those teachers that yeah, ‘I'm just here cause I, I have to be here.’

Mia went on to say, "Not all field placements are equal, but then you go to a different one when we're on our own, you're like, this is not what I'm used to. But it's like, not every school's going to be like [Western Mountain Elementary School]". Emily's first experience in field placements

during the PETE program was at Rocky Flatts Middle School. In the beginning, she believed all programs would look like the Rocky Flatts Middle School physical education program but later learned this was not the case. She explained:

> This was like the first like maybe the second day of school, and I came here [Rocky Flatts Middle School], and I was like, oh, it's like this everywhere. And I mean, I learned pretty quickly that it wasn't. But like I think, seeing that the bar set so high from day two has been really helpful for me.

To summarize, the participants considered field placements an influential professional socialization experience, which helped lead to professional growth, understanding of some environmental contexts, and gaining confidence. In some cases, participants gave specific field placements credit for shifting their philosophical view on teaching physical education.

Prepared for Planning

During participant interviews, it became evident their professional socialization experiences provided them with knowledge of content such as strategies for planning units and lessons. Analysis of field notes and course outcomes appeared to confirm what participants articulated during interviews regarding content knowledge. The specific aspects of content knowledge discussed by participants were considered including curriculum development and unit and lesson planning.

Curriculum Development

According to the syllabi of the PETE methods courses, curriculum development was an area of emphasis of the program. The PETE program had courses in which elements were dedicated solely to learning to develop physical education program philosophies, unit plans, and lesson plans. When preservice physical education teachers moved into elementary and secondary

method courses, planning continued to play an intricate role but shifted to specific developmental appropriateness of planning for each age level.

Participants appeared knowledgeable about curriculum development, which was a topic discussed throughout each interview. Understanding how to apply backward design methods was something considered by some participants. For example, Brett said:

> Starting with a unit and having standards and then going, using your standards to have a goal and accomplishing that goal, and slowly working down to create your lesson based upon one big goal. And, um, and trying to accomplish that goal. I think this, the program did a great job.

John discussed how backward design was considered throughout the participant's professional socialization process: "Starting with the standards, starting with your, your big picture goals, where you want to see, um, I feel like we all have that pretty down and drilled into us."

Also related to curriculum development was the knowledge gained during professional socialization on standards. Specifically, participants discussed standards and grade-level outcomes as essential aspects of planning physical education units and lessons. Ava said the PETE program encompassed "attention to detail and aligning with standards" and Brett mentioned how he knew "[the PETE program] focused on standards, national standards, state standards." Aaron elaborated on standards and exposure to grade-level outcomes (GLOs): "I really rely on GLOs because at least for me, like I said, I'm not going to know everything about every single activity and skill." Aaron also reflected on how he had experience playing a variety of sports; however, "There are definitely blind spots, you know, I mean, yeah, it's really hard to play every single sport. So that [GLOs] really helped me like gain structure for my lessons and whatnot."

Unit and Lesson Planning

Unit and lesson planning were areas of content knowledge that most participants felt prepared to create on their own during the study. Participants did not all discuss one particular aspect of unit and lesson planning but collectively mentioned various characteristics they learned throughout the program. The outcomes listed in the methods course's syllabus reinforced an emphasis on unit and lesson planning as part of the professional socialization experiences of the PSU PETE program.

Aaron was surprised by how much planning and preparation went into planning lessons for physical education classes:

> I'd say the work samples for sure kinda [sic] like opened my eyes to like what it is to actually be a PE [physical education] teacher. Like having progressions, like I knew going in that I would have to do that, but this was way more like, you know, um, thought out, you know, it was something that had a ton of details and there are a lot of things to keep in mind and especially like things that like you wouldn't probably have thought of or I wouldn't have thought of like going into the program.

Mia felt a graduate from the PSU PETE program was prepared to write lesson plans successfully: "I'd say they're [PSU PETE graduate] very prepared lesson wise. Like ideas like that. Like solid, like we know exactly what we're doing in standards, how to write objectives." Similarly, Grace mentioned she felt PSU PETE program graduates were well prepared for the planning aspect of teaching, and also thought preservice teachers had good pedagogical knowledge: "I guess I would describe them as being very, very, very prepared. Like we know how to write lesson plans, and we know how to teach period." When discussing a few different aspects of lesson plan writing, Ava's perception was she knew how "alignment [between

standards and objectives]" was accomplished as well as "the planning for transitions" in-between learning activities.

Student differentiation was an area of planning some participants mentioned within their interviews. For example, Brett said the PETE program prepared preservice physical education teachers to include "modifications" within their planning. Emily discussed how she was able to learn about the differentiation of learning among students within the program:

> You know, refinements, extensions, like, especially with that chart, I'm forgetting what it's called now, but it's pre-control, control, utilization proficiency. So, you're planning for all levels. You need to meet everyone's level. It's not just like okay, we're going to play soccer today. Like you need to like figure out like differences in levels and meeting like success for everyone else.

Jerrold mentioned how course work in the program had prepared him to plan for modifications. He said, "When he [PSU faculty member] was teaching us how to modify games for students with disabilities or visual impairments, it was really cool to learn how to modify and adapt games more so than we do in the other classes."

The participants considered curriculum development and unit planning essential components of the PETE program studied. Notably, participants were confident in backward design, standards, and writing objectives. During student observations, all participants displayed the ability to conduct a well-structured lesson that appeared to be an outcome of sound planning practices.

Preparation for the Sociopolitical Issues

As noted, the participants of this study felt well prepared for the planning aspect of teaching physical education. However, their perceptions of preparedness to face the

sociopolitical issues often experienced within a teaching environment were mixed. Participants discussed their knowledge and willingness to advocate for physical education in a variety of ways; however, most appeared less comfortable shifting program culture while working with veteran physical education teachers. In addition, all participants conveyed experiences of encountering marginalization.

Marginalization

While specific instances varied, all participants in this study witnessed or experienced marginalization associated with physical education firsthand. Brett, a student-athlete, experienced marginalization from his teammates:

> I've experienced it throughout the whole program. So, my teammates would always be like, ‘well, [Brett], why are you stressed out about school?’ Or, ‘all you do is plan for recess.’ And I'm like, ‘oh my gosh, I'm doing more work than you ever have.’ I have a 130-page Google document that I'm working on.

Mia's experiences with marginalization amongst university peers from other programs were similar: "I mean every time you tell someone you're a PE [physical education] major, ‘oh, pretty easy’. And I was like, ‘I'm pretty sure I have more work than you,’ but okay." Emily described personal friends as marginalizing her decision to become a physical education teacher. She said, "A lot of my husband's friends at least they’re like ‘you’re teaching gym,’ like, ‘oh, what a cop-out.’ Like ‘so easy.’" John too had experienced marginalization as he has a "friend who's, uh, an administrator in the district [where he student teaches]" who says, "PE [physical education] is a joke."

Marginalization was also experienced by participants during field observations and practicums. For example, Grace experienced marginalization during her secondary methods practicum while she was teaching:

> I think definitely through the practicum experiences is when we've learned the most about marginalization because I know at [school name removed] the first week we were teaching, the gym just got like taken away from us, and we had to go like into another space for the lesson. Like as a, as a student teacher, that's horrifying because like, you have your lesson and you looked at it a hundred times, and then you just get there, and you're like, what am I supposed to do with this now?

Other participants saw cooperating teachers face marginalization during their field experiences. Jerrold, for example, saw classroom teachers marginalize his cooperating teacher. However, the physical education teacher was able to advocate for their program, which turned the marginalization into a learning experience for Jerrold. He said, “The classroom teachers, they kind of look down upon the specials. Music, art, physical education, and for them, they [physical education teachers] took that in a sense that, ‘okay, well, then I'm going to do cross-curricular activities.’” Ava also saw her cooperating teacher's class being marginalized:

> Sometimes they would do a reward. There's a class [a reward-based class] for being good in class or whatever that they're going to give them five minutes of park time [the reward]. But then it's like they come out and they're playing [while the physical education class is occurring], and that's super distracting for the students. And it's just like, I don't know, that's like so disrespectful.

Aaron was also in a field placement that experienced marginalization:

> It's terrible. Like they had stacked classes with almost 90 to 100 kids between the three PE [physical education] teachers. They would take the gym too. At times they would like say like, ‘oh yeah, you have this classroom,’ but not really. And then they [building administrators] would tell them [physical education teachers] like literally, right as they're stretching like, ‘hey, you gotta [sic] go.’

Related to marginalization, half of the participants mentioned experiencing discouragement from becoming a teacher or a physical education teacher from family members or, in some cases, teachers who taught different subjects. John's parents discouraged him from being a teacher in general. He said, "I always wanted to be a teacher when I was a kid. And growing up, it was kind of a thing that my parents kind of pushed me away from." Emily had a misconception of there being a lack of elementary physical education jobs, which was reinforced by her mother, who was an elementary classroom teacher. She said, "I thought there weren't any jobs out there. And especially cause [sic] I was interested in elementary and my mom was like, there's only one position per school." Brett's teachers in high school, who taught subjects outside of physical education, told him something similar. He said, "Some of the teachers were always like, ‘don't teach PE [physical education] because you're never going to find a job.’"

Aaron felt pressure from "either money or just pressure from family and friends" about teaching physical education. He said, "My Mom and Dad were both like, ‘oh, are you sure you don't want to like, be an athletic director or go into administration or you know, cycle back to sports business,’ which was my previous major and whatnot." Mia, although not directly told she should not be a physical education teacher by her family, perceived some family comments about her future profession as marginalizing: "I mean even like family members still, they're like,

‘yeah, you teach gym.’ I was like, ‘you say PE [physical education], please, please.’ Like it's just annoying."

Advocacy

Some of the marginalization experienced by the participants could perhaps be prevented through effective advocacy strategies and most of the participants in this study perceived themselves as prepared to advocate. Interestingly, no course outcomes listed in the methods course syllabi directly focused on preparing preservice physical education teachers for advocacy. Despite that, John mentioned the program helped prepare him to advocate to decrease physical education's marginalization: “I do feel like emphasis was placed on advocacy for us. You know, whether or not we do that or not, you know, it's up to us, but yes, I feel like we were given tools to help defend PE [physical education] for sure.” Aaron, on the other hand, discussed experiences from his student teaching placement where he witnessed advocacy: “I mean, and I've seen it like [high school physical education teacher] advocated for himself. Uh, [elementary cooperating teacher] at the elementary school has advocated for themselves, and they honestly have a really good deal.”

Jerrold seemed to understand the importance of advocacy but relied on his students to speak for his physical education program. During student teaching, Jerrold perceived a great way to advocate for physical education to decrease marginalization was to build positive relationships with students so students would advocate for the physical education program. He explained:

> With physical education, we got a great opportunity to relate to students. So that was something in class that I noticed that when the students go back, and they talk throughout all the halls, that the names of the physical education teachers would come up, and it's positive.

Emily discussed that she felt prepared to advocate for physical education in general to decrease marginalization when she explained:

> I think I feel very prepared for it…I was even talking last night to a Mom at one of the elementary schools and she was saying, ‘oh, gym yeah, that was my favorite class.’ I'm like, ‘I love physical education too.’ Like I'm just like, you know…like I'm never going to say like, I'm a gym teacher, I'm a PE [physical education] teacher. I think even that, just like saying the full name, that's like just a subtle step in the right direction.

Ava recognized the importance of advocacy on many levels, especially when it came to protecting her teaching space, building relationships with administration, and communicating with parents. When considering advocating for her teaching space, she explained: “As far as within the school, like admin, administration, um, building relationships with those people is super important."

Grace acknowledged there were many opportunities to learn about advocacy in the PETE program and she felt ready for it except advocating to administrators:

> But as far as like, when administration doesn't really care about PE [physical education], I think that's when I'm not super prepared. Like we did do a lot of advocacy things [in the PETE program], but it's not like I'm gonna [sic] just walk in there and be like, did you know, physical activity helps brain function. Like I'm not going to do that. So, I don't think I'm prepared for that, but I'm definitely prepared for the other parts.

It was clear participants perceived advocacy as an essential aspect of their professional socialization experiences and felt prepared to advocate during their first professional position.

Defending Best Practices

Most participants perceived themselves as poised to advocate but the ability to take on some of the sociopolitical issues of teaching physical education brought reservations. One issue many physical education teachers were faced with during induction was going into a teaching position where established veteran teachers were exhibiting inappropriate practices. Participants' responses to their readiness to take on this sociopolitical issue often experienced in the teaching environment were mixed but most participants did not feel prepared for this situation.

Mia's perception of challenging veteran teachers' inappropriate practices left her feeling "just nervous" and her understanding of advocating against these methods made her feel like she was telling people her teaching was superior to theirs. She said, "Just especially, first year, to walk out and be like, 'hey, my class is better than yours.'" Unlike Mia, Aaron felt prepared "to a degree" to stand up for good practices but was similarly concerned about how he would come across to others within the school building. He said, "I don't want to come off as passive-aggressive." He went on to say, "I'm a first-year teacher, so I think I want to be a team player. But after a little bit for sure."

Emily stated that as a new teacher she did not want to stick out and was not ready to discuss the use of inappropriate practices with veteran teachers:

> It's hard when you enter it as a new teacher, you don't really want to be the squeaky wheel, but I'm also not going to do things I don't believe were right. So, I think like, uh, it's finding a balance between like pushing quality physical education and saying like, this is like what I'm going to do. And like trying to like educate them and not tell them and trying to cooperate. My answer is no; I don't feel prepared to do that because I just haven't been in that position yet.

Jerrold conveyed his apprehensions regarding his preparedness to discuss best practices with veteran physical education teachers:

> I want to say yes, but realistically, no. I got to learn how to be better at communicating, especially with teachers that are veterans. And to change what they think from what I was taught from you guys [PSU PETE program], how to actually be an effective one [physical education teacher].

In contrast, Grace felt poised to change veteran teachers' perspectives on best practices slowly and credited the PSU PETE program for this preparation. She said, “I remember somebody told me this; you can't walk in there with the attitude that you're better than them and you know everything, and you're going to change this program, and they're going to learn from you.” Grace went on to describe a delicate balance of bringing in current practices as a new teacher:

> Because a lot of times if you're a young teacher and you've got two teachers that you're working with, you go in there and you're like, okay, I'm bringing all of these things with me, and we're going to change up this program. They're going to reject you really bad. And I think it's important to not give in to them, but also give and take. Like it's a compromise and just like little by little try to teach them best practices.

Much like Grace, Brett felt ready to change the culture in a physical education program and said he was already starting to modify some of his cooperating teacher's practices during his student teaching placement: “Once I've taken over student teaching, I've kind of just changed a couple of things here and there. So, and I feel prepared to do that once I find a job if, um, if someone is stuck in their ways, you know, and I'm willing to do that. I mean, I know it takes time.”

In summary, the participants felt comfortable advocating for physical education to decrease marginalization; however, they felt less prepared to discuss the use of best practices with veteran physical education teachers who demonstrated inappropriate practices. While the participants did claim to learn some of these strategies at PSU, no outcomes in the methods course syllabi directly related to advocating for physical education or preparing students for sociopolitical issues they may face in the profession.

Professional Commitment

Overcoming sociopolitical issues in teaching can be tricky; however, participants discussed their perceived understanding of professional commitment and its importance during organizational socialization. All participants perceived the importance of staying current as an essential aspect of teaching within varying degrees. John described professional commitment as "improving" and “staying current." Aaron described it as "making the changes or knowing the changes that you need to make." Emily described it as having "a growth mindset, so you're not teaching year one 20 times, but you're teaching 20 years one time." Mia's perceptions were similar as she discussed the importance of continued professional growth once graduated: "I'd say constantly learning. Don't just be like graduate, I'm done. I'm not learning anymore." She went on to discuss the ways she plans to do this by going "…to conferences. Even if it's not SHAPE, go to some small like conferences".

Grace gave credit to one of her professors in preparing her to be professionally committed to the occupation:

> I think that shows like being committed means going to the different conferences, like definitely from Dr. [her professor], she like put that in my head so many times that like, it's so important to go to SHAPE. Like SHAPE America and the SHAPE organization of

> your state and everything because that's how you learn, and that's how you show that you're committed to what you do.

Jerrold also mentioned SHAPE as a vital part of continued growth as a physical education teacher. He said, "I think the important is professional development. Staying on top of that. The SHAPEs, those can be great ideas to be a leader and learning ideas from others." Ava discussed the importance of "keeping myself motivated" as part of her perception of professional commitment. She also mentioned the attendance at future SHAPE conferences as an essential part of her professional commitment. She explained, "I feel like it's [SHAPE] really important to go to that, and I hope everyone else still goes cause [sic] that'd be kind of a cool reunion and in a fun way."

Brett perceived professional commitment as "knowing your content and then knowing about the statewide school education, like what's going on in the state when it comes to education." He went on to discuss the importance of staying current within education policy:

> You got to know what's going on in the state. You got to know what bills are being passed or what's going to happen here, where's the funding? Um, I think some of those things are important to understand because that affects your career.

During the analysis of course outcomes, it did not appear that outcomes focused on professional commitment. However, patterns emerged from participants' perceptions of professional commitment, including advocacy, and continued future professional learning efforts.

Discussion

The purpose of this case study was to explore PSU preservice physical education teachers' perceptions of readiness for induction. Results provides a context of the variety of

professional socialization experiences preservice physical education teachers perceived as sufficient preparation for induction and aspects of induction where they perceived themselves as less prepared.

Field placements were perceived as highly valued and the participants of this study viewed field placements were in line with existing literature that revealed field placements as the most impactful event of preservice teachers' professional socialization experience (Belton et al., 2010; Herold & Waring, 2018). The notion of field experiences as the most impactful part of professional socialization was not limited to preservice teachers as university supervisors and cooperating teachers had also expressed this sentiment (Beck & Kosnik, 2001; Johnson & Napper-Owen, 2011).

Study participants recounted their admiration for two physical education programs. Excellent field placements were challenging to find for PETE programs as they faced problems such as the university's governance structure, the need to have multiple placements sites due to certification requirements, and the individual making the placements not having a full context of the school's physical education environment (Olson & O'Neil, 2020). Field placement environment and context could affect the student teaching experience of preservice teachers (Ronfeldt, 2012, 2015). For example, schools with high retention rates amongst teachers, strong teacher collaboration, and schools with achievement increases were considered excellent environments for student teachers (Ronfeldt, 2015). Thus, PETE programs should continually review placements to ensure that schools, once deemed compatible with PETE program goals, remain congenial (Clark et al., 2020).

In addition to field placements during professional socialization, preservice physical education teachers also learned the pedagogical content knowledge (PCK) needed throughout

induction and organizational socialization experiences (Richards et al., 2014; Sirna et al., 2010). Researchers' general consciousness defined PCK as composed of knowledge of the content, students, environmental context, and pedagogy (Clark et al., 2020) and PSU preservice physical education teachers perceived themselves as knowledgeable of the content and displayed fundamental pedagogical skills during observations. The results from this study aligned with previous research findings in PETE, which found preservice physical education teachers perceived knowledge of content as a crucial element of becoming a competent physical education teacher (Ferry, 2018). Similarly, general education studies determined that preservice teachers perceived content knowledge as a reflection of good teaching (Levin & He, 2008; Maaranen et al., 2016).

The perception of PSU preservice physical education teachers as being well prepared in the area of content knowledge also aligned with the SHAPE America Initial Physical Education Teacher Education Standard 3 (SHAPE America, 2017):

> Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students. (p. 2)

As noted in the results, participants perceived the PETE program as emphasizing planning, which appeared to align with various PETE programs around the United States. Taliaferro et al. (2017) studied 156 U.S.-based PETE programs and found 96.3% focused on lessons aligned with objectives, 95.1% focused on lesson goals and objectives aligned with

standards, and 92.5% required preservice physical education teachers to use modifications for diverse learners.

One common reality of teaching physical education was feelings of marginalization, which was not new to physical education teachers and was well documented within physical education socialization research (Kougioumtzis et al., 2011; Laureano et al., 2014). Similarly, all participants in this study had previous marginalization experiences for their career choice or had experiences of witnessing marginalization within field placements. Further, another study also found preservice physical education teachers were hesitant to confront veteran teachers about poor teaching practices and felt it would cause too much conflict (Dillon et al., 2020).

To overcome marginalization and be prepared to face various realities of teaching, literature supported giving preservice physical education teachers an understanding of the environment they would enter during professional socialization. Shulman (1986, 1987) described the need to understand the teaching environment, which he described as the environmental context. He defined the environmental context as a teacher's ability to understand the conditions related to a school setting (Shulman, 1986, 1987). Years later, from a constructivist viewpoint, Cochran et al. (2016) suggested Shulman (1986) put a higher emphasis on subject matter compared to context and advocated that PCK develop in a context similar to a classroom environment. Interestingly, perceptions of this study's participants of their readiness for induction seemed to be in line with some of Shulman's emphasis on subject matter such as writing objectives and lesson planning and less emphasis on the environmental context suggested by Cochran et al. Similarly, another study of preservice physical education teachers found they displayed a lack of knowledge with contextual issues related to schools (Romar et al., 2018).

Understanding the environmental context of a school could be complicated as each school environment contained a unique combination of written and unwritten norms for acceptable and unacceptable behavior (Ensign & Woods, 2017), perhaps leading the study participants to perceive themselves as somewhat or not equipped to discuss the use of appropriate practices with veteran teachers. The ability to navigate some of these norms or sociopolitical realities could be further complicated due to marginalization and isolation experienced by physical education teachers during organizational socialization (Schempp et al., 1993).

Within socialization, some argued the sociopolitical issues found within the environmental context of a school were just as important as learning to effectively deliver lessons, which represented the perceived majority of the training of the participants in the current study (Richards et al., 2013). Literature suggested preservice physical education teachers became socio-politically informed (Shoval et al., 2010) by learning about the realities of teaching while attending PETE programs (Lee, 2019). To prepare preservice physical education teachers for these realities, researchers recommended a student-centered approach that blended lived experiences with autobiographies, integrated student's voice, and socially constructed physical education content (Oliver & Oesterreich, 2013). Ní Chróinín et al. (2018) had further recommendations regarding preparation for the realities of teaching physical education that included five pedagogical principles: planning, experiencing, teaching, analyzing, and reflecting. The implementation of the above principles helped preservice physical education teachers to value meaningful experiences as a comprehensive concept and learned how to facilitate meaningful school-based teaching within one PETE program (Ní Chróinín et al., 2018).

Multiple field placements were also a recommendation for preparing preservice physical education teachers for the environmental context and seemed to positively impact some participants' ability to understand teaching realities. Herold and Waring (2018) found preservice physical education teachers who participated in multiple field placements were able to gain different perspectives of the school context, which led to an understanding of various teaching realities.

In line with some of the realities preservice physical education teachers faced, some of the current study participants seemed to lack support from family members and mentors regarding their career choice, which could be linked to recent literature on fears of a teaching job shortage. For example, a fear regarding a lack of available positions in education, amongst other reasons, has caused fewer teacher education programs to exist and led to the closures of various PETE programs in the United States (Woods et al., 2016). Currently, in the United States, fewer individuals are pursuing a job in education; for example, teacher education enrollments decreased by 35% during 2009 and 2014 (Berry & Shields, 2017). In California, teacher education enrollment plummeted by 53% in 2008–2009 and 2012–2013 (Sawchuk, 2015).

While many participants did not feel supported in their professional choice of occupation, they displayed a high level of professional commitment, which served as a critical factor of dedication to student learning, could prevent burnout, prevented teachers from leaving the profession, and was a positive predictor of career longevity and teaching dedication (Chesnut & Burley, 2015; Lamote & Engels, 2010). Although study participants presented themselves as having a desire to stay committed to the profession, physical education socialization research pointed out that many physical education teachers washout and revert to practices witnessed during acculturation (Solomon et al., 1993; Stroot & Ko, 2006). To resist washout, literature

recommended beginning teachers seek professional development opportunities such as participating in state health and physical education associations, which was discussed as a prominent professional socialization experience amongst the participants of this study (Blankenship & Coleman, 2009).

Limitations

It appeared preservice physical education teachers valued their preparation at the PSU PETE program and spoke mostly of what they recognized as program strengths. Due to the relationship the researcher shared with participants, it was conceivable they were engaging in studentship. Studentship is defined as a preservice physical education teacher portraying contrived perceptions of themselves for various reasons including attempting to meet the expectations of the instructors (Graber, 1991, 1996). Preservice physical education teachers could participate in studentship because of a resistance to the professional socialization process (Richards et al., 2014). Participants within this study could have desired to answer questions the way they perceived the researcher would want to hear. At the time this study was conducted, participants had yet to complete their undergraduate degree, perhaps causing a difference in power dynamics, leading to covert studentship and strategic compliance (Templin et al., 2017).

Conclusion

Three themes were determined based on all data sources: the importance of field placements, prepared for planning, and preparation for the sociopolitical issues. Given the importance of preservice physical education teachers' preparedness for induction, future research should be conducted on professional socialization experiences. As noted, participants appeared uncomfortable confronting veteran teachers on best practices and physical education socialization experts pointed to the importance of preparing preservice teachers to face

sociopolitical issues experienced within organizational socialization (Richards et al., 2013). Therefore, providing additional research on early years, physical education teachers' perceptions of working relationships with veteran teachers could add needed insight into further preparation for preservice physical education teachers.

Additionally, as stated in the results, although field experiences were considered highly influential, not all field placements had the same impact on preservice physical education teachers of Western Mountain Elementary School and Rocky Flatts Middle School. Therefore, the researcher suggests further research on the process of selecting physical education field placements and determining which preservice physical education teachers are selected to go to the most impactful field placements.

Participants perceived content and curriculum knowledge as a strength of the program; however, preparing to have a veteran teacher partner who exhibited inappropriate practices was an area where participants mostly felt unprepared. Future research is recommended on PETE program faculty perceptions of the importance of including environmental context including sociopolitical issues within coursework.

CHAPTER VI

GENERAL SUMMARY AND CONCLUSIONS

The purpose of this dissertation was to understand multiple layers of one PETE program's professional socialization experience and how these layers contributed to preservice physical education teachers' preparation for induction. Although a substantial body of literature was dedicated to understanding physical education teachers' professional socialization experiences (Flory, 2016; Tsuda, Wyant et al., 2019), few of them focused on this through the lens of one PETE program: curriculum mapping, faculty teaching philosophies, and preservice physical education teachers' perceptions of their professional socialization experience.

The purpose of study one was to complete a curriculum mapping exercise and identify curriculum strengths and gaps in one PETE program. Three themes were established based on completing the curriculum mapping exercise. Theme one identified curriculum strengths within content knowledge and pedagogical content knowledge. Theme two identified a need for multiple standard sets to reveal program curricular gaps. Although the multiple standards appeared necessary within curriculum alignment, the third theme identified potential explanations for the low frequency of alignment between some sets of standards and course outcomes due to outdated standards or standards customized for current practitioners instead of preservice physical education teachers.

The purpose of study two was to explore the teaching philosophies of PETE faculty and how they related to the PETE program vision. Three themes were established based on multiple data sources. The first theme described how current and former faculty established relationships

that influenced their teaching philosophies within acculturation, professional socialization, graduate school, and higher education career stages. Theme two discussed how each faculty member represented puzzle pieces of the program vision and complemented each to complete the program puzzle including content knowledge, creating a learning environment, collaboration, diverse learners, professional disposition, and community involvement. Theme three discussed differing philosophies on preparing preservice physical education teachers for induction. Disagreements included the organization of field placements and whether to share some of the realities of teaching physical education.

The purpose of study three was to explore preservice physical education teachers' perceptions of readiness for induction at one university and three themes were evident based on all data sources. Theme one discussed participants' perceptions of highly valuing field placements as a professional socialization experience, leading some to shift their perspectives on physical education teachers' roles and responsibilities. Theme two discussed the participants' perceptions of being well prepared for physical education planning, which included participants' ability to understand and create a physical education curriculum. Theme three discussed the participants' perceptions of feeling less prepared to face some sociopolitical issues often experienced within a teaching environment. However, participants viewed advocacy and professional commitment as ways to lessen the impact of sociopolitical issues.

The three case studies revealed the complexity of the PETE program studied. Each case study offered a separate lens to view the program. Within each lens, a depth of understanding was added regarding the curriculum provided, the faculty's teaching philosophies, and the perspectives of preservice physical education teachers' professional socialization experiences.

However, when all three lenses are placed together, the reader is provided with a broad depth of knowledge and understanding of the PETE program's complexities.

Each case study revealed potential parallels among the curriculum, teaching philosophies, and professional socialization experiences of preservice physical education teachers. For example, content knowledge and field experiences appeared within the PETE program curriculum and the teaching philosophies of faculty were also perceived as an area of strength for the program amongst preservice physical education teachers.

Although themes from each case study were not intended to generalize each case but to understand the data within it (Creswell, 2013), the results presented several directions for future research opportunities. Examining each case study together using a multi-case study analysis could reveal how curriculum, faculty teaching philosophies, and preservice physical education teachers' experiences formulated the overall PSU PETE program's professional socialization stage. Richards and Gaudreault (2017) described a need to develop and test PETE philosophies and approaches, leading to recommendations and best practices. Although this dissertation closely examined this topic, there is a need to examine multiple PETE programs through various lenses, leading to potential recommendations for the profession.

In addition to the above broad research recommendations, the researcher recommends further examination of each study's topics. For study one, little research has been conducted on the curriculum mapping process amongst PETE programs. The researcher suggests that more PETE programs conduct studies related to curriculum mapping alignment analysis. For study two, differing from past research (Darling-Hammond & Richardson, 2009), professional socialization appeared to be a strong socialization stage amongst participants. The researcher recommends more studies dedicated to understanding the professional socialization experiences

of university faculty. For study three, the researcher recommends further studies on how field placements are selected within PETE programs and which preservice physical education teachers are assigned to these programs.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVALS

UNIVERSITY OF
NORTHERN COLORADO

Institutional Review Board

DATE:	January 6, 2020
TO:	Collin Brooks , MS
FROM:	University of Northern Colorado (UNCO) IRB
PROJECT TITLE:	[1538833-1] A University Physical Education Teacher Education Program Case Study: Preparing Preservice Physical Education Teachers for Induction
SUBMISSION TYPE:	New Project
ACTION:	APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE:	January 6, 2020
EXPIRATION DATE:	January 6, 2024

Thank you for your submission of New Project 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 Nicole Morse at 970-351-1910 or nicole.morse@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.

UNIVERSITY OF
NORTHERN COLORADO

Institutional Review Board

DATE:	January 8, 2020
TO:	Collin Brooks , MS
FROM:	University of Northern Colorado (UNCO) IRB
PROJECT TITLE:	[1544535-1] A Case Study of the Philosophies of University Physical Education Teacher Education
SUBMISSION TYPE:	New Project
ACTION:	APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE:	January 8, 2020
EXPIRATION DATE:	January 8, 2024

Thank you for your submission of New Project 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 Nicole Morse at 970-351-1910 or nicole.morse@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 B

STUDY ONE AUDIT TRAIL

Date	Hours Worked	Description of Activity
6/5	3 hours and 20 minutes	Worked on SHAPE Initial Standards for SES xxxx, developed the course matrices for xxxx using SHAPE Initial Standards.
6/5		Emailed xxxxx: Checked in to ensure that I was on the right track.
6/24		Emailed xxxx. Emailed xxxx to ask question-related to Biomechanics class and kinesiology class.
6/24	5.5 hours	Finished SES xxxxx.
6/25		Texted xxxx for clarification of SES xxxx objectives
6/25	6 hours	Worked on SHAPE Initial Standards. Searched for keywords in the SHAPE PETE standards and matched them with the objectives for classes. Made suggestions based upon missing components in objectives.
6/26	3 hours	Finished with the exception of SES xxxx. SHAPE Initial Standards. Searched for keywords in the SHAPE PETE standards and matched them with the objectives for classes. Made suggestions based upon missing components in objectives.
7/2	2 hours	Started the C-PETE Standards. Made suggestions based upon missing components in objectives.
7/3	8 hours	Finished the C-PETE standards. Made suggestions based upon missing components in objectives.
7/6	3 hours	Started aligning CTQS Standards. Made suggestions based upon missing components in objectives.
7/23	6 hours	Continued aligning CTQS Standards. Made suggestions based upon missing components in objectives.
7/24	6 hours	Finished aligning CTQS Standards. Made suggestions based upon missing components in objectives. I made various comments on upper-level course objectives that could be changed to better meet the CTQS standards.
7/26	8 hours	Aligned PSU ILO with SES course objectives and provided suggestions on both matrices and google sheet documents. I completed all but the xxxx objectives.
7/27	30 minutes	Worked on xxxx xxxx matrix and google sheet.
7/28	1 hour	Finished PSU ILO. I have not added course assignments to the google docs yet.

8/15	6 hours	Finished a broad mapping of the CAS and provided suggestions on both matrices and google sheet documents. I touched base with xxxx to make sure I understood the expectations for CAS and ELL standards. Also, I added ELL Standards and new outcomes to matrices and google sheet in SES xxxx and xxxx.. New objectives were put in orange text.
8/20/19	2 hours	I met with the faculty and presented my findings on the curriculum maps. This meeting took place over a couple of hours. Faculty members instructed me to create an overall curriculum map.
8/20/19	3 hours	I completed the overall program curriculum map. I created a Google sheet with all courses and placed an X next to every course that met all standards and component statements. I used Google Sheet formulas to count how many times a course aligned with a standard and component statement. I emailed all of the faculty.
8/22/19		Faculty began meeting and making improvements of the PETE program curriculum.
1/27/20	3 hours	After a long break, finishing up my proposal, etc, I began the analysis portion of this study. I created a copy of the overall curriculum map and began to look at each set of standards. I began to find some initial patterns of the strengths and some areas of growth within the curriculum maps.
1/28/20	2 hours	Continued my analysis of patterns found within the curriculum map.
2/1/20	1 hour	Continued my analysis of patterns found within the curriculum map.
3/31/20	1 hour	After collecting data for studies 2 and 3 I got back to work on Study one. I met with xxxx via Zoom to discuss the plan moving forward of my dissertation and we chose to move forward with study one first.
4/2/20	2.5 hours	I dove back into the analysis of this study. Looking at the initial patterns I created in January and February, I continued this work. I placed a code next to a component statement when I thought it was necessary. I took these initial codes and created a new Google Sheet tab entitled codes and themes. On this page, I combined some of those initial codes and created codes that summed up those subcodes I found within the standards and gave them each a different color. I came up with a total of 23. I completed these codes of three of the sets of standards and component statements.
4/3/20	3 hours	Today I completed all of the codes for the standards. I continued to give every code a color. Once every code was given a color, I then look at the codes that I created and placed them together with other similar codes. I matched the color of the codes when I found that they were similar. I continued to do this until I had around four colors. In addition, I called xxxx and xxxx and talked to them about how they would decide whether something was a gap in the curriculum or not. This was a difficult question as both of them didn't know how to do this.

4/6/20	4 hours	After thinking about how to make themes based upon what was coded that was found, I was able to do so. I created a google document themes document that I plan to share with xxxx. Three themes were created along with some discussion points.
4/13/20	1	Codes were shared with xxxx and via peer debriefing, we agreed I could start moving forward on the write up on the results and discussion.

APPENDIX C

FORMER UNIVERSITY RECRUITMENT LETTER

Hello _____

I hope this email finds you well. My name is Collin Brooks, a PhD student working on my dissertation study. I am currently conducting a case study to investigate the teaching philosophies of current and former PETE faculty and their role in preparing preservice physical education teachers for induction. As a former PSU faculty, I would like the opportunity to interview you as your insight and expertise into this topic could greatly add to the findings of this case study.

Interviews will be conducted (TBD) and will last approximately 60 to 90 minutes. All interviews will take place through the use of video conferencing (i.e. Zoom or Skype). Please see the attached written consent document for further information on the study. If you are interested in participating in the study, please respond to this email, and I will contact you to set up a time that is convenient to complete the interview.

Thanks, and I look forward to your response.

Best Regards,

Collin Brooks

PhD Candidate

APPENDIX D

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH: FACULTY

College of Natural & Health Sciences
School of Sport & Exercise Science

Informed Consent for Participation in Research

Project Title: A Case Study of the Philosophies of University Physical Education Teacher Education Faculty

Researcher: Collin Brooks, MS
School of Sport and Exercise Science
Collin.Brooks@unco.edu

Jaimie McMullen, PhD
School of Sport and Exercise Science
Jaimie.McMullen@unco.edu

I will be conducting a study to investigate and understand the philosophies of the PETE program and examine its role in preparing preservice physical education teachers for induction. If you choose to participate in this study, I will ask that you participate in one interview that will last approximately 60 minutes so that I can learn about your unique ideas regarding this specific topic. Your involvement will provide me with insight into your teaching philosophy.

You may experience some discomfort when discussing issues related to your job. There is no direct benefit to being in the study. This interview process will take place in person or via video conferencing software at a date and time you agree. There will be no video recording during this interview, and all audio and audio transcriptions from the interviews will be held on a password-protected laptop computer. Transcripts will be de-identified by not including your name on the written transcripts. Voice recordings will be erased three years after the study. Your identity will be kept confidential in any results that are disseminated from this study. Myself and my research advisor will be the only ones with access to this data. Feel free to contact me if you have any questions about the study, and if you agree to participate sign below.

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 a 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 Nicole Morse in the Office of Research, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

_____	_____	____
Participant Full Name (please print)	Participant Signature	Date

_____	_____
Researcher Signature	Date

APPENDIX E

CURRENT FACULTY RECRUITMENT EMAIL

Hello _____

I hope this email finds you well. As you may know, I am currently conducting a case study to investigate and understand the teaching philosophies of PETE faculty and their impact on preservice physical education teachers' induction. If you are willing, I would like the opportunity to interview you and learn more about your teaching philosophy. The interview will take place in your office or another location you agree to ahead of time. The interview will take place during the spring term of 2020 and last approximately 60-90 minutes. Your insight and expertise into this topic could greatly add to the findings of this case study. Please see the attached written consent document for further context on the study. If you are interested in participating in the study, please respond to this email, and I will contact you to set up a time that is convenient to complete the interview.

Thank you for your consideration, and I look forward to your response.

Best Regards,

Collin Brooks

APPENDIX F

INTERVIEW GUIDE FOR FACULTY

- Tell me briefly about yourself, where you are right now, and how you got into PETE.
    - Why did you decide to initially enter the field of physical education?
    - What led you to pursue a career as a PETE faculty member?
- Did you teach physical education in schools before transitioning into higher education?
    - If yes, please tell me about your experiences teaching.
    - If no, what led you to forgo teaching experience and move directly toward PETE faculty roles?
- What years did you teach at the university (if a former faculty member)?
- Tell me about your teaching philosophy.
    - Does your teaching philosophy look similar or very different to when you began teaching in higher education? If so, how?
    - Who or what experiences influenced the development of your teaching philosophy?
    - How does your teaching philosophy influence your approach to PETE?
- Let's discuss your critical incident timeline.
- Induction is defined as *a period of integration into the professional and social fabric of the school, district, and community*.
    - What do you think are some significant factors that help prepare students for induction?
    - Talk about what a teacher needs to know and do by the time they reach induction.
    - Tell me about the experiences you create to impact induction.

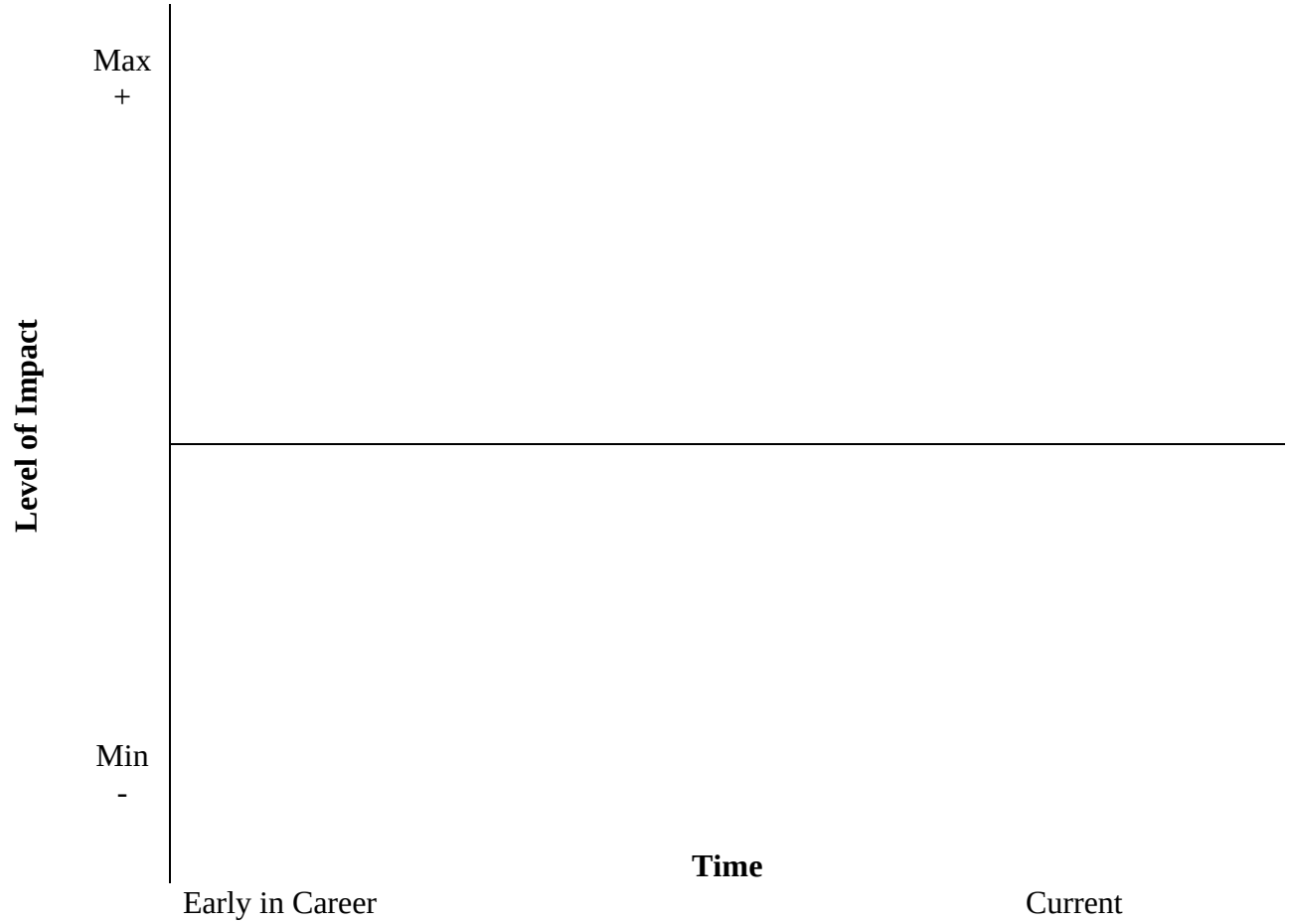
- Tell me what professional commitment looks like in teaching.
- Tell me what stewardship looks like in teaching.
- What are the characteristics of students who you view as highly skilled or promising future teachers? Conversely, what are the characteristics of those students who tend to struggle in your program?
- From your perspective, what is the role of field experiences in teacher education?
    - Tell me a little about how you structure and organize field experiences within your PETE program.
    - Do your faculty members supervise field experiences?
    - Can you tell me a few things you would like students to learn from practicum field experiences?
- What does your PETE program do to prepare preservice teachers for the social and political realities of teaching physical education?
    - Physical education is often viewed as a marginalized subject with PE teachers feeling physically and intellectually isolated. What kinds of conversations do you have about marginality?
    - Do you encourage or provide your students opportunities to practice advocating for themselves and the discipline of physical education?
    - Beginning teachers sometimes feel pressure to conform to the status quo in a school rather than integrate the lessons they learned through PETE. In what ways have you prepared your students to navigate these pressures?
    - Can you talk about what a teacher needs to know and do by the time they reach induction?

    - Can you tell me about how the experiences you create impact induction?
- How different or alike do you believe experiences in a university setting compare to that which is experienced by practicing physical educators?
- Is there anything else you would like to add?

APPENDIX G

TEACHING PHILOSOPHY: BLANK CRITICAL INCIDENT TIMELINE

Directions: Indicate the critical incidents within your teaching philosophy by plotting when (time) as well as the level of impact. Give a brief title of the event next to your plot. During your interview, you will be asked to elaborate on critical incidents.



Modified from Iannucci and MacPhail, 2018

APPENDIX H

INTERVIEW CODE BOOK

Acculturation	Professional Socialization	Organizational Socialization	Philosophical Orientation
Self Reflection		Technology	Life Experiences
Relationship with Mentors	PSU Program	Coaching Job	K-12 Teaching Experience
PhD Socialization	Higher Education Career	Feelings on the Program	
Influential Relationships	Challenge the System	Experience Working with People with Disabilities	

APPENDIX I

PRESERVICE PHYSICAL EDUCATION CLASS RECRUITMENT SCRIPT

Hello Everyone! I hope you are having a good day. I am Collin Brooks, and I am currently conducting research to investigate the PETE program's impact in preparing preservice physical education teachers to become practicing teachers. As a current PSU physical education student, you have a unique insight into how the program prepares you to be a teacher. If you are willing, I would like the opportunity to observe your student teaching experience and interview you to learn about your perspective regarding the preparation you have received for your future position. During the interview, I ask that you bring three artifacts that best reflect your experience as a PSU physical education major. Your insight and expertise in this topic could greatly add to the findings. Are there any questions? If you are interested, please stay a few minutes after class, and I can walk through some more details and provide you with a written consent document. Thanks so much, everyone!

APPENDIX J

PRESERVICE PHYSICAL EDUCATION PARTICIPANT RECRUITMENT EMAIL

Hello _____

I hope this email finds you well. I am currently conducting research to investigate the PETE program's impact in preparing preservice physical education teachers to become practicing teachers. As a current PSU physical education student, you have a unique insight into how the program prepares you to be a teacher. If you are willing, I would like the opportunity to observe your student teaching experience and interview you to learn about your perspective regarding the preparation you have received for your future position. During the interview, I ask that you bring three artifacts that best reflect your experience as a PSU physical education major.

If you are interested in participating in the study, please respond to this email, and I will contact you to set up a time that is convenient to complete the interview. Interviews will be conducted during the Spring of 2020 and will last approximately 30 minutes. All interviews will take place at a location on the PSU campus that you agree to. Please see the attached written consent document for further context on the study. Your insight and expertise into this topic could greatly add to the findings. Thanks, and I look forward to your response.

Best Regards,

Collin Brooks

APPENDIX K

WRITTEN CONSENT DOCUMENT FOR PRESERVICE PHYSICAL EDUCATION TEACHERS

College of Natural & Health Sciences
School of Sport & Exercise Science

Written Consent for Participation in Research

Project Title: A University Physical Education Teacher Education Program Case Study: Preparing Preservice Physical Education Teachers for Induction

Researcher: Collin Brooks, MS
School of Sport and Exercise Science
Collin.Brooks@unco.edu

Jaimie McMullen, PhD
School of Sport and Exercise Science
Jaimie.McMullen@unco.edu

I will be conducting a study to investigate the PETE program's impact in preparing preservice physical education teachers to become practicing teachers. If you choose to participate in this study, I will ask that you participate in an individual interview that will last approximately 60 minutes so that I can learn about your unique ideas regarding this specific topic.

You may experience some discomfort when discussing issues related to your school experience. There is no direct benefit to being in the study. This interview process will take place in person at a date and time you agree to. All audio and audio transcriptions from the interviews will be held on a password-protected laptop computer. Transcripts will be de-identified by not including your name on the written transcripts. Voice recordings will be erased three years after the study. Your identity will be kept confidential in any results that are disseminated from this study. Myself and my research advisor will be the only ones with access to this data.

Feel free to contact me if you have any questions about the study, and if you agree to participate sign the attached consent form.

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 a 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 Nicole Morse in the Office of Research, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

_____ _____ _____

Participant Full Name (please print) Participant Signature Date

_____ _____

Researcher Signature Date

APPENDIX L

INTERVIEW GUIDE FOR PRESERVICE PHYSICAL EDUCATION TEACHERS

- Can you tell me your name and your current year in school at the university?
- Briefly tell me a little bit about your background and why you chose physical education as a major.
    - Can you remember any specific people or experiences that encouraged you to pursue physical education as a career path?
- Think back to when you first decided to be a PE teacher. What did you think the job meant at that time?
    - Have your perspectives on what it means to teach PE changed over time? If so, what has facilitated this change?
- Let's take a look at the artifacts you brought. Can you explain them to me and why you chose to bring these?
    - How does this artifact reflect your experience here at the university?
- Describe a physical education PSU grad.
    - What they look like?
    - What are their major strengths as a teacher?
    - Are there any things you think these grads are lacking or could develop further?
- Describe what defines you as a person.
    - Describe yourself as a teacher.
    - Tell me about the type of teacher you want to be
    - Describe what you want students and colleagues to say about you as a teacher.
    - What do you want administrators to say about you as a teacher?
- From your perspective, describe professional commitment.

    - Can you talk a little about what this means to you?
- Can you describe stewardship from your perspective?
- From your perspective, what is your role as a physical educator?
    - Describe the most important aspects of physical education.
    - Share your perspectives on what a physical education teacher does outside of class.
    - Do you intend to pursue extra-curricular coaching roles?
- Can you describe the courses you have participated in that are related to physical education?
    - Tell me your overall opinion about the program and curriculum.
    - What did your instructors focus on?
    - Which assignments or learning experiences were most helpful? Why?
    - Is there one instructor you connect with more than others? Why or why not?
- Share your overall experience within the program since you became a student.
    - Can you describe some experiences related to teaching physical education you had outside of your university course work and K-12 school? For example, did you have the opportunity to work with youth in a physical activity setting, or spend time with other physical education teachers?
- Describe your field experiences that occurred through the university.
    - Describe how you were prepared for these experiences?
    - Did you feel supported by your instructors throughout the field experience process?

        - Have your field experiences had any impact on your teaching philosophy or approach to working with students?
    - How prepared did you feel going into your student teaching?
- In your opinion what prepared you best for student teaching? This can include experiences in your classroom, in the field or somewhere else during your time at the university. Why?
    - Was there anything that caught you by surprise when you started your student teaching experience? If so, what could have made this less surprising to you?
- What have you learned about schools and the culture of teaching during your time at the university?
    - Physical education is sometimes a marginalized subject. Have you seen or experienced that marginality during PETE, and do you feel prepared to address it?
    - Teaching, like a lot of fields, can be political and sometimes new teachers feel pressure to adopt the outdated practices that their colleagues use. Do you feel prepared to navigate these politics in your first job?
    - Relationships are an important part of teaching. What have you learned about building relationships with different stakeholders, including parents, teachers, administrators, and colleagues?
- What do you think is most important to know when you start your first job? Why?
    - Do you feel prepared for that?
    - What do you predict your first year will look like?

    - What are your thoughts on how you were prepared for these experiences within the PSU program?

- Is there anything else you would like to add?

APPENDIX M

CODE BOOK

Content and Pedagogical Knowledge and Pedagogical Content Knowledge	Field Experience	Sociopolitical Issues or Realities of Teaching	Professional Socialization Experience
What Defines Me as a Person	Teacher Personality	Student Background	Changes to Professional Socialization Experience
Learning What it Meant to Teach PE	Participation in PD	Acculturation	Professional Socialization: Influential Experience
Students First	Building Relationships	Career Goals	Stewardship
Professional Commitment	The Most Important Aspect of PE	Marginalization	Reflection of Professional Socialization Process
Asked for the Definition of Stewardship	Coaching Plans	Role of a PE Teacher	Organizational Socialization Predication
PSU Grads Are Lacking	Advocacy	Role Outside the Classroom	

APPENDIX N

INTERVIEW ANALYSIS EXAMPLE

John's Interview					
Acculturation and Student Background	Field Experience	Teacher Personality	What Defines Me as a Person	Stewardship	Professional Commitment
Previous Degree	Influential Teachers	Wants student to feel important	Finding Happiness and Value	Gate Keeper and Advocacy	Dedicated and Committed
Parents Discouraged PE	Shift in Philosophy	I'm a Moderator		Hold to a High Standard	Stay Current
Wanted to be a Teacher	Need QPE Field Placements	Wants to Collaborate		Leadership	Reflection
Witnessed Bad Practices	Stressful Experiences Teaching	Administrator to Value PE		Advocacy for Best Practice	Advocacy