

**PRESERVICE TEACHERS' ANALYSIS OF APPROPRIATE TEACHING
PRACTICES IN PHYSICAL EDUCATION: A QUALITATIVE
COMPARISON OF TWO PROGRAMS**

by

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(ABSTRACT)

The purpose of this study was to examine how two different groups of preservice teachers from two universities identified and described appropriate and inappropriate teaching practices and suggest appropriate changes. The investigation was also designed to provide teacher educators with insights into how to better prepare prospective teachers for their first teaching experience.

Participants for this study were 30 undergraduate preservice teachers from two southeastern universities. There were 15 participants from each group, which included 17 males and 13 females. Eight video vignettes were created from the Developmentally Appropriate Practices document developed by NASPE (1992). Two vignettes depicted appropriate practices and six portrayed inappropriate practices. Participants viewed the vignettes during scheduled appointments and were instructed to identify and describe what they saw in the vignettes according to the Criterion Guidelines developed for this study.

Data sources for the investigation were the participants' written responses gathered from the Qualitative Response Chart (questionnaire) and the Debriefing Sheet. The research project attempted to answer the following questions: Were there differences in how University A and University B identified and described appropriate teaching practices in physical education? What were the differences in the teaching practices recommended? To what experiences did the two groups attribute their ability to identify and describe appropriate and inappropriate teaching practices?

Results indicated that the amount and kind of experiences provided by the respective teacher education programs did have an impact on how the participants identified and described appropriate teaching practices in physical education.

DEDICATION

Dedicated in loving memory to my mother, Iva Rebecca Jones Tennyson, who past away suddenly three weeks after I entered graduate school. It was through her love and courage that enabled me to fulfill this dream.

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TABLE OF CONTENTS

CHAPTER I: INTRODUCTION	1
<i>Novice/Experienced Teacher Studies</i>	<i>2</i>
<i>Observation as a Pedagogical Skill</i>	<i>4</i>
STATEMENT OF THE PROBLEM	6
PURPOSE STATEMENT	7
RESEARCH QUESTIONS	7
DEFINITION OF TERMS	8
LIMITATIONS OF THIS STUDY	8
DELIMITATIONS OF THIS STUDY	9
SIGNIFICANCE OF THIS STUDY	9
CHAPTER SUMMARY	9
CHAPTER II: REVIEW OF LITERATURE	11
ORIGIN OF APPROPRIATE PRACTICES	11
<i>Developmentally Appropriate Physical Education</i>	<i>12</i>
IMPACT OF TEACHER EDUCATION PROGRAMS	14
IMPACT OF STUDENTS' PERCEPTIONS AND BELIEFS OF TEACHING	14
PHYSICAL EDUCATION TEACHER EDUCATION	15
COGNITIVE STRUCTURES OF EXPERTS/NOVICE TEACHERS	17
Problem Solving	17
Schemata	18
Planning	19
Pedagogical Content Knowledge	20
OBSERVATION	24
The Teacher as an Observer	24
Observation Difficulties	26
VIDEO APPROACH TO INSTRUCTION	27
CHAPTER SUMMARY	28
CHAPTER III: METHODOLOGY	31
INVESTIGATOR'S ROLE - PARTICIPANT OBSERVER	32
VIDEOTAPED VIGNETTES OF APPROPRIATE AND INAPPROPRIATE PRACTICES	32
DATA SOURCES	34
Qualitative Response Chart	34
Debriefing Sheet	36
SETTING AND DATA COLLECTION	36
University A	36
University B	37
DATA COLLECTION PROCESS	37
DATA ANALYSIS	38

Step I -- Development of the Criterion Guidelines	38
Step II -- Coding the Data	38
Step III -- Analyzing the Data	39
<i>In-Depth Analysis</i>	39
Selection of Written Responses.....	40
<i>Trustworthiness</i>	40
<i>Credibility</i>	41
Protocol for Evaluating Qualitative Response Chart	42
CHAPTER SUMMARY	42
CHAPTER IV: RESULTS AND DISCUSSION	44
OVERALL ANALYSIS.....	44
INDIVIDUAL VIGNETTE DESCRIPTIONS AND RECOMMENDATIONS.....	45
<i>Vignette #1: Active Participation (Appropriate Practice)</i>	45
Description of Vignette #1 - Active Participation	45
Criterion Description.....	45
Description of Written Responses – UA	46
Descriptions of Written Responses - UB	46
Differences in the Descriptions of UA and UB Participants.....	47
Teaching Practices Recommended - UB	48
Differences in Teaching Practices Recommended	49
<i>Vignette #2 - Use of Equipment (Appropriate Practice)</i>	49
Description of Vignette #2 - Use of Equipment	49
Criterion Description.....	50
Descriptions of Written Responses of Vignette #2 - UA	50
Descriptions of Written Responses of Vignette #2 - UB	51
Differences in the Descriptions of UA and UB Participants.....	51
Teaching Practices Recommended - UA	52
Pedagogical Skills -	52
Organizational Skills -	52
Teaching Practices Recommended - UB	53
Differences in Teaching Practices Recommended	54
<i>Vignette #3 - Picking Teams (Inappropriate Practice)</i>	54
Description of Vignette #3 - Picking Teams	54
Criterion Description.....	54
Description of Written Responses of Vignette #3 - UA	54
Description of Written Responses of Vignette #3 - UB	55
Differences in the Descriptions of UA and UB Participants.....	56
Teaching Practices Recommended - UA	56
Teaching Practices Recommended - UB	57
Differences in Teaching Practices Recommended	58
<i>Vignette #4 Calisthenics (Inappropriate Practice)</i>	58
Description of Vignette #4 - Calisthenics	58

Criterion Description.....	59
Description of Written Responses of Vignette #4 -- UA	59
Description of Written Responses of Vignette #4 - UB	60
Differences in the Descriptions of UA and UB Participants.....	60
Teaching Practices Recommended- UA	60
Teaching Practices Recommended - UB	61
Differences in Teaching Practices Recommended	62
<i>Vignette #5 - Relays (Inappropriate Practice)</i>	62
Description of Vignette #5 - Relays	62
Criterion Description.....	63
Description of Written Responses of Vignette #5 - UA	63
Description of Written Responses of Vignette #5 - UB	65
Differences in the Descriptions of UA and UB Participants.....	65
Teaching Practices Recommended - UA	66
Teaching Practices Recommended - UB	67
Differences in Teaching Practices Recommended	68
<i>Vignette #6 - Basketball Game (Inappropriate Practice)</i>	68
Description of Vignette #6 - Basketball Game	68
Criterion Description.....	69
Description of Written Responses of Vignette #6 - UA	69
Description of Written Responses of Vignette #6 - UB	69
Differences in the Descriptions of UA and UB Participants.....	70
Teaching Practices Recommended - UA	70
Teaching Practices Recommended - UB	71
Differences in Teaching Practices Recommended	72
<i>Vignette #7 - Pull-ups (Inappropriate Practice)</i>	72
Description of Vignette #7- Pull-ups	72
Criterion Description.....	73
Description of Written Responses of Vignette #7- UA	73
Description of Written Responses of Vignette #7 - UB	74
Differences in the Descriptions of UA and UB Participants.....	74
Teaching Practices Recommended - UA	74
Teaching Practices Recommended - UB	75
Differences in Teaching Practices Recommended	76
<i>Vignette #8 - Gender-directed Activities (Inappropriate Practice)</i>	76
Description of Vignette #8 - Gender-directed Activities	77
Criterion Description.....	77
Description of Written Responses of Vignette #8 - UA	77
Description of Written Responses - UB	78
Differences in the Descriptions of UA and UB Participants.....	79
Teaching Practices Recommended - UA	79
Teaching Practices Recommended - UB	80

Differences in Teaching Practices Recommended	81
Closure Analysis (debriefing).....	81
Participants from UA	82
Participants from UB.....	82
DISCUSSION.....	83
Differences in Description.....	84
CHAPTER SUMMARY	87
CHAPTER V: SUMMARY, CONCLUSIONS, AND IMPLICATIONS.....	89
INTRODUCTION.....	89
SUMMARY	89
Identification and Description.....	89
Differences in Recommended Teaching Practices	90
Pedagogical Aspects.....	91
The Ability to Observe.....	92
Acknowledged Source of Learning DAPE.....	94
CONCLUSIONS	94
Multiple Experiences.....	95
Faculty-based Community.....	96
Practicum Experiences	97
Time Allotment	98
IMPLICATIONS.....	98
FUTURE STUDIES	99
REFERENCES.....	101
APPENDIX A: CRITERION GUIDELINES	111
APPENDIX B: REMAINING RESPONSES TO VIGNETTE #1 ACTIVE PARTICIPATION	114
APPENDIX C: REMAINING RESPONSES TO VIGNETTE #2 USE OF EQUIPMENT	118
APPENDIX D: REMAINING RESPONSES TO VIGNETTE #3 PICKING TEAMS.....	122
APPENDIX E: REMAINING RESPONSES TO VIGNETTE #4 CALISTHENICS	126
APPENDIX F: REMAINING RESPONSES TO VIGNETTE #5 RELAYS.....	130
APPENDIX G: REMAINING RESPONSES TO VIGNETTE #6 BASKETBALL GAME	134
APPENDIX H: REMAINING RESPONSES TO VIGNETTE #7 PULL-UPS	138
APPENDIX I: REMAINING RESPONSES TO VIGNETTE #8 GENDER-DIRECTED ACTIVITIES	142
VITA.....	146

LIST OF TABLES

Table 1: Videotaped Vignettes.....	33
Table 2: Participants' Qualitative Response Chart	35
Table 3: Percentages Of Participants Who Identified Appropriate And Inappropriate Teaching Practices	45
Table 4: Selected Written Responses For Vignette #1 - UA.....	46
Table 5: Selected Written Responses For Vignette #1 - UB	47
Table 6: Selected Written Recommendations/Changes For Vignette #1 - UA	48
Table 7: Selected Written Recommendations/Changes For Vignette #1 - UB	49
Table 8: Selected Written Responses For Vignette #2 - UA	50
Table 9: Selected Written Responses For Vignette #2 - UB	51
Table 10: Selected Written Recommendations/Changes For Vignette #2 - UA ..	52
Table 11: Selected Written Recommendations/Changes For Vignette #2 - UB ...	53
Table 12: Percentages Of Recommended Changes For Pedagogical And Organization Skills From UA And UB.....	54
Table 13: Selected Written Responses For Vignette #3 - UA	55
Table 14: Selected Written Responses For Vignette #3 - UB.....	56
Table 15: Selected Written Recommendations/Changes For Vignette #3 - UA ..	57
Table 16: Selected Written Recommendations/Changes For Vignette #3 - UB ...	58
Table 17: Selected Written Responses For Vignette #4 -- UA	59
Table 18: Selected Written Responses For Vignette #4 - UB.....	60
Table 19: Selected Written Recommendations/Changes For Vignette #4 - UA ..	61
Table 20: Selected Written Recommendations/Changes For Vignette #4 - UB ...	62
Table 21: Selected Written Responses For Vignette #5 - UA.....	64
Table 22: Selected Written Responses For Vignette #5 -UB	65
Table 23: Selected Written Recommendations/Changes For Vignette #5 - UA ..	67
Table 24: Selected Written Recommendations/Changes For Vignette #5 - UB ...	68
Table 25: Selected Written Responses For Vignette #6 - UA.....	69
Table 26: Selected Written Responses For Vignette #6 - UB	70
Table 27: Selected Written Recommendations/Changes For Vignette #6 - UA ..	71
Table 28: Selected Written Recommendations/Changes For Vignette #6 -- UB ..	72
Table 29: Selected Written Responses For Vignette #7 - UA.....	73
Table 30: Selected Written Responses For Vignette #7 - UB	74
Table 31: Selected Written Recommendations/Changes For Vignette #7 - UA ..	75
Table 32: Selected Written Recommendations/Changes For Vignette #7 - UB ...	76
Table 33: Selected Written Responses For Vignette #8 -- UA	78
Table 34: Selected Written Responses For Vignette #8 - UB.....	79
Table 35: Selected Written Recommendations/Changes For Vignette #8 - UA ..	80
Table 36: Selected Written Recommendations/Changes For Vignette #8 - UB ...	81
Table B1: Remaining Written Responses - Vignette #1 - UA	114

Table B2: Remaining Written Responses - Vignette #1 (UB)	115
Table B3: Remaining Written Responses - Recommendations/Changes - Vignette #1(UA).....	116
Table B4: Remaining Written Responses - Recommendations/Changes - Vignette #1 (UB)	117
Table C1: Remaining Written Responses - Vignette #2 (UA)	118
Table C2: Remaining Written Responses - Vignette #2 (UB).....	119
Table C3: Remaining Written Responses - Recommendations/Changes - Vignette #2 (UA).....	120
Table C4: Remaining Written Responses Recommendations/Changes - Vignette #2(UB)	121
Table D1: Remaining Written Responses - Vignette #3 (UA).....	122
Table D2: Remaining Written Responses - Vignette #3 (UB).....	123
Table D3: Remaining Written Recommendations/Changes Vignette #3 (UA)..	124
Table D4: Remaining Written Recommendations/Changes Vignette #3 (UB)...	125
Table E1: Remaining Written Responses - Vignette #4 (UA).....	126
Table E2: Remaining Written Responses - Vignette #4 (UB)	127
Table E3: Remaining Written Recommendations/Changes Vignette #4 (UA)...	128
Table E4: Remaining Written Recommendations/Changes Vignette #4 (UB) ...	129
Table F1: Remaining Written Responses - Vignette #5 (UA).....	130
Table F2: Remaining Written Responses - Vignette #5 (UB)	131
Table F3: Remaining Written Recommendations/Changes Vignette #5 (UA)...	132
Table F4: Remaining Written Recommendations/Changes -Vignette #5 (UB) ..	133
Table G1: Remaining Written Responses - Vignette #6 (UA).....	134
Table G2: Remaining Written Responses - Vignette #6 (UB).....	135
Table G3: Remaining Written Recommendations/Changes - Vignette #6 (UA)	136
Table G4: Remaining Written Recommendations/Changes - Vignette #6 (UB)	137
Table H1: Remaining Written Responses - Vignette #7 (UA).....	138
Table H2: Remaining Written Responses - Vignette #7 (UB)	139
Table H3: Remaining Written Recommendations/Changes - Vignette #7 (UA)	140
Table H4: Remaining Written Recommendations/Changes - Vignette #7 (UB)	141
Table I1: Remaining Written Responses - Vignette #8 (UA).....	142
Table I2: Remaining Written Responses - Vignette #8 (UB)	143
Table I3: Recommendations/ Changes Vignette #8 (UA).....	144
Table I4: Remaining Written Recommendations/Changes - Vignette #8 (UB) ..	145

CHAPTER I

INTRODUCTION

Other professions and crafts give practitioners whole arrays of techniques, instruments, tools, devices, formulas, strategies, tactics, algorithms, and tricks of the trade...But, in teaching we find relatively few of these ways of making complex tasks more manageable. Teachers are expected to rediscover for themselves the formulas that experienced and ingenious teachers have acquired over the years. Each generation of teachers benefits too little from the inventions of its predecessors. Too little of the wisdom of the profession gets saved and passed along for the benefit of the novice. What teaching needs---if it is to be improved in the hands of ordinary persons, who are not geniuses or inspired artists, and if it is to be improved with resources at a level not inconceivably high--- is a much more abundant and helpful supply of "tools of the trade." (Gage, 1972, p. 97)

As we enter the 21st century educational institutions are being pressured by boards of education, parents, and policy makers (Darling-Hammond, 1996) to demonstrate effectively what educators know---and more importantly, what students know (Shanowski & Hranitz, 1992). The rising demand for accountability and public scrutiny (Hensley, Baumgartner, Lambert, & Stillwell, 1987) echo in every corner of the educational arena for improving the quality and outcomes of education (Wise & Leibbrand, 1996).

The continuous revisions of standards and the urgency for prospective teachers to demonstrate new standards (Wise & Leibbrand, 1996), require the assessment of teacher education programs---specifically, the strategies that determine if, and how, prospective teachers are learning. In addition, the ever-changing educational standards demand close observation.

One can surmise, for example, that students who are neophytes in a teacher education program would have different levels of skills and abilities compared to experienced students. Students who have taken a series of courses and who have had opportunities to observe and work in schools under the guidance of professors and veteran teachers should be more capable of identifying appropriate teaching practices. One apparent difference is that "experienced" students should be better able to recognize, evaluate, and recommend changes to inappropriate teaching practices. Students who have not long been in a teacher education program and the lay public, however, might not recognize certain practices as inappropriate. Those students might view the

inappropriate practices to teaching as either insignificant or appropriate. In short, information having significance to veterans may lack worth to novices.

In physical education, for example, appropriate practices for that subject matter have been set forth in a series of documents entitled, "Developmentally Appropriate Practices." The initial document in this series was entitled, "Developmentally Appropriate Physical Education for Children" (NASPE, 1992) developed by the "Council on Physical Education for Children" [COPEC]. COPEC is an extension of the National Association for Sport and Physical Education (NASPE) devoted to enhancing K-12 physical education throughout the United States.

Historically, early childhood educators used the term "developmentally appropriate" to describe recommended practices designed to improve the quality of education for young children (Bredekamp, 1992). The National Association for the Education of Young Children (NAEYC) defines developmentally appropriate programs as "those which are based on knowledge of what is age appropriate for the group of children served, as well as information about what is individually appropriate" (Bredekamp, 1992, p. 31). Following the guidelines of NAEYC, NASPE (1992) adopted a similar philosophy for physical education. A developmentally appropriate physical education program, according to Grineski (1992), is based on three principles of motor development: "(a) motor skill development is sequential and age-related; (b) children progress through similar sequences of motor skill development; and (c) the rates at which children progress through sequences of motor skill development varies" (p. 33) (further discussion in Chapter 2). This type of program addresses the needs of all individuals and provides the best learning experience possible.

The ability to identify and describe appropriate and inappropriate practices in teaching does not mean that a prospective teacher will actually implement appropriate practices. However, it does seem to be an important starting point toward the implementation of those practices as well as a measurement of teacher education program effectiveness. Do beginning and experienced teacher education students have different ways of identifying and describing the appropriate practices of teachers? This was a major question that this study explored.

Novice/Experienced Teacher Studies

There is literature documenting the difference between novice, or beginning teachers, and veteran or expert teachers (Berliner, 1986; Clark & Peterson, 1986; Leinhardt & Greeno, 1986; Comeaux & Peterson 1987; Shulman, 1986). According to Chi, Glaser, and Rees (1980), expertise is defined as, "the possession of a large body of knowledge and procedural skill" (p. 8). According

to this definition, Sherman (1983) states that an expert physical education teacher demonstrates competence in an academic field and in pedagogical knowledge skills needed to teach in the physical education environment.

How and when do teachers develop experience or expertise? While we know that veteran teachers think differently about teaching and acquire more sophisticated systems of analyses, it seems reasonable to ask where those changes begin. For example, preservice teachers learn skills and abilities in their preparation program, and therefore, their knowledge structures are different at various levels. The expert/novice studies describe differences in the cognitive structures of the participants and how they differ in their observations and interpretations of teaching practices (Berliner, 1986; Clark & Peterson, 1986; Leinhardt & Greeno, 1986; Peterson & Comeaux, 1987; Shulman, 1986a).

Novice teachers have neither the depth nor the breadth of veteran teachers' knowledge of either the subject matter or the students (Borko & Livingston, 1989). Veteran teachers have highly rich schemas that allow them to represent the complexities of the classroom that novice teachers lack in many ways. Novices also lack the "metacognitive" and monitoring skills possessed by veterans (Berliner, 1987; Clark & Peterson, 1986; Leinhardt & Greeno, 1986;). To be a successful teacher, it is important to be experienced in both pedagogical and content knowledge and be knowledgeable about how this information interacts during the teaching (Berliner, 1986).

Livingston and Borko (1989) describe the differences of the thoughts and actions of veteran and novice teachers from two perspectives: teaching as a complex skill and improvisational performance. They reported that the cognitive schemata of novices are less elaborate, interconnected, and accessible than those of veteran teachers and their pedagogical reasoning skills are not as developed. They also found that veterans were successful at improvising strategies as they demonstrated the ability to shift gears between responding to students' comments and questions. Yet, they were able to stay with the lesson objectives whereas novices found it difficult to connect related concepts within the lesson or the curriculum. Do these changes begin in the teacher preparation program, albeit at a much more primitive stage, when teachers are introduced to some of the more basic teaching practices that distinguish appropriate from inappropriate practice?

Graham, Hopple, Manross, and Sitzman (1993) compared the way novice teachers and experienced teachers taught the same content to the same classes of students. Their findings revealed that the novice teachers spent a lot of their time deciding how to teach the subject matter and relied mainly on their university coursework to design their lessons. The experienced teachers geared their lessons more towards the students' needs, giving fewer tasks, presenting more cues and simply relying on their years of experience in the classroom with children.

Westerman (1991) also compared the thinking and decision making of veteran and novice teachers before, during, and after teaching. Findings revealed that veteran teachers considered the learning tasks from the students' perspective and performed a cognitive analysis of each learning task during planning. This technique allowed them to adapt to the students' needs while teaching. Lacking comprehension of the classroom and the students, the novice teachers used lesson objectives to design their lessons without considering the needs of the students.

Byra and Coulon (1994) compared the instructional behaviors of a group of preservice teachers under two teaching conditions. One condition was planned and the other unplanned. Lesson plans were developed for the first lesson (planned) but not for the second lesson (unplanned). Results indicated that the planned condition had a positive effect on some preservice teachers' instructional behaviors. In the planned lessons teachers presented more clearly and teachers were more attentive to the actions of the learners. Learners taught in planned lessons spent less time in noninstructional aspects of activity and less time being off-task during activity time. In the unplanned lessons, learners spent more time on management and transition than on the planned lessons.

These studies describe the differences in how veteran and novice teachers perceive and process information in the classroom. It appears that the veteran teachers, through their years of varied experiences, have rich schemata that enable them to demonstrate appropriate teaching practices to meet the needs of the classroom and the students (Graham et al., 1993). This does not mean that all veteran or experienced teachers are experts. However, these studies suggest that there is need for further investigation into how and at what point in a teacher education program preservice teachers begin to develop an understanding of appropriate teaching practices.

Observation as a Pedagogical Skill

Clearly, one of the important initial skills that a teacher must acquire to move from novice to veteran is the ability to see with understanding, and to accurately observe what is occurring in a classroom or gym. Observing and analyzing have both been considered important components of learning to teach since the 1930s (Barrett, 1983). In physical education, Hoffman (1977) defined observation as the process in which the teacher or coach systematically observes the responses of his/her students, identifying discrepancies and providing appropriate feedback to learners.

The pedagogical skill of observation is continuously emerging as an important part of the teaching-learning process that deserves more attention and study (Allison, 1987; Allison, 1990; Carter Cushing, Sabers, Stein, & Berliner,

1988; Radford, 1988). According to Allison and Pissanos (1994), observation by teachers refers to “the teacher’s use of the visual perceptual mode to gather information about the classroom environment and make sense of what is happening as it occurs” (p. 47). Preservice teachers typically have very little knowledge of what to look for and often are not able to recognize specific teaching behaviors as “good” or “bad” when they see them (Merkley & Jacobi, 1993). Experienced teachers, in contrast, observe, interpret what they see, and then, make decisions relative to the event (Allison & Pissanos, 1994). When are teachers able to observe with understanding---to discriminate between obviously “good” and “bad” teaching? Do beginning students in a teacher education program observe and analyze differently, or more accurately than students who have taken “methods” courses?

Another study by Graham, et al. (1993) offers insight into this question. They compared the abilities of novice and experienced physical education teacher education preservice teachers and teacher-educators’ observations and analyses of videotaped lessons on basketball dribbling. The results indicated that experienced preservice teachers were similar to the teacher educators in their observation skills and their use of language in descriptions of what was observed. The inexperienced preservice teachers focused more on the social aspects of the lesson rather than instructional aspects. The research indicated that their schemata did not appear to be as developed as the experienced preservice teachers and teacher educators.

Merkley and Jacobi (1993) also studied the observation skills of preservice teachers. They focused on the effects of three laboratory experiences on elementary education students’ knowledge of teaching behaviors and skills in observing and reporting teaching behaviors. They found that students who participated in live telecast laboratory experiences, in addition to instructional coursework, were more perceptive to the teaching behaviors than did students in the interactive video system. It was reported that the students who participated in the live telecast observation developed skills that enabled them to take on more of an active approach when they described teaching behaviors. Students observing the interactive video took on more of a passive role in their descriptions that appeared to be attributed to a lack of attention and focus from the taped segments.

Bell, Barrett, and Allison (1985) also analyzed what preservice physical education teachers reported seeing in a 15-minute games lesson with fourth grade students. Results indicated that, as a group, the preservice teachers focused on a broad range of teacher and student behaviors and lesson elements. Analysis of individual preservice teachers revealed they were less focused on all three elements (teacher, students and lesson). Findings suggest teacher educators

need to inform preservice teachers exactly what aspect of the lesson is to be targeted due to the complexities of the physical education environment.

Behets (1993) also studied observational skills of physical education preservice teachers before and after training. Results indicated that in early development (pretest) the prospective teachers were concerned with the role of the teacher, specifically teaching behaviors. During the pretest observers seemed to report on the participant who was the most active in the classroom (teacher or student). After the training (posttest), the observers' reports were more balanced, focusing on teacher and student behaviors. These findings also support findings by Barrett, et al. (1987) that suggest that preservice teachers had a wider focus on the classroom environment due to their pedagogical coursework and teaching practice. When prospective teachers are taught what to look for (protocols), they tend to "reorient" their focus on the task at hand.

These studies indicate that observation skills of preservice teachers can be improved by providing them with practice in observing teaching practices as well as observing themselves and their peers. Knowing what prospective teachers observe and how they make decisions about what they observe is an important aspect in becoming an effective teacher (Graham, et al., 1993). Further investigation is needed to determine when, or even if, preservice teachers develop an understanding of appropriate teaching practices. This study expanded on this line of investigation by attempting to gain additional insights into how preservice teachers identified and described appropriate teaching practices.

Statement of the Problem

If teachers are to be ready to help their students to meet the new standards that are now being set for them, teacher preparation and professional development programs must consciously examine the expectations embodied in new curriculum frameworks and assessments and understand what they imply for teaching and learning to teach. (Darling-Hammond, 1994, p. 39).

According to Buday and Kelly (1996) parents, educators, and the general public have challenged the way the nation's schools are presently preparing students. Both the public and policy makers are insisting on performance standards and assessments to discern what teachers and students know and how they are able to use what they know (Wise & Leibbrand, 1996).

A teacher's learning is a continuous process that extends throughout the teaching career and provides a framework for continuous assessment (Wise & Leibbrand, 1996). Prospective teachers are expected to demonstrate standards representing a new design of certification oriented toward outcomes developed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

National Council for Accreditation of Teacher Education (NCATE) standards require teacher education programs to document and assess the development of its candidates at various stages of the program and use performance assessments to evaluate the candidates (Wise & Leibbrand, 1996). Measurement and evaluation is a necessary constituent of the present condition of education reform (Wood, 1996). The new reforms in physical education advocate a contemporary approach that focuses on learning experiences that assist in developing a physically educated person (NASPE, 1995).

Darling-Hammond (1996) asserts that most teachers have struggled to produce the kind of learning advocated by the new reforms. She adds that much of the frustration and dissatisfaction is not necessarily due to the absence of teachers' knowledge but lack of support from the systems that employ them. Prospective teachers will need explicit instructions as to exactly what students need to learn. Also, they must be well versed in the subject matter being taught (Darling-Hammond, 1996). This seems to suggest that prospective teachers need to be able to identify and describe appropriate teaching practices in any subject area regardless of the discipline.

As we enter the 21st century, it is important that physical educators understand what a quality physical education program consists of. Teacher education programs must change in order for their students to be in compliance with the National Standards. This study suggests the need for prospective teachers to be able to identify and analyze the tenets of the Appropriate Practices (NASPE, 1994) document.

Purpose Statement

The purpose of this study was to examine how undergraduate physical education teacher education majors from two universities were able to identify and describe appropriate and inappropriate physical education teaching practices and make recommendations for changing those practices for eight videotaped vignettes.

Research Questions

Listed below are the specific research questions that guided this study:

1. Were there differences in how students from University A (**UA**) and students from University B (**UB**) identify and describe appropriate and inappropriate teaching practices in physical education?
2. What were the differences in the teaching practices recommended by both groups?
3. To what experiences did the two groups attribute their ability to identify and describe appropriate and inappropriate teaching practices?

Definition of Terms

Listed below are significant terms used in this study:

Appropriate teaching practice - Quality physical education that is both developmentally and instructionally suitable for specific children served (NASPE, 1992).

Closure Analysis - Description of teacher education experiences.

Criterion Description - Targeted observational component in the vignette such as: key words, phrases, and sentences, or parts of the lesson that the participants in the study were expected to identify.

DAPE - Developmentally Appropriate Physical Education

Description - A statement that provides an account or record of lesson events.

Evaluation - A statement that comments upon the appropriateness or value of some phase of the lesson.

Experienced preservice teacher - Undergraduate physical education preservice teachers at university A who have been exposed to Developmentally Appropriate Physical Education at entry level of their teacher education program.

Inappropriate teaching practice - Physical education that is not developmentally or instructionally suitable for specific children served (NASPE, 1992).

Novice preservice teacher - Undergraduate preservice teacher at university B with limited exposure to Developmentally Appropriate Physical Education.

Observation - Observation by teachers refers to the teachers' use of the visual perceptual mode to gathering information about and make sense of what is happening as it occurs in the classroom environment (Allison & Pissanos, 1994).

Pedagogical observation - The ability to accurately observe teaching behaviors.

PSTs - Undergraduate physical education teacher education *preservice teachers*.

QRC -- Qualitative Response Chart

UA - University A

UB - University B

Vignette - 30 to 60-second "snippets" of selected video recordings.

Limitations of this Study

This study was limited by the following factors:

1. Students in this study represented only two institutions.
2. The students were not representative of other **PSTs** in their respective institutions.
3. The investigator was an observer in laboratory experiences in the physical education program at University A.
4. The investigator was an instructor in the physical education program at University B.

5. The students at University A were administered the questionnaire individually, while students at University B were administered the questionnaire as a group.

Delimitations of this Study

1. Students in this study were physical education majors from two institutions in which the demographics were different (see Chapter III).
2. The data collection method was limited to a single questionnaire.
3. The investigator selected the physical education teacher who participated in the videos.
4. The investigator constructed the video vignettes using the Appropriate Practices document as a framework.

Significance of this Study

The purpose of this study was to examine how **PSTs** from two universities identified and described appropriate and inappropriate teaching practices and suggested appropriate changes. This investigation was also designed to provide teacher educators with insights into how to better prepare prospective teachers for their first teaching experience.

Teacher education programs typically introduce teaching theories and incorporate field experiences in preparing **PSTs** how to teach (Merkley & Jacobi, 1993). This type of study can help provide insights into how teacher education programs influence how and what **PSTs** learn in a training program (Graber, 1996).

The teacher's use of observation as a pedagogical skill is continuously emerging as an important part of the teaching process that deserves attention and research (Allison, 1987; Allison & Passanos, 1994; Barrett, 1983; Carter, Cushing, Sabers, Stein & Berliner, 1988). This study provided insights into teachers' observational skills---as well how **PSTs** identify and describe appropriate practices and suggest alternatives to inappropriate practices.

Chapter Summary

This chapter began with the discussion of the necessity for improving the quality and outcomes of education and the importance of assessing how **PSTs** learned in a teacher education program. It also discussed the importance of understanding how **PSTs** develop knowledge of appropriate teaching practices. The chapter continued with a discussion of novice/experienced teachers' knowledge structures and how they differ in their observations and interpretations of teaching practices. In addition the chapter discussed how observation skills are needed for **PSTs** to critically observe and analyze appropriate teaching practices. The remainder of the chapter introduced the statement of the problem, statement of purpose, research questions, definition of

terms, limitations and delimitations of the study, and then concluded with the significance of the study.

CHAPTER II

REVIEW OF LITERATURE

The literature review begins with the origin of “Developmentally Appropriate Practices” and its inception into physical education. The second section discusses the impact of students’ perceptions and beliefs about teaching. Discussion continues with the impact of teacher education and physical education teacher education (PETE). The next area covers the cognitive structures of expert/novice teachers. Following the expert/novice studies is a review on the pedagogical knowledge structures of expert and novice teachers. The review closes with the examination of studies in observation and the use of videotaping in the physical education setting.

Origin of Appropriate Practices

For years the field of early childhood education has examined the appropriateness of educational programs for young children (Bredekamp, 1987). Bredekamp states, “the origin of the term ‘developmentally appropriate’ is not documented, but is one that has a long history of use (and overuse) among early childhood professionals” (1991, p. 199). NAEYC (National Association for the Education of Young Children), a professional organization of early childhood educators, initiated the move to clearly define the term developmentally appropriate. This act was motivated by two occurrences in the field (Bredekamp, 1991). The first began with the accreditation system for early childhood programs in which the term was used to describe activities and expectations of children’s behavior. The term was more clearly defined (but not conclusive) when it was incorporated in NAEYC’s program standards in the mid 1980s (Bredekamp, 1991). The second occurrence was politically stimulated when NAEYC’s Governing Board orchestrated a Commission on Appropriate Education to encourage the supported practices in new programs for prekindergarten and kindergarten (Bredekamp, 1991).

After the Commission implemented program standards, professional educators in early childhood education felt the urgency to inform the caretakers of young children of the importance of appropriate practices in formal programs (Bredekamp, 1987). These caregivers included: parents, teachers, administrators, and policymakers (Bredekamp, 1987). The concerns of professional educators prompted NAEYC to develop a document that defined developmentally appropriate practices (Bredekamp, 1992). NAEYC defines “developmentally appropriate” practices as, “programs based on knowledge of what is age-

appropriate for the group of children served, as well as information about what is individually appropriate (Bredekamp, 1992, p. 31).

Human development research assumes that growth and change occurs physically, emotionally, socially, and cognitively (Bredekamp, 1987). Bredekamp asserts that having knowledge and understanding of this growth during a child's early years serves as a foundation in which to prepare appropriate learning experiences. She also adds that to prepare for individual differences, it is important to understand that children learn from a variety of factors. They include family characteristics, interaction between the child's thoughts, and outside influences such as "people, ideas, and materials" (p. 2). The knowledge of child development thus serves as a framework for developing appropriate curriculums and instructional practices designed for every aspect of growth and change for young children (Bredekamp, 1987).

According to Bredekamp (1997), the revised definition of developmentally appropriate programs "is one that not only reflects what is known about children's development and learning but also contributes to the overall development of the children who participate" (p. 36). The NAEYC recommends that decisions be made about children based on the following information: (a) what is known about child development and learning; (b) what is known about the strengths, interests, and needs of the individual children in the group; and (c) knowledge of the social and cultural contexts in which children live. These statements were developed on the premise that educators remain "learners" during their entire profession (Bredekamp, 1997).

Developmentally Appropriate Physical Education

Following the guidelines of the NAEYC document, NASPE (National Association for Sports in Physical Education) released the document called *Developmentally Appropriate Practices for Physical Education* in 1992. The Council on Physical Education for Children (COPEC), an extension of NASPE developed the document. COPEC represents the largest professional association of physical education teachers, an extension of the National Association for Sport and Physical Education (NASPE, 1992). NASPE is an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The COPEC document informs teachers, administrators, policymakers, parents, and other individuals who are involved in physical education practices about what is considered appropriate and inappropriate in physical education instruction (Graham, 1992). The purpose of this document was to bring into view traditional teaching practices deemed inappropriate and to offer options that were more suitable.

Since the beginning of distribution of this document in 1994, there have been 30,584 copies disseminated to physical education professionals through workshops and state and national conventions. The investigator spoke by phone on April 11, 2000, to P. K. Kun, a marketing manager at the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) office in Reston, Virginia. K. Starks, in publications and marketing at AAHPERD, was assigned to research this documentation.

Presently, there are four documents: "Developmentally Appropriate Physical Education Practices for Children" (NASPE, 1992); "Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5" (NASPE, 1994); "Appropriate Practices for Middle School Physical Education" (NASPE, 1995); and "Developmentally Appropriate Practices for High School Physical Education" (NASPE, 1998). These programs support quality physical education that considers individual development as well as using the best pedagogical practices to incorporate learning.

Another committee, The Motor Development Task Force, developed a position statement of the National Association for Sport and Physical Education (NASPE,) - "Looking at Physical Education From a Developmental Perspective: A Guide to Teaching" (1994b). This document suggests ways that teachers can incorporate ideas in their teaching that would be developmentally appropriate. The main focus advocates looking at their teaching from a developmental perspective. In others words, considering what changes have already occurred (developmentally) and what changes will occur in the future. According to NASPE (1994), there are six characteristics of developmental change: "(1) qualitative; (2) sequential; (3) cumulative; (4) directional; (5) multifactorial; and (6) individual. "

From a developmental perspective, according to Grineski (1992), a developmentally appropriate physical education program is "based on three principles of motor skill development: (a) motor skill development is sequential and age-related; this means that certain tasks should be presented for a particular age group (i.e., 5 to 7 years - movement concepts which include spatial awareness), (b) children progress through similar sequences of motor development, (i.e., learning from one motor skill to the next - crawling to walking to running); and (c) the rates at which children progress through sequences of motor development varies (i.e., some children mature physically faster or slower than others for various reasons - motor ability, opportunities to learn, potential to learn, etc.)" (pp. 33-34).

A developmentally appropriate physical education program recognizes these three principles of motor skill movement and uses this understanding as a

guide to help meet the needs of all students and promotes learning through age appropriate and individually learning tasks (Grineski, 1992).

Understanding motor skill movement is an important pedagogical skill in the physical education environment. NASPE also emphasizes the need for physical educators to teach young children basic movement skills to better prepare them for more “complex” skills as they progress through physical education programs (1992). The Appropriate Practices document for physical education is designed to help physical education teachers understand and recognize how to best assist children in developing basic movement skills that can be used in any selected activity, familiar or unfamiliar (NASPE, 1992). It is hoped by the teaching profession that skills children learn as youngsters will serve as a foundation for more complicated skills that they will be exposed to in more advanced physical education classes (NASPE, 1992). This foundation can ultimately prepare children for higher skilled activities that they can choose to participate in for their own pleasure (pp. 33-34).

Impact of Teacher Education Programs

Developmentally Appropriate Practices in Physical Education (DAPE) represents the foundation of educational reform in physical education. It is important that physical educators continue to prepare our young children to be physically active for a lifetime. It is also important that physical education **PSTs** know and understand the “Appropriate Practices in Physical Education” and work toward implementing them in their daily teaching practices.

Educators, parents, the public, business leaders, and policymakers have shared the importance of implementing change to improve teaching and teacher education (Darling-Hammond, 1996). Over the past few years, there have been calls for extended programs, more intense subject matter preparation, a stronger connection between field experiences and methods courses, and more emphasis on assessment (Darling-Hammond, 1996).

This study suggests one method of assessing how **PSTs** identify and describe appropriate teaching practices. Institutions must continue to find ways to assess the development of their teacher education programs effectively. Perhaps, assessing the structural events that measure the knowledge learned will assist in that understanding.

Impact of Students’ Perceptions and Beliefs of Teaching

One way of assessing the development of how teacher education programs influence student learning is to understand how those students perceive teaching as they enter a teacher education program (Maxson & Mahlios, 1994). Researchers assert that understanding student’s cognitive processes and how their belief system was developed will provide teacher educators some

insights as to how **PSTs** learn (Maxson & Mahlios, 1994), and what they view as appropriate or inappropriate teaching practices.

There is evidence to suggest that teachers' classroom performances are indicative of what they believe (Clark & Peterson, 1986; Leinhardt & Greeno, 1986). Lortie asserts that teacher's perceptions of effective and ineffective teaching begins early in the career of a student in the classroom (1975). Tabachnick and Zeichner add that perceptions of teaching are "powerful influences" of entering **PSTs** (1984). Teacher educators must be aware of how perceptions will affect what pedagogical practices are absorbed in a teacher education program (Doolittle, Placek, & Dodds, 1993; Schempp, 1989).

Doolittle et al. (1993) examined case studies of three recruits' perceptions about the purposes of physical education and what constitutes appropriate teaching from entering to exiting a teacher education program. Data collection methods include a questionnaire, assignments, and interviews at the entry level, the end of each semester, and just before exiting the program. All of the recruits had very different beliefs about the purpose of physical education and appropriate teaching at the beginning of their teacher education experience. Findings indicated that recruits' beliefs changed very little during their training period. They accepted practices that coincided with their initial perceptions and discarded those that did not.

Daily teaching practices originate from what physical educators "believe about appropriate or inappropriate activities" (Woods & Langley, 1997, p. 68). As **PSTs** progress through a teacher education program it is important to examine "the appropriateness" of long-established practices in order to stimulate "appropriate teaching practices" (Woods & Langley, 1997, p. 68). In addition it is equally important to acknowledge the influences of perceptions on appropriate teaching practices that support negotiation (Carter & Doyle, 1995). Teacher education programs cannot ignore **PSTs'** perceptions and beliefs about what constitutes good teaching. Instead, programs should embrace them as resources that can provide insights on how they recognize and analyze appropriate teaching practices (Carter & Doyle, 1995).

Physical Education Teacher Education

Numerous studies on teacher effectiveness and socialization gave impetus to improving undergraduate teacher education programs (Graber, 1996). Researchers have produced substantial knowledge base but there still is not enough research documenting effective teacher education program characteristics (Ziechner, 1987). Teacher effectiveness research in physical education has been mostly descriptive, looking at process and staying away from the product issues (Werner & Rink, 1989). They assert that it is important to

understand how the description relates to exactly what is being affected. Analyzing teacher processes will contribute to understanding veteran characteristics (Werner & Rink, 1989).

Teacher educators must be involved in the design and development of the kinds of programs that shape physical education as well as exhibit an on-going commitment to do so (Siedentop & Locke, 1997). What teaching skills should teachers know when exiting a physical education teacher education program? How do we know if they have become effective teachers?

One way to understand effective teaching characteristics is to compare teachers with varying degrees of effectiveness (Werner & Rink, 1989). Behets (1997) examined teacher behaviors by comparing more and less effective teachers. Nine elementary physical education teachers taught a novel gymnastic skill during 4 consecutive 25 - minute lessons. The lessons were videotaped and analyzed for teacher and student behaviors in 3 categories: management, instruction, and active learning time. Teacher effectiveness was measured in terms of gains in student learning on the gymnastic skill from pre to post test. Results indicated that the most effective teachers scored significantly higher for active learning time and significantly lower for instruction time. Less effective teachers scored higher in instruction and management time and low in active learning. The most effective teachers had a 50% higher practice time than the less effective teachers. The study asserts that the effective teachers provided more practice time and reduced management and instruction time.

Werner and Rink (1989) described teaching behaviors of four teachers who had varying degrees of expertise. Four experienced second grade teachers were asked to teach a six-lesson unit in jumping and landing skills to a class of their choice. Students were pre- and post-tested on their ability to produce and reduce force using a force platform and a jump for distance without a platform. Data from practice trials were obtained using videotaped lessons (1989). "Observers recorded the content task, selecting one student to observe while performing the task, and recorded the appropriate responses the student made to the task as presented" (Werner & Rink, 1989, p. 82). The Observation Scale for Content Development in Physical Education (OSCD-PE) was used to describe the teachers' content development and managerial skills (Rink, 1979). The Qualitative Measures of Teaching Performance Scale (QMTPS) was used to obtain information on task presentation, nature of feedback, and appropriateness of student responses (Rink & Werner, 1989). Based on the descriptive data for both OSCD-PE and QMTPS, task presentation, congruent feedback, the number of practice trials, content knowledge, the ability to present information clearly, and holding students accountable for selected performance aspects was described by more effective teachers as an important part of teaching. The less

effective teachers had fewer practice trials, fewer cues, and did very little to hold students accountable. Inaccurate information from these teachers also resulted in inappropriate responses to the tasks. Findings also indicated that effective teachers did extensive planning whereas the less effective did not.

Cognitive Structures of Experts/Novice Teachers

Problem Solving

Another way of distinguishing more effective teachers from less effective teachers is studying the cognitive processes of novice and veteran teachers. Comeaux and Peterson (1987) reported that cognitive psychologists have studied the problem solving skills of veteran and novices and have made two basic assumptions. First, veteran and novice differ in their problem representation and their subsequent approach to their problem solving techniques. When experts pull from their sophisticated schemata, they can present representation in a variety of ways to address a problem. Novice teachers have yet to develop a schema and have limited representation for solving a problem. Second, these differences in problem representation and approach to the problem may be due to the schemata of experts and novices.

Comeaux and Peterson (1987) investigated whether differences exist between novice and experienced high school teachers in their recall and analyses of problem solving. Ten high school social studies teachers in a school division and ten student teachers in secondary social studies at a major university participated in the study. Each participant completed three ability tests, role-played scenes in a secondary social studies class, and was interviewed. Findings indicate that the experienced teachers had better developed knowledge structures for concepts related to classroom teaching than do novice teachers. Peterson and Comeaux (1987) assert that differences in the schemata appear to be reflected both in teachers' ability to recall classroom events as well as their ability to analyze and resolve problems.

During problem solving, Berliner (1989) asserts that novice teachers may be a little slower than veteran teachers in initial stages of problem solving. He also adds that they seem to take longer in setting up their organizational strategies. This may account for the initial slow start to resolving issues and may cause novice teachers to abandon a teaching practice not going well.

When veteran teachers perceive that lessons are not going well during interactive teaching they tend to make immediate adjustments (Brya & Sherman, 1993; Taheri, 1982). In contrast, novice teachers could not readily make the needed adjustments because they lacked the ability to determine or see incoming events that require interactive decisions. As they gained knowledge and experience from these unplanned events, they would be able to combine

problem-solving techniques from one experience to the next (Magliaro, Wildman, Niles, McLaughlin, & Ferro, 1989). These researchers also add that this learned experience would provide increased flexibility in the classroom environment and subsequently, the experience would help them to stay in line with their teaching routine.

Schemata

As novice teachers gain knowledge through their classroom experiences, they eventually develop schemas. In psychological models of memory, knowledge is represented in the form of schemas (Byra & Sherman, 1993).

Rumelhart and Norman (1985) define schema as:

Data structures for representing the generic concepts are stored in memory. There are schemas for generalized concepts underlying objects, situations, events, actions, and sequences of actions. Roughly schemas are like models of outside world, to process information with the use of a schema is to determine which model best fits the incoming information. There appear to be a number of characteristics of schemas that are necessary for developing a system that behaves in this way (1985, pp. 35-36).

For example, in the context of memory, when teachers know more in a subject domain, they have more schemas of concepts in memory as well understanding relationships between them (Brya & Sherman, 1993). In other words, those who know more are better able to remember more information and retrieve it when needed. Schemas help make representations come together. Veteran teachers have knowledge-related characteristics, interests, and abilities of learners. Their schemata allow them to plan their activities based on their experiences in the classroom rather than rely on a textbook or curriculum coursework (Berliner, 1986).

Knowledge of the learner enables veterans to predict when particular students may be experiencing problems in the classroom. The veterans' propositional structures for content knowledge, pedagogical content knowledge, and knowledge of learners, accompanied with complex schemata, enable them to predict misconceptions the students may have and how these misconceptions may affect their learning (Borko & Livingston, 1989).

The versatile schemata of veteran teachers allow them to compare sources from the classroom environment (e.g., discussion questions, homework, seatwork). They can quickly determine whether the particular event is useful to their decisions (Carter et al., 1987). Novice teachers have difficulty determining whether information is relevant to a decision because their schemata oftentimes

has to be worked out during the decision making process (Borko & Livingston, 1989).

If novices are to develop effective schemas within the complexities of the classroom, they must be exposed to knowledge that will discriminate between appropriate and inappropriate teaching practices. They must know content knowledge, effective retrieval schema, and the ability to construct new information and place it appropriately within their knowledge structure (Byra & Sherman, 1993). Research suggests that there are differences in the ways veteran and novices teachers perceive, understand, monitor, and process visual information in a complex teaching environment (Berliner, 1986; Carter et al., 1987).

In simplifying the demands of the complex environment of the classroom, expert teachers use "chunking." Chunking is the ability to group individualized events into larger parts or groups based on the amount and kind of information taken in by the teacher (Comeaux & Peterson, 1987). It is the ability to combine individual amounts of "stuff" together in large parts and still be able to discriminate among the parts. According to Livingston and Borko (1987), veteran teachers have a wider variety of integrated principles and experiences to extract from as they engage in planning and interactive teaching in the classroom environment. On the other hand, novice teachers are less able to plan and decide when a lesson may need adjustments or modifications (Graham et al., 1993). They are not as engaged in the cognitive processes as frequently as veteran and they may find it difficult to simplify a situation because of the amount of information taken in during interactive decision making. Calderhead (1981) found novice teachers seem to lack the "conceptual structure" to make sense of classroom events.

Veterans' conceptual structure help them to understand children's background (Berliner, 1986), their characteristics, interests, and abilities (Graham et al., 1993), and seem to know their new classes before they actually get to know the students in them (Calderhead, 1983). Calderhead (1983) and Berliner (1986) report this kind of knowledge influences how teachers organize and manage a classroom, and make the subject matter meaningful.

Planning

Knowledge of the classroom and the learner can assist in making planning more meaningful. Planning is a way of organizing how to best meet the needs of the learner. Clark and Peterson (1987) define planning as, "a basic psychological process in which a person visualizes the future, inventories means and ends, and constructs a framework to guide his or her future action" - in other words thinking in the future to get things done ahead of time (p. 260).

Most educational theorists universally advocate planning for instruction (Griffey & Houser 1991). They feel it is a necessary prerequisite skill for pedagogical competence. Plans should demonstrate a direction for the presentation of content lesson focus, organization, and teacher-student interaction.

In addition to direction, plans allow veteran teachers to vary their strategies to meet the needs of many individuals in the classroom as well as alter or improve them when the need arises. Veteran teachers focus on a host of activities systematically (Livingston & Borko, 1987). Livingston and Borko (1987) state that experts are able to construct ideas that are conducive throughout the lesson. They plan mentally rather than write the lessons out (Griffey & Housner, 1991). Novice teachers are less able to plan for routines without writing out a very detailed plan. It appears that the lack of experience seems to force novices to gravitate towards their lengthy plans, textbooks, and written materials (Livingston & Borko, 1987). When novice teachers detect that a lesson is not going as planned, they may continue to proceed with the same lesson without addressing the difficulty, whereas the veteran teachers will quickly try to remedy the situation by adjusting the lesson to accommodate the children (Byra & Sherman, 1993).

Teaching from a developmental perspective means that teachers see change as imminent. Teachers must teach from a developmental perspective if the needs of all students are to be met. The studies relative to novice/veteran teachers inform us that there are distinct differences in how novice and veteran teachers see the classroom environment.

Pedagogical Content Knowledge

As novice teachers prepare to teach their content, they begin to develop a new type of knowledge during actual instruction. They develop knowledge of the learner, knowledge of the curriculum, knowledge of the context, and knowledge of pedagogy (Wilson, Shulman & Richert, 1987). Shulman (1986b) calls this pedagogical content knowledge. Shulman (1986b) asserts that teaching requires a "wide-ranging" knowledge base and that teachers must understand their subject matter that go beyond what other subject area experts would know. Including a wide-ranging knowledge base, Grossman (1990) describes pedagogical content knowledge as a way of integrating the entire teaching context that includes content knowledge, students' understanding of that knowledge, ways of disseminating the content, and the purpose of teaching the subject matter.

Shulman (1986b) asserts that pedagogical content knowledge is specific to teaching particular subject matters. He defines this as:

A second kind of content knowledge is pedagogical knowledge, which goes beyond knowledge of the subject matter per se to the dimension of subject matter knowledge for teaching...When the category of pedagogy content knowledge I conclude, for the most regularly taught topics in one's subject area, the most useful forms of representations of those ideas, the most powerful analogies, illustration, examples, explanations, and demonstrations in a word, ways of representing and formulating the subject that make it comprehensible to others. Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult; the conceptions and preconceptions that students of different ages and background bring with them to the learning of those most frequently taught topics and lessons (pp. 9-10).

As research moves more toward a description of teaching that addresses subject matter, pedagogical content knowledge will probably become a more dominant feature in studying teacher knowledge (Shulman, 1986b). In developing pedagogical knowledge, teachers have a variety of sources from which to construct their knowledge of teaching a specific subject. Teachers rely on time spent in class (Lortie, 1975), their disciplinary knowledge, professional education, and their classroom teaching experience to shape their knowledge and beliefs about teaching subject matter (Grossman, 1990). Lortie (1975) argues that time spent as a student provides prospective teachers with images of teaching that prove difficult to overcome. Despite seeing teaching from the viewpoint of a student, the experience contributes to pedagogical content knowledge in a variety of ways. Student experiences provide prospective teachers with memories of strategies for teaching specific content. Teachers tend to use this knowledge along with instructional strategies learned in their teacher education programs (Schemmp, 1989; Schemmp & Graber, 1992).

A major function of a teacher education program is to prepare **PSTs** to incorporate instructional strategies learned prior to student teaching. According to Calderhead (1988), student teachers have other knowledge bases that they expect to inform them of classroom practice. He also asserts that student teachers with a well-developed content knowledge base still draw from their cooperating teacher's observed teachings rather than from their own content knowledge.

Revegno (1995) examined a student teacher's pedagogical content knowledge and decisions about task content and progression across an elementary and high school sport unit. This particular case was selected because it illustrated links between knowledge and action. The student teacher taught a nine-lesson volleyball unit for a third and fourth grade class and taught badminton to 11th and 12th graders two to three times a week for five weeks.

Content, organization, and progression of each task was recorded. The student teacher was interviewed each day. The researcher analyzed the data through constant comparison and analytic induction, and kept a research log to record emerging themes as a way to interpret the student teacher's decisions and pedagogical content knowledge using theoretical perspectives on knowledge and learning. This gave a deeper understanding and helped to relate the theoretical literature as it related to teaching. Revegno found that the student teacher justified his content decisions by referring to aspects of the pedagogical content knowledge of teaching volleyball and badminton. His conceptions and decisions of knowledge of how students learn and how he organized skill and game content were found to be more "holistic" rather than "biomechanic." Revegno asserts that the student teacher-made decisions based on what he thought would best facilitate learning subject matter. Revegno argues that the teacher's content decisions and other actions were linked to his knowledge of subject matter and learning in physical education and that his beliefs provided a rationale for his decisions. She further states that teachers' conceptions of knowledge and learning are factors that support the teachers' actions regardless of whether they are aligned with the research literature.

Walkwitz and Lee (1992) also assert that the level of knowledge a teacher possesses influence how and what is observed about a student's performance and how to respond to it. They studied teachers with a research-based knowledge and how studying the process of learning to throw can influence teachers' observations interpretations and their students' practice patterns. Eight kindergarten classroom teachers from eight city schools who possessed high levels of generic teaching skills served as subjects. The teachers' backgrounds were assessed from a questionnaire to determine their educational training in physical education. Four of the teachers were assigned to an experimental group and four to a comparative group. Teachers were oriented and trained individually to prevent discussion of the unit. The eight teachers instructed a 6-week unit on overhand throwing to intact kindergarten classes. The comparative group was introduced to the concept of engaged time and exposed to strategies to maximize students' active learning time. This ensured adequate practice trials and facilitated the phase of the study investigating the quality of the students' throwing patterns. The experimental group was exposed to current developmental literature related to the over arm throw. A videotape was also included in this presentation along with a discussion of the tape. This group was also exposed to discussions on pedagogical content knowledge to help influence their understanding of the teaching task. An observational task of six immature throwers on videotape was used to assess the knowledge of both groups. They were asked questions about what they saw and the statements were audio taped

and transcribed. The teachers were videotaped on three occasions during their throwing instruction. A stimulated recall interview was conducted after each videotaped lesson. Concepts acquired during the training formed the basis of the experimental groups' self-reported thoughts from the stimulated recall interviews.

Findings indicated that both groups of teachers noted the importance of observational skills to detect throwing accuracy. The knowledgeable teachers (from both groups) described concerns about technique that would affect accuracy. The greatest differences between both groups dealt with teacher concerns about the students' overhand throwing performance and sources of information used by the teacher during instruction. The experimental group depended heavily on their observation of the students' performance. This was evident when they referred constantly to certain cues (e.g. foot stepping, body rotation, and whip like arm action). This supports the pedagogical knowledge concepts discussed during the training session with the experimental group. The relationship between knowledge acquired during training and reports of thoughts in this study support the argument pertaining to the role of well-developed subject matter and pedagogical content knowledge in teaching expertise (Walkwitz & Lee, 1992). The findings show a difference in the two groups' patterns of concern and observational interpretations and this was obviously reflected in student practice.

Calderhead (1988) states that linking knowledge to action is, for the most part, left up to the teacher and the action occurs while developing experiences in the classroom. He also informs us that these processes may not be guided, or there may be no facilitation to promote this occurrence. Shulman (1987) states that pedagogical content knowledge is most important to assist with facilitating this kind of learning. He further states linking enables teachers to transform their comprehension of content into a variety of learning experiences to meet the needs of all students. Linking knowledge to action distinguishes the experienced teacher from the inexperienced teacher (Shulman, 1987).

The schemata that experienced teachers possess help them to understand how to creatively present topics in ways that are appealing, inspiring, and worthwhile to children of different ages and abilities (Graham et al., 1993). Shulman (1986a) defines this as a "blending of content and pedagogy into understanding how the topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners for instruction" (p. 9). Developing this knowledge background is the support system for learning to teach (Feiman-Nemser & Buckmann, 1986, 1987).

Veterans' knowledge systems give them a strong background to provide support for determining what information is relevant to their planning and

interactive decisions and what can be ignored. Many of the differences that have been identified in the thinking and actions of veteran and novice teachers can be explained using the concepts of learning situations. Novices do not have the knowledge structure for instructional strategies or well-developed proportional structures for pedagogical content knowledge that would enable them to construct, explain, clarify, and respond on the spot (Livingston & Borko, 1989). The knowledge structure provides the teacher information about everyday experiences (Livingston & Borko, 1989).

The concept of teaching as primarily a complex cognitive skill provides a framework for explaining the differences between veteran and novices (Livingston & Borko, 1989). Veteran teachers' view classroom events differently. The veteran teachers present instructional and managerial routines more effectively, make more informed planning decisions, and address problems in a timelier manner than novice teachers (Leinhardt & Greeno, 1986).

Observation

The Teacher as an Observer

Central to interactive teaching is possessing the ability to observe well. (Allison, 1991; Barrett, 1979; Barrett, 1983; Barrett, Allison & Bell, 1987; Bell, Barrett & Allison, 1985; Hoffman, 1983). According to Barrett (1979), the concept of skill analysis implies both the skill of observation and analysis of movement. Barrett (1979) states of the two skills, it is not known why the analysis of movement has received more attention than the skill of observation. If we knew how to analyze movement, it is assumed that observation has taken place (Barrett, 1979). Observation as a pedagogical skill is continually surfacing as an important part of the teaching process (Allison, 1987; Barrett, 1983; Carter, Cushing, Sabers, Stein & Berliner, 1988; Radford, 1988) and very much needed to be able to recognize and analyze appropriate teaching practices.

Hoffman (1983) designed a model for analysis of sport performance skills and Barrett designed a model for practitioners for the development of pedagogical observation. Hoffman's model suggests that the difference between actual and desired behavior is the focus of the instructor's analysis of the learner's performance. The differential is then used to influence the activities that follow. It is important that the teacher makes an accurate diagnosis to ensure the proper remediation. The teacher's effectiveness depends on a critical diagnosis of the problem culminating with the proper prescription.

Barrett (1983) states that accuracy implies "seeing what is there, not what is thought to be there" (p. 22). Observations take place before decisions are made regarding the status of a student's performance and the factors that affect them (Barrett, 1983). This model has three basic components: deciding what to observe,

planning how to observe, and knowing what factors influence the ability to observe. According to Barrett (1983), our profession has looked at analysis and observation as being synonymous, which may be why the emphasis is being placed more on teaching how to analyze rather than teaching how to observe.

How is observation used pedagogically? Critical observation is a key to making informed decisions. Pedagogical decisions are dependent on the observational abilities of the teacher (Allison & Pissanos, 1994). Doyle states, "A classroom environment is a complex array, overloaded with visual stimuli, characterized by simultaneity, immediacy, and unpredictability (1986, pp. 394-395). The physical education environment offers a larger array of challenging events because the laboratory is larger than the regular classroom, there are more students, and there is more opportunity for injuries to occur (Behets, 1996). Large laboratories, large classes, and multiple activities demand a safe environment. It is imperative that a physical education teacher's observation skills are pedagogically sound so that appropriate decisions can be made throughout the lesson.

The skills of seeing, understanding and making decisions have been studied extensively in comparisons of beginning and experienced teachers in the classroom (Carter, Cushing, Sabers, Stein & Berliner, 1988; Needles, 1991; Sabers, Cushing & Berliner, 1991; Westerman, 1991). Similar studies in the gym were completed by Graham, Hopple, Manross & Sitzman, 1993; Graham, French & Woods, 1993; Imwold & Hoffman, 1983; Rink, French, Lee, Solomon & Lynn, 1994. Effective teachers exhibit keen observational skills and understand the meaning of classroom events (Carter et al., 1988). They appear to know what to look for, what is significant, and what to ignore (Behets, 1996).

In understanding how veteran and novice teachers observe teaching practices, Carter et al. (1988) examined differences in how veteran, novice, and postulant teachers' perceive, process, and visualize classroom information. Their principles based on their informed judgments of teachers' performance and effectiveness identified eight veteran teachers. The six novice teachers in the study were first-year science and math teachers. Student teacher records were examined to ensure that each participant had previously been rated as competent teachers during their student teaching experience. Six postulant teachers were selected after phone contact, letter and/or on-site contact. In differentiating the levels of experience, they were thought of as having none (postulant), some (novice), and a great deal of experience (veteran). The purpose of the study was to assess the qualitative differences in perceptual skills, assessed in an educational context, between and among veteran, novice, and postulant teachers. Photographic slides of two 55-minute secondary class sessions were created for observation. One was a science laboratory on chemical reactions and one was a

lesson on simple geometric proofs. The slides were created to explore differences in veteran, novice, and postulant visual information processing. Subjects were asked to respond to structured interview questions verbally and in writing. All responses were transcribed and analyzed through a multi-step process designed to determine patterns and differences in the responses. Findings supported the results other veteran-novice research studies. Veterans had a rich store of classroom knowledge about the students and the events, which they used to describe and explain the classroom environment. The novice teachers were found to appear more hesitant in their descriptions in similar classrooms. It was also found that the novice teachers' descriptions of the classroom events were quite similar but without the depth of experience and expertise needed to make interpretations as often as the expert teachers. It was reported as a group, postulants did not seem to focus on the important aspects of the teaching environment. Specifically, they were unsure as to the worth of certain part of the lesson but indicated a concern about student learning. They were more concerned with the "loneliness" or lack of "aesthetics" in this environment.

It appears if seeing and understanding are critical to a teacher's effectiveness, teacher educators should focus more on the development of beginning and experienced teachers' observational skill (Behets, 1996). It is suggested that since the development of observational skills are specific, the training must be planned carefully for preservice and inservice teachers (Imwold & Hoffman, 1983; Radford, 1991).

Observation Difficulties

In planning appropriate strategies for teaching how to observe in the physical education environment, the focus must be on the development of those skills, particularly since movement is the major product of student attempts at learning (Allison, 1990). The physical education environment continues to change throughout the lesson giving flashing images that must be captured and mentally photographed (Allison & Pissanos, 1994). The teacher must obtain this image while observing to give the appropriate feedback to the learner. When children are asked to repeat a movement or skill performance, it may not ever be the same (Allison & Pissanos, 1994).

To assist in understanding one teacher's ability to identify and describe movement, Allison and Pissanos (1994) studied her usage of successful observation skills. The teacher selected for this study was a female elementary master teacher in physical education. Some of her recognitions and accomplishments included: receiving teaching excellence awards from professional associations, selected for research studies that focused on student achievement, and participated in videotapes for exemplary teaching which was

used by several universities. Data were gathered during a seven-lesson unit with fifth-grade class of 23 students. The movement content of the unit focused on incorporating counter-balance and counter-tension in developing partner gymnastics sequences. The instructional pattern of the class was an open-ended movement task presented by the teacher followed by an activity period where the students decided what, when, and to move within the task demands. Data were collected through interview, post-lesson reflection sessions, field notes, videotaped lessons and observations. Findings represented three themes: the nature of observing, images for observational comparisons, and the subjective experience of observation. Observation in this study served as a guide for the teacher in balancing the flow of her classes.

The teacher was very familiar with her content from past teachings. This allowed her some flexibility in her actions and kept her in a continuous rhythm in the lesson. The nature of her organization throughout the lesson was continuous. Allison and Pissanos (1994) assert that the teacher used the pedagogical skills of observing to define her teaching to meet her teaching goals. The teacher's observation technique was planned by knowing in advance what she wanted to see and compared that with what was observed or not observed.

As teachers become more experienced in their teaching routines, they begin to follow the same flow for interpreting events and making sense of what is going on in their classrooms (Carter et al., 1988). Possessing the ability to critically observe supports a stronger interpretation of what was observed and prepares teachers for immediate or future pedagogical uses (Allison & Pissanos, 1994). Presumably, possessing keen observation skills aids in recognizing and analyzing appropriate teaching practices. According to Allison and Pissanos (1994), observation is one of the steps in the production of "effect" which supports the need for further study in observation skills.

Video Approach to Instruction

One way to focus on observation skills is through the use of video technology. Video technology has been advocated in the teacher education curriculum since the mid 1980s (McIntyre, Byrd & Foxx, 1996). Brooks and Knopp (1990) assert that the current technology in teacher training for beginning teachers is trailing compared to other training techniques. They assert that technology is a tremendous training tool, but **PSTs** should be exposed to it throughout teaching education program (Brooks & Kopp, 1996). One of the least expensive training techniques is the use of videotaped teaching demonstrations. Rowley and Hart (1993) state that viewing excerpts of veteran teachers' decision-making skills may serve to encourage novice teachers to move beyond propositional knowledge and encourage them to value the need to develop their

own tactics for resolving issues or through peer collaboration. When **PSTs** use a more clinical approach, it appears to help incorporate veteran teacher knowledge into the curriculum (Rowley & Hart, 1993).

In addition to direct teacher training, the observation of video models has been used to study training effects on qualitative skill analysis of physical education student teachers (Beveridge & Gangstead, 1988; Eckrich et al., 1994). Technology has allowed for quantitative analysis of a motor skill through the use of computers and high-speed film (Eckrich et al., 1994). Still, the majority of teachers and coaches analyze movement performances qualitatively (Eckrich et al., 1994). Various training programs support the need for skill analysis training in simulated and live environment and the majority of these evaluations have used the video environment for the training and assessment of analytical skills (Pineiro & Simon, 1992).

Videotapes are highly conducive for training **PSTs**. They are repeatable, easily accessible, and can include a variety of movement responses (Eckrich et al., 1994). Eckrich et al. (1994) studied the development and implementation of an observational training program and assessed the effects of a video observational training program on video and live observational proficiency. Thirty-three physical education movement and sport science majors took a pretest in both a video and a live environment to assess observational proficiency. The subjects were placed into either a treatment group or a control group. The focus of the observation was watching K-3 grade level children' striking a ball off a batting tee. In the video environment subjects observed children's performances on a videotape. Each videotape was matched with a question. In the live environment, the children's performances were observed during the actual lesson. The questions with the descriptions of movement responses developed for the assessment instrument were also used to assess observational proficiency for the live-action observation setting.

Findings in this study show that after the treatment group participated in the video training program, observational proficiency was improved in the video observational training. There was no change in the live environment.

Chapter Summary

This literature review examined five areas relative to this study. They included: (1) developmentally appropriate practices; (2) cognitive structures of veteran/novice studies; (3) pedagogical knowledge structures of veteran/novice teachers, (4) studies in observation, and (5) the use of video technology in training **PSTs**. Specific to these parameters is how **PSTs** from two universities identified and described teaching practices. The first area described the origin of developmentally appropriate practices and the characteristics of a

developmentally appropriate physical education program. The second area identified the cognitive structures in veteran/novice teachers followed by the development of pedagogical content knowledge. Findings in these studies suggest that there is need for further investigation into the development of the complex knowledge structures of veteran/novice teachers (Graham, et al., 1993) to better prepare them for their first teaching experience. This study attempted to provide insights into how teacher education programs can better understand the veteran/novice paradigm. The third area emphasized observation as an important pedagogical skill and the need to acquire skills to assist in identifying and analyzing appropriate and inappropriate teaching practices. Findings in these studies suggest that keen observation skills will improve **PSTs'** ability to recognize and analyze appropriate teaching practices. Allison and Pissanos (1994) state, "With observing so fundamental to the unfolding classroom context, focus on what, how, and why one observes seems appropriate" (p. 53). The last section discussed the use of video technology in the curriculum for the purpose of training **PSTs**. The video studies indicated that viewing veteran teachers' interactive decision-making would provide insights to assist novice teachers in assessing their own teaching tactics and encourage them to develop strategies for improvement.

Instructional appropriateness is the foundation for becoming an effective teacher. In addition, physical educators overwhelmingly agree that skillful observation is also critical to effective teaching. These two factors support the need to identify and analyze appropriate teaching practices in the physical education environment.

As we move into the 21st century, it is crucial to reevaluate the role of observation as a pedagogical skill in order to develop the ability to discriminate between appropriate and inappropriate teaching practices. Physical education teacher education programs must produce quality teachers who will respond to the demands of educational reform. Developmentally Appropriate Physical Education (NASPE, 1992), along with National Standards for Physical Education (1995), are recommended practices to help meet those demands.

How do **PSTs** know what is important to observe in the physical education environment? How do teacher educators know what **PSTs** learn from a teacher-training program? One way to assess what they know, as well as what they retain in a training program, is to provide structured events that measure their knowledge. For example, if teacher educators expect **PSTs** to critically examine appropriate teaching practices, they must provide the opportunities for **PSTs** to observe the practices that support this expectation. These opportunities are the stair-steps along the expertise continuum. This study attempted to assess

how **PSTs'** identified and described appropriate practices as well as attempted to provide insights into teachers' observational skills.

Studies indicated that there is a lack of research in physical education on teacher effectiveness as it relates to observation skills of veteran and novice teachers (Behets, 1993). The results of this literature review clearly indicated the need for teacher education programs to continue developing strategies that will assess veteran/novice differences along a continuum of expertise as well as measure programmatic strengths and weaknesses.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine how undergraduate physical education teacher education majors from two universities identified and described appropriate and inappropriate teaching practices in physical education and make recommendations for changing those practices for eight videotaped vignettes. In this study, the investigator's goal was to provide insights into how two groups of **PSTs** identified and described appropriate and inappropriate practices. The Developmentally Appropriate Physical Education document (NASPE, 1992) served as the criterion reference in this study.

This chapter discusses the methods used to complete this study. The following topics are detailed and described: (a) the participants; (b) investigator's role; (c) the videotaped vignettes; (d) the setting; (e) data sources; (f) the methods used to analysis the data and establish trustworthiness and credibility.

Participants. Participants were 30 undergraduate **PSTs** enrolled in physical education teacher education programs at two southeastern universities. All participants were volunteers. There were 15 participants in each group, which included 17 males and 13 females. There were 10 males and 5 females that represented **UA** and 7 males and 8 females that represented **UB**. There was no remuneration for the participants in this study.

One group (University A, **UA**,) was comprised of juniors and seniors enrolled in an elementary methods course in physical education. The participants from **UA** were described as experienced **PSTs** as they had been exposed to Developmentally Appropriate Physical Education guidelines throughout their teacher education program in a variety of classes. The participants from **UA** were exposed to DAPE in a freshmen course (Introduction to Teaching Physical Education) during their freshman year (or after transferring into the physical education program) and subsequent methods courses in the program.

The other group (University B, **UB**,) was also comprised of juniors and seniors enrolled in a secondary methods class in physical education. The participants from **UB** were described as novice **PSTs** as their exposure to DAPE guidelines was limited to one semester while enrolled in their elementary methods course (Elementary School Physical Education Methods and Activities) during the first semester of their junior year.

In their development of knowledge and understanding of DAPE, the participants from **UA** observed expert teacher educators teach, experienced micro-teaching and peer teaching/peer evaluation, participated in field experiences where they were provided the opportunity to practice teaching

DAPE learned in the laboratory, transcribed and evaluated their own video-taped lessons, and observed other skilled physical education teachers in their natural settings who also taught DAPE. The physical education teachers selected for observation by **UA** participants were also familiar with the goals and philosophy of the physical education teacher education program at **UA**.

UB participants were exposed to DAPE along with the State and National Standards for Physical Education in their elementary methods course during the first semester of their junior year, prior to the semester they volunteered to participate in this study. These participants had no experiences in video observation training. Their experiences in this one class included: micro-teaching; observing their teacher educator teach, incorporating DAPE in the lesson during an elementary methods class; and early field experiences. When surveyed, only three of the fifteen **UB** participants had observed DAPE being implemented in the schools as compared to all of the **UA** participants. During field experiences, these **PSTs** were all assigned to individual schools. There was no opportunity for peer teaching/peer evaluation. This information was secured from the elementary methods teacher at **UB** in an interview by the investigator.

Investigator's Role - Participant Observer

The investigator was a doctoral student at **UA** in the physical education teacher education program at **UA**. The investigator interacted with **UA** participants in this study. These interactions included observations in the classroom, laboratory, and field experiences. The investigator also assisted the teacher educators with classroom and laboratory activities that involved the participants at **UA**.

The investigator was an instructor at **UB**. Prior to entering graduate school at **UA**, the investigator had not taught or observed methods classes in the physical education department at **UB**. There was no initial contact with **UB** participants until the questionnaire was administered to them. Upon returning to full-time employment at **UB**, the investigator observed the methods classes to ascertain the degree of exposure participants from **UB** received regarding the DAPE document.

Videotaped Vignettes of Appropriate and Inappropriate Practices

Eight video vignettes were designed specifically for this study (Table 1 page 47). Table 1 provides a description of each vignette. Two vignettes depicted appropriate teaching practices. Six portrayed inappropriate teaching practices. The vignettes ranged in length from 30-60 seconds. A local elementary physical education teacher who employed DAPE practices served as the teacher for the video vignettes. The contents of the video were based on the "Appropriate Practices" document created by the National Association for Sports in Physical Education (NASPE, 1992).

Table 1
Videotaped Vignettes

COMPONENT	DAPE	DESCRIPTION
1. Active Participation for every child	Appropriate Practice , p. 12 - "All children are involved in activities that allow them to remain continually active".	Soccer Dribbling - each child is provided a ball to ensure active participation among all students during the task.
2. Use of Equipment	Appropriate Practice , p. 12 - "Enough equipment is available so that each child benefits from maximum participation and equipment is matched to the size and skill level of the each child"	Striking - children are striking using various types of paddles and balls; each child is allowed to select his/her own paddle/ball to match size and skill to encourage maximum participation.
3. Forming Teams	Inappropriate Practice , p. 15 - "Teams are formed by 'captains' publicly selecting one child at a time, thereby exposing the lower-skilled children to peer ridicule".	Picking Captains - The teacher selects two captains who pick teammates they desire to be on their respective teams.
4. Calisthenics	Inappropriate Practice , p. 11 - "Children perform standardized calisthenics with no specific purpose".	Warm-ups - lead by the teacher; students perform jumping jacks, deep knee bends, windmills, and ballistic stretching.
5. Competition	Inappropriate Practice , p. 17 - "Children are required to participate in activities that label them as 'winners' and 'losers.'"	Relays - students are placed in four lines with a ball at the head of each line; on signal, the ball is passed (over head and between the legs) to the rear of the line; the last person in line runs to the head with the ball and starts the process over until the original starter is back at the head of the line with the ball.
6. Games	Inappropriate Practice , p. 15 - "Games are taught with no obvious purpose or goal, other than to keep children 'busy, happy, and good.'"	Basketball game - teacher divides class into teams; friends are allowed to play on the same team to appease all.
7. Fitness Test	Inappropriate Practice , p. 9 - Physical fitness is given once or twice a year solely for the purpose of qualifying children for awards or because they are required by a school district or state department.	Pull-ups - two students perform pull-ups while rest of the class observes; at the end of task, teacher announces the student who qualified for an award.
8. Gender-directed Activities	Inappropriate Practice , p. 15 "Girls are encouraged to participate in activities that stress traditionally feminine roles, whereas boys are encouraged to participate in more aggressive activities."	Separate activities -Teacher instructs boys to play basketball and girls to jump rope or play with hula hoops.

Data Sources

There were two data sources used in this investigation. These were the participants' written responses gathered from (a) the Qualitative Response Chart (QRC) and (b) the Debriefing Sheet. A brief description of each will follow.

Qualitative Response Chart

The research questions for this study served as a framework in guiding the design of the Qualitative Response Chart (QRC). Research questions 1 and 2 were:

1. Were there differences in how students from University A (UA) and students from University B (UB) identify and describe appropriate and inappropriate teaching practices in physical education?
2. What were the differences in the teaching practices recommended by both groups?

The chart was designed with three columns. The first column asked participants to identify appropriate practices. The second column asked the participants to identify inappropriate teaching practices. The third column asked the participants to recommend changes. Below is a copy of the QRC.

Table 2
Participants' Qualitative Response Chart

Appropriate practice(s)	Inappropriate Practice(s)	Recommendations/ Changes

Prior to viewing the eight vignettes, the investigator gave each of the participants a written copy of the **QRC** and directions for completing the **QRC**. The instructions were read to each of the participants. Time was given to answer questions or concerns from the participants before the vignettes were viewed. Below are the written directions that were given to each of the participants in this investigation for completing the **QRC**.

Qualitative Response Chart Written Instructions

Code Name _____

Video Analysis

I. Instructions - For the next hour and a half to two hours you will view several video vignettes in which a physical education teacher will be involved in a lesson segment. You are to describe what you see going on in the lesson. Please feel free to take notes during the observation as you may find them helpful to recall specific occurrences. Please consider what you might do differently if you were the teacher.

II. The following statements will be used to elicit your responses for each vignette. Immediately following the observation, you will respond accordingly

to the three statements listed below. Write your responses to each statement in the appropriate column on the charts following page 1.

1. For column #1, identify and describe the **appropriate** teaching practice(s).
2. For column #2, identify and describe the **inappropriate** teaching practice(s).
3. For column #3, describe lesson **recommendations/changes** that you might make if you were the teacher.

III. Complete page 3 (debriefing) after viewing all of the vignettes.

List practice(s) numerically.

Debriefing Sheet

Research question #3 guided the development of the Debriefing Sheet. This research question focused on identifying what experiences did the participants' attribute to helping them to be able to identify and describe appropriate and inappropriate teaching practices. The Debriefing Sheet was completed by the participants after they had observed and analyzed each of the eight vignettes.

Below is the verbatim wording of the directions:

Complete this section after viewing all of the vignettes

What types of experiences contributed to your responses to these questions (i.e., where did you obtain the background knowledge to answer these questions)?

Setting and Data Collection

University A

The investigator met with students from UA who were enrolled in an elementary methods class and invited them to participate in this study. A sign-up sheet was passed around the room, requesting volunteers. After the first fifteen names had been secured, the investigator passed out a time schedule and asked the students to select a time to view the vignettes. A final list of names of the participants and meeting time was created and sent via email to each participant. A reminder phone call was made to each participant the day before each scheduled meeting. Each participant met with the investigator in a video room reserved at the university library. The investigator presented the consent forms to the participants for their review, collected the forms after signatures were completed, and briefly explained the data collection process.

The investigator handed the participants a copy of the Questionnaire. The Questionnaire contained a Questionnaire Response Chart (QRC) for each vignette that was used to survey the participants' responses after viewing each of the eight vignettes. Each participant was allotted as much time as needed to observe the vignettes and respond to the questionnaire. The participants were

asked to place their pencils down when the questionnaire was completed before going on to the next vignette.

University B

The investigator met with the professor who taught secondary methods to the participants at **UB** during the same week that arrangements had been made for **UA**. Information was shared with the professor regarding the study and the urgency to secure participants. There were only three weeks remaining in the spring semester, making it difficult to schedule participants from **UB** on an individual basis. Therefore, the investigator arranged (with the professor) a two and a half-hour block to meet with the entire group of participants at **UB** to meet at the same time. This block of time was based on the amount of time **UA** participants took to observe the vignettes and respond to the questionnaire.

The professor informed the participants from **UB** that the investigator would be visiting the campus (**UB**) the following week (one week before exams) and needed fifteen volunteers to participate in this study. After the professor secured fifteen volunteers, they were instructed to meet during the designated time agreed by the investigator and the professor.

On the day of the data collection, the investigator was introduced to the participants at **UB** by the professor, followed by a brief explanation of the purpose of the study. Next, the consent forms were completed. Participants were informed that there was to be no communication among them or with the investigator during the entire data collection process.

The investigator handed each participant a copy of the Questionnaire that was used for each vignette. The participants were asked to raise their hands when the questionnaire was completed. Since the data collection process (some participants completed the questionnaire faster than others) was longer for **UB** participants, they were allowed a one-minute break to stand and stretch after the first four vignettes had been analyzed.

Data Collection Process

Students from **UA** and **UB** were given a brief explanation of the purpose of the study in written form (Graham, et. al., 1993), and replicated verbally by the investigator. The protocol for both groups read as follows:

For the next hour to an hour and half you will view several video vignettes in which a physical education teacher will be involved in a lesson segment. You are to describe what you see going on in the lesson segment. Please feel free to take notes during the observation as you may find it helpful to recall specific occurrences (Graham, et. al., 1993). Please consider what you may (or may not) do differently if you were the teacher.

This protocol was introduced to each of the participants prior to viewing the videotapes vignettes. Following each vignette review, the participants were instructed to respond to the **QRC**.

Data Analysis

Step I -- Development of the Criterion Guidelines

An initial coding scheme for appropriate and inappropriate practices was developed from the DAPE document (NASPE, 1992). This coding scheme was created first by identifying and describing the teaching practices represented in each of the eight vignettes (NASPE, 1992). The categories were: *active participation, use of equipment, picking teams, calisthenics, relays, games (basketball), pull-ups, and gender-directed activities*. Next, key words, phrases, and sentences that represented the criteria set forth by the DAPE document (NASPE, 1992) were identified and used to judge participants' responses. This Criterion Guidelines was used as framework for analysis throughout this study. The Criterion Guidelines are found in Appendix A.

Step II -- Coding the Data

The constant comparative method was used to analyze the data (Glaser & Strauss, 1967). The constant comparative method is a process in which data is grouped in categories and coded. As data is continually grouped, it is compared to incidents in the previous categories, as well as in the same group and different groups.

A running list was generated of all the key words, phrases, and sentences (Goetz & Lecompte, 1981; Lincoln & Guba, 1985; Strauss & Corbin, 1990) listed in column one (appropriate practices) of the Criterion Guidelines from the **QRCs** of each participant for each of the eight vignettes. Every statement was listed, which in many instances, was virtually identical from one student to the next.

The list was analyzed and dissected into as many categories as possible. Inductive category coding was combined with simultaneous comparisons of all occurrences (Lincoln & Guba, 1985). This was done to increase properties of those categories to help the investigator to better understand the relationships among the various categories (Strauss & Glaser, 1967). The list was revisited, looking for relationships among the properties listed to begin merging them into categories. The investigator searched for regularities in the data from the original list to provide a more consistent construction of the data (Lincoln & Guba, 1995).

As patterns and themes emerged, they were continuously compared with existing data and then refined to uncover hidden knowledge (Bogdan & Biklen 1997; Glaser & Strauss, 1967). Refinement was continuous throughout the data analysis process and was eventually fed back and integrated into the category coding (Goetz & Lecompte, 1981).

As data were conceptualized, it was labeled or given a name. This strategy was used to connect other categories (Corbin & Strauss, 1990). Naming the categories reminded the investigator of the data it represented and helped to reduce properties (Strauss & Corbin, 1990). To prevent conflicts in interpretation and further coding of the properties, the investigator took notes to further understand categories as well as assist in combining same or likeness in initial propositions (Glaser & Strauss, 1967).

Step III -- Analyzing the Data

In the next phase, the participants' responses from the **QRC** were matched with the Criterion Guidelines (Appendix A) for each of the eight vignettes. When the statements did correspond to the Criterion Guidelines, they were placed in a folder named *Other Responses*. When the participants' statements matched the Criterion Guidelines (Appendix A), they were placed under the category representing appropriate practices or inappropriate practices in a folder for each vignette. This procedure produced two categories for each column; one that matched the Criterion Guidelines (Appendix A), and one that did not (*Other Responses*). Initially, no judgments were made about the unmatched statements. Next, statements that were placed in the *Other Responses* folder were analyzed using the constant comparative method for analysis (Glaser & Strauss, 1967). After themes were identified, statements were assigned according to what categories consistently emerged as was done previously and placed in a folder.

In-Depth Analysis

The in-depth analysis of each vignette began with a description of the developmentally appropriate or inappropriate teaching practice (NASPE, 1992) that was videotaped. The written responses of the participants, after viewing the eight vignettes, were then described and analyzed. In addition to analyzing the appropriateness or inappropriateness of each vignette, participants were also asked to recommend changes that would make the teaching segment more developmentally appropriate. The responses of the participants from both universities (**UA** and **UB**) were compared.

Each vignette analysis contains four tables. The first two tables for each vignette contains five verbatim descriptions from **UA** and **UB** participants. The next two tables contain five descriptions of recommendations for how the teacher might have taught differently in the vignette. In a few instances there were less than five written responses from the participants. In these cases all of the written comments were included in the table.

Selection of Written Responses

There were 30 participants in this study. The investigator selected five participants' written responses from **UA** and **UB** participants' **QRCs** that matched the Criterion Guidelines (Appendix A). Patton (1990) refers to this process as criterion sampling. To accomplish this, the investigator chose the first five participants whose responses matched the Criterion Guidelines (Appendix A) for vignette #1. If more than five participants' written responses matched the Criterion Guidelines (Appendix A) in vignette #1, then the next five participants were selected in vignette #2 if their written responses matched the Criterion Guidelines (Appendix A) for that particular vignette. Patton (1990) refers to this process as purposeful random sampling where a systematic order of selection aims to reduce suspicion. For example, the first vignette consisted of written responses from the first five participants (**UA** and **UB**), Table 4, p. 63, Table 5, p. 64) and the next five participants' (2-6) written responses that matched the Criterion Guidelines (Appendix A) for vignette #2 were selected in vignette #2. The next five selections (3-7) began with vignette #3 if their written responses matched the Criterion Guidelines (Appendix A) for vignette #3, and so. This procedure continued until the investigator exhausted all of the participants' written responses that matched the Criterion Guidelines (Appendix A) for each vignette. After the investigator had examined all of the **QRCs**, the selection process would start all over again with the first five participants. The same process was also used in the third and fourth tables (recommended changes). By using this process, all of the participants' written responses are represented in the tables more than once.

Trustworthiness

To ensure trustworthiness, the investigator used two peer debriefers. The first individual was a doctoral student in the teacher education physical education program at **UA**. The second peer debriefer was a faculty member at **UA** in Curriculum and Instruction. Lincoln and Guba have defined peer debriefing as "the process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (1985, p. 308). This process was used to assist in establishing credibility.

First, the investigator analyzed three of the participants' **QRCs** at a time. After interpreting the data, the investigator sent the analysis and interpretations via email and discussed it over the phone with the first peer debriefer. The peer debriefer reviewed only the written responses of the same three participants' responses analyzed by the investigator. Next, the investigator and the peer debriefer discussed the analysis, agreements, and disagreements sent via email

and by phone. When needed, the Criterion Guidelines were used to arrive at mutually agreeable interpretations. Once there was an agreement, another three **QRCs** were analyzed and discussed by the investigator and the first debriefer. This process continued until all of the 30 participants' **QRCs** had been analyzed and interpreted.

The results of the overall analysis conducted by the investigator and the first peer debriefer were shared with the second peer debriefer. The role of the second peer debriefer was to examine the investigator's inquiry process and to further verify the investigator's understanding of the categories and their properties. The investigator and the second peer debriefer met and discussed their agreements, disagreements, and interpretations in two meetings. During the first meeting the investigator and the second peer debriefer discussed **UA** participants' **QRCs**. During the second meeting the **QRCs** from **UB** participants were discussed. The Criterion Guidelines were used again to further clarify the analysis and interpretations of the investigator. This method served to help identify new incidents as well as to determine and verify whether or not certain incidents would need to be omitted (Lincoln & Guba, 1985).

When both peer debriefers and the investigator concurred, it provided additional support for the investigator's analyses. This process of comparing notes between the investigator and the peer debriefers served to offer a source of influence of good repute through peer triangulation (Patton, 1990). It also helped the investigator to understand and clarify this inquiry process.

Credibility

To further test the credibility of the process selected for analyzing the data, a member of physical education faculty from **UB** was selected to evaluate the criteria used to determine what written responses from a sample participant's data sheet matched the Criterion Guidelines (Appendix A) and which ones did not. The **UB** faculty member was given the Criterion Guidelines (Appendix A) used as the framework for this study. The investigator informed the faculty member that he had to use those guidelines (Appendix A) to determine the appropriateness of the written responses from the participant's **QRC**. A sample of the **QRC** from one of the participants was given to the faculty member. The sample data used was selected from vignette #1, active participation. The faculty member was asked to use the Criterion Guidelines for vignette #1 (Appendix A) to evaluate the responses from the **QRC** sample. The faculty representative was instructed to look for the key words, phrases, and sentences from the **QRC** sample that matched the key words, phrases, and sentences in the Criterion Guidelines for vignette #1 (Appendix A). Using this process, the faculty member was able to match key words, phrases, and sentences from the **QRC** sample to

the key words, phrases, and sentences in the Criterion Guidelines for vignette #1 (Appendix A). Below are the instructions that assisted in this process.

Protocol for Evaluating Qualitative Response Chart

To evaluate the **QRC** the following procedure was developed and utilized. This process was evaluated with a faculty member at **UB** during the summer, 1998. The protocol read as follows:

I. You have been given a red and a green marker and three sheets of information:

- The first sheet is the **Criterion Guidelines** (Appendix A) that were created from the DAPE guidelines.
- The second sheet is a sample of data from the **QRC** of a participant's written responses.
- The third sheet is for you to document your responses. Identify responses with the red or green marker.

II. Please review the definition of **active participation** under the Appropriate Practice column listed for vignette #1 on the **Criterion Guidelines chart**. Next, review the **key words, phrases, and sentences** column to the right of the Appropriate Practice column on that same chart for vignette #1.

III. In the next step, you are to look at the responses on the participant's **QRC** sheet under the Appropriate Practice column and identify the responses the participant listed on that sheet that match the **key words, phrases, and sentences** describing **active participation** on the Criterion Guidelines (Appendix A) chart.

IV. If the statement on the participant's data sheet matches the Criterion Guidelines (Appendix A), circle it with the green marker. If the statement did not match, circle it with the red marker.

After reviewing the faculty member's responses, it was determined that the above process was appropriate for evaluating the participants' written responses. The faculty member selected key words, phrases, or sentences from the **QRC** sample data that corresponded with key words, phrases, or sentences from the Criterion Guidelines in vignette #1 (Appendix A). This process further assisted in determining the credibility of the process used for the data analysis for this study.

Chapter Summary

This chapter discussed the methods that were used to complete this investigation. Explained in this chapter were the participants, investigator's role, the videotaped vignettes, the setting, data collection procedures, data analysis, and the methods used to establish trustworthiness. A discussion of the results

from the participant qualitative response sheet and debriefing instrument will be given in Chapter 4.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to examine how undergraduate physical education teacher education majors from two universities identified and described appropriate and inappropriate teaching practices in physical education and make recommendations for changing those practices for eight videotaped vignettes. The 30 completed **QRC** response sheets formed the basis for this analysis. These data units were made up from comments and quotations that varied from a few words to complete paragraphs. This chapter is organized first by an overall analysis of the participant responses, followed by an in-depth analysis of the responses from each individual vignette. This chapter concludes with a discussion of the differences in participant responses regarding appropriate and inappropriate practices.

The in-depth analysis was guided by the three research questions:

1. Were there differences in how students from University A (**UA**) and students from University B (**UB**) identify and describe appropriate and inappropriate teaching practices in physical education?
2. What were the differences in the teaching practices recommended by both groups?
3. To what experiences did the two groups attribute their ability to identify and describe appropriate and inappropriate teaching practices?

Overall Analysis

The responses of all 30 students were analyzed to determine their accuracy in identifying appropriate and inappropriate teaching practices (Table 3). The table indicates that participants from **UA** were more accurate in identifying appropriate and inappropriate teaching practices than the participants from **UB** for all eight vignettes according to the DAPE guidelines (NASPE, 1992).

Table 3
Percentages of Participants Who Identified Appropriate and Inappropriate Teaching Practices

Vignette	University A	University B
1 - Active Participation	53%	33%
2 - Use of Equipment	100%	26.6%
3 - Picking Teams	100%	73.3%
4 - Calisthenics	93%	40%
5 - Relay Races	100%	60%
6 - Basketball Game	100%	33%
7 - Pull-ups	100%	33%
8 - Gender-directed Activities	86.6%	20%

Individual Vignette Descriptions and Recommendations

Vignette #1: Active Participation (Appropriate Practice)

Criterion Guidelines - According to the NASPE guidelines, characteristics of *active participation* involved all children in activities that allow them to remain continuously active. Classes are designed to meet the needs of every child in all learning experiences (1992).

Description of Vignette #1 - Active Participation

Vignette #1, active participation, focused on a soccer dribbling task in which every student was given a ball to ensure active participation among all children during the dribbling task. During the lesson segment the teacher moved about the gym with her back to the wall. She gave continuous feedback and used cues throughout the lesson segment that influenced content development. Students were given the opportunity to increase their understanding through extensions and refinements.

Criterion Description

Key words, phrases, and sentences that the participants could use to correctly identify this practice included: all are active; everyone is active; activity allowed children to be continuously active; no wait time; and all children are actively on task. All children are participating in the activity.

Description of Written Responses - UA

Eight of fifteen (53.3%) participants from **UA** identified active participation as an appropriate teaching practice according to the Criterion Guidelines (Appendix A). Table 4 provides selected responses from **UA** participants that correctly identified active participation. Four of the eight participants referred to the importance of everyone having a ball to remain active. One of the eight participants indicated that no one was waiting. Incorrect responses, e.g., "specific congruent feedback", "back to wall", "dribbling", are listed in Appendix B along with remaining participants' responses.

Table 4

Selected Written Responses for Vignette #1 - UA

Participants	Key Words, Phrases, and Sentences
Walmar	Everyone has a ball and is on task and active.
Ernie	Everyone has a ball so everyone was moving.
Christen	Everyone is active in personal space.
Bos	Everyone is active in general space.
Peter	All activity time; no waiting.

Descriptions of Written Responses - UB

Five (33.3%) of the fifteen **UB** participants identified vignette # 1, active participation as an appropriate practice. These five indicated that all students were actively involved in the activity. Having ample equipment prevented wait time and allowed all students to participate at the same time.

Table 5 provides selected responses from **UB** participants that correctly identified active participation according to the Criterion Guidelines (Appendix A). (see Appendix B for remaining responses that were judged to be incorrect, e.g., "good feedback", "gave appropriate feedback", "she commented on their correct form").

Table 5

Selected Written Responses for Vignette #1 - UB

Participants	Key Words, Phrases, and Sentences
Wilfer	Everyone was active and on task.
Eddie	She encouraged the students to dribble while all were participating.
Jerry	All kids were actively working.
Grandi	No one was waiting because everyone had a ball.
Sunny	All the students were active.

Differences in the Descriptions of UA and UB Participants

There appeared to be subtle differences in the descriptions by **UA** and **UB** students. The participants who were able to correctly identify *active participation* from both groups focused on the students being actively involved while engaged in the learning task. Most of the statements began with the word *all* or *everyone*. These words also represent the Criterion Guidelines (Appendix A) under the heading, *key words, phrases, and sentences*. This suggests that the participants were aware of the need for all students in the class to be active. It also appeared to reflect what the participants have learned in their physical education teacher education program about total involvement in physical education classes, which may also explain why **UA** participants had a higher percentage (53.3%) in identifying active participation in vignette #1 than **UB** participants (33.3%).

Teaching Practices Recommended - UA

Table 6 provides selected responses of the recommended changes made by participants at **UA** for vignette #1, active participation. Many of the written responses by **UA** participants' recommendations focused on teaching methods (46.6%), while fewer recommendations focused on organizational components (20%). Five (33.3%) of the participants made no recommendations to adjust the lesson, see Appendix B for remaining responses.

Table 6

Selected Written Recommendations/Changes for Vignette #1 - UA

Participants	Recommendations/Changes
Cobie	Use one cue at a time; have students establish their own pace. Practice dribbling in their own space. Spread out. If they establish their own space, they can move around and not in circles and still away from other students. Have students practice one skill only then later mix the skills.
Ken	Give one cue at a time. Stop the activity and pinpoint. She should have given a challenge first before going to another task.
Mike	Wouldn't change anything maybe add cones or obstacle course.
Ernie	Reinforce cues throughout the activity and I would give lots of specific congruent feedback to motivate students to continue to be successful or to try harder at being successful.
Beedie	If children are dribbling at fast speeds, I would have them dribble in a more organize way. Use cones.

Teaching Practices Recommended - UB

The highest percentage of **UB** participants' recommended changes focused on organization (60%). Two (13.3%) comments centered on safety issues and four (26.6%) of the participants made no recommendations. Table 7 provides selected responses of the participants' recommendations (see Appendix B for remaining responses).

Table 7

Selected Written Recommendations/Changes for Vignette #1 - UB

<u>Participants</u>	<u>Recommendations/Changes</u>
DeAngelo	Organize a path of travel to avoid collisions; get an aide if possible. Have better control over class.
Ward	Have rows for students and have them go one at a time. This will make more space and be safer.
Ceebie	The students could be spread out more to learn space awareness.
Wilfer	Organize dribbling paths for space awareness.
DeMarcus	Demonstrate so kids know where to go to keep from colliding. Use cones.

Differences in Teaching Practices Recommended

The greatest difference in teaching practices recommended between the two groups reflected what the groups identified as the dominant focus in the lesson. The participants from **UA** focused most of their recommendation on teaching methods, whereas the participants from **UB** focused their recommendations on the organization of the lesson. The recommendations submitted by **UA** included a variety of pedagogical references that were incorporated in their identification of *active participation* in vignette #1.

The participants from **UB** focused most of their recommendations on organizational aspects of the lesson. Their comments appeared to reflect providing a more structured environment, specifically where to dribble the ball to avoid collision as well as the importance of dribbling in a specific location.

Vignette #2 - Use of Equipment (Appropriate Practice)

Criterion Guidelines - According to NASPE guidelines, adequate equipment is available so that each child benefits from maximum participation. Equipment is matched to the size, confidence and skill level of the children so that they are motivated to actively participate in physical education classes (1992).

Description of Vignette #2 - Use of Equipment

In vignette #2, *use of equipment*, the lesson focus is on striking. The teacher provided the students with several choices of equipment, including different

sizes, shapes, and various kinds of balls were displayed for each child to select according to his/her skill level and size to encourage maximum participation. Students remained in their personal space while striking the object they chose.

Equipment was spread out all around the gym floor. Students had a choice of foam balls, tennis balls, balloons, rubber balls, and shuttlecocks. The less-skilled students selected balloons or shuttlecocks and the highly skilled students selected tennis balls.

Each student was given the opportunity to select a more challenging piece of equipment if they chose to do so. If a piece of equipment was too difficult to control, the student could choose to move to an easier piece of equipment to achieve success.

Criterion Description

Targeted observational components in the vignette included: every child has equipment or access to equipment needed to participate in activity; children are given an opportunity to select their own equipment; equipment is spread out, making it readily available.

Descriptions of Written Responses of Vignette #2 - UA

According to the written responses, all (100%) participants from UA identified the use of equipment according to the Criterion Guidelines (Appendix A) in vignette #2 as an appropriate practice. Table 8 provides selected responses of participants' written responses (see Appendix C for remaining responses).

Table 8

Selected Written Responses for Vignette #2 - UA

Participants	Key Words, Phrases, and Sentences
SaPaul	Everyone picked their own ball so they can work at their own skill level.
Cobie	Students were allowed to pick different pieces of equipment to work with.
Ken	The equipment was spread out so kids could select what they wanted to use.
Gene	The teacher invited the students to choose their equipment.
Mike	She allowed the students to select the equipment they wanted to tap.

Descriptions of Written Responses of Vignette #2 - UB

Four (26.6%) of the fifteen participants from **UB** identified the use of equipment in vignette #2 as an appropriate practice. Table 9 provides selected responses of the participants' written responses. Incorrect responses such as "no comment", "good feedback", and "activity was instructed well" are detailed in Appendix C.

Table 9

Selected Written Responses for Vignette #2 - UB

Participants	Key Words, Phrases, and Sentences
Ceebie	All students used a variety of equipment to practice with.
Eddie	She had all the equipment spread out for the students so they could pick and choose.
Joann	Students seem to enjoy being able to pick and choose.
Grandi	The teacher allowed students to change equipment so they could work harder.

Differences in the Descriptions of UA and UB Participants

The participants from both universities that correctly identified the use of equipment, as an appropriate practice focused on having access to equipment, having enough equipment, students having choices, and the organization of the equipment.

Both universities focused on the same pedagogical skills. These skills included teaching-by-invitation and feedback. For example, **UA** participants used the phrase teaching-by-invitation in their written descriptions as the pedagogical skill, whereas **UB** participants specifically described the actual pedagogical skill in their written descriptions. Below are illustrated quotations of their responses.

UA

SaPaul - The teacher used teaching-by-invitation for whatever type of object they wanted to tap.

Cobie - Using teaching-by-invitation allowed students to pick different pieces of equipment to work with.

UB

Ward - The children were picking their own equipment they wanted to use.

Teaching Practices Recommended - UA

Table 10 provides selected responses of participants' written responses (see Appendix C for remaining responses). Five (33.3%) of the participants from UA made no recommendations while the remaining participants' recommendations focused on *pedagogical* and *organizational* aspects of the lesson segment. Below are illustrated quotations of those written responses.

Pedagogical Skills -

Cobie- Focus on one cue at a time and give students having difficulty further instruction.

Ken - Since task was successful, I would have challenged them and if student was successful, then offer another piece of equipment.

Organizational Skills -

Mike - I would tell the children to travel in the same direction while striking.

Mickey - Should've stopped the students when she gave them a cue so she would know that they paid attention.

Table 10

Selected Written Recommendations/Changes for Vignette #2 - UA

<u>Participants</u>	<u>Recommendations/Changes</u>
Cobie	Focus on one cue at a time; give students having difficulty further instruction.
Ken	Since task was successful, I would have challenged them by telling them to hit the object 10 times in a row and if student was successful, then offer another piece of equipment.
Mike	I would tell the children to travel in the same direction while striking.
Walmar	Every now and then stop the class and pinpoint at least 2 children who are doing the task well.
Beedie	Use intra-task variation to those who are having difficulty or if it is too easy.

Teaching Practices Recommended - UB

Most (60%) of the participants' recommendations from **UB** focused on organizational aspects of the lesson, while two (13.3%) of the participants recommended pedagogical changes in the lesson segment. Four (26.6%) participants made no recommendations. Table 11 illustrates selected responses of the participants' written responses (see Appendix C for remaining responses).

Table 11

Selected Written Recommendations/Changes for Vignette #2 - UB

<u>Participants</u>	<u>Recommendations/Changes</u>
Ward	Group students with same or similar equipment to avoid distractions.
Ceebie	Group students according to what they choose to practice with. The instructor may want students with the same equipment to be together.
DeMarcus	Need to put students in groups so you can see more of them practice.
Laren	Need to group students to be able to give appropriate feedback to everybody. She needs to separate the students to avoid injury.
Sunny	Space awareness was great but need more organization to see everything. There should be in some type of formation.

On the next page Table 12 illustrates the percentages of recommended changes for **UA** and **UB**.

Table 12

Percentages of Recommended Changes for Pedagogical and Organization Skills from UA and UB

Pedagogical/Organizational Skills	University A	University B
No recommendations/Changes	26.6%	26.6%
Pedagogical skills	53.3%	13%
Organizational skills	46.6%	60%

Differences in Teaching Practices Recommended

The differences in teaching practices recommended by **UA** and **UB** participants were similar but the focus was quite different. According to the recommendations from **UA**, it appeared that they were more focused on teaching strategies, whereas recommendations from **UB** participants appeared to focus more on organization.

Vignette #3 - Picking Teams (Inappropriate Practice)

Criterion Guidelines - According to the DAPE guidelines (1992), forming teams by publicly selecting one student at a time, exposing them to embarrassment or peer harassment is inappropriate. Also regarded in this practice as inappropriate is emphasizing gender differences. For example, competing against the females. Gender differences will be addressed further in vignette #8.

Description of Vignette #3 - Picking Teams

In the *picking teams* vignette, the teacher informed the class that they would be playing a soccer game and that she would pick two students to be captains. The teacher selected captains and she instructed them to pick two teammates at a time to form their teams. The students were lined up on the wall waiting to be picked by captains. In the end, the teacher had to place the last person on a team.

Criterion Description

Targeted observational components included: allowing students to pick teams; publicly announcing selections; and exposing children to embarrassment when picked at the end of the selection.

Description of Written Responses of Vignette #3 - UA

All participants (100%) from **UA** identified teaching practices in vignette #3, picking teams as inappropriate. The most common components identified included: singling out students (40%), peer ridicule (26.6%), and gender

discrimination (40%). Below (Table 13) are selected responses of the participants' written responses (see Appendix D for remaining responses).

Table 13

Selected Written Responses for Vignette #3 - UA

Participants	Key Words, Phrases, and Sentences
SaPaul	The teacher choosing captains. They were just sitting there feeling bad about themselves because they hadn't been picked.
Cobie	The teacher selected captains. The captains picked teams by twos resulting in one student left alone last.
Ken	Captains were chosen and the students picked who they wanted on their team.
Gene	Picking teams by use of captains.
Mike	Picking teams by using captains. The class was sitting down against the wall. The boys picked two at a time leaving one girl to be picked last.

Description of Written Responses of Vignette #3 - UB

Eleven (73.3%) of the fifteen participants from **UB** identified teaching practices in vignette #3, picking teams, as inappropriate. Other components identified included: singling out students (26.6%), gender discrimination (13.3%), and peer ridicule (13.3%). Table 14 provides selected responses of the participants' written responses. The participants from **UB** who identified the teaching practices in vignette #3 focused on the same key words, phrases, and sentences as **UA** participants according to the Criterion Guidelines (Appendix A). Incorrect responses e.g., "there was nothing was the students to focus on", "no comment", and "the class was not divided up evenly", are listed in Appendix D along with remaining responses.

Table 14
Selected Written Responses for Vignette #3 - UB

Participants	Key Words, Phrases, and Sentences
DeAngelo	Lining kids on the wall - ones not picked probably felt like a firing squad was staring at them. That was awful! Students should never pick teams.
Ward	Letting students pick teams is bad. Being picked in public is embarrassing.
Wilfer	Teacher should have picked a boy and a girl as well as team players.
Laren	Selecting students as captains and having them pick their team.
Eddie	Students should never pick because some may be left out and also students may pick favorites, friends, or even the "star" of the class.

Differences in the Descriptions of UA and UB Participants

All of the participants from **UA** indicated that picking teams by student captains was inappropriate, whereas eleven (73%) of the participants from **UB** identified picking teams as an inappropriate practice. The participants' descriptions from both universities were similar according to the Criterion Guidelines (Appendix A).

Teaching Practices Recommended - UA

Table 15 provides selected responses of the participants' written responses from **UA** for vignette #3. All of the participants from **UA** made recommendations or changes in the lesson segment. The recommended changes appeared to focus on the dignity and self worth of each individual student (see Appendix D for remaining responses).

Table 15

Selected Written Recommendations/Changes for Vignette #3 - UA

<u>Participants</u>	<u>Recommendations/Changes</u>
SaPaul	The teacher could use another way to pick teams by counting off one two, one two, etc. She could say get with a partner and split up, making two teams.
Cobie	Teacher could have teams already set before class. Use cards - hearts, spades, clubs, or diamonds.
Gene	The teacher should have either had the kids number off 1, 2, 3, 4, etc., or should could have already assigned the teams based on her own assessment of the kids. She also could have handed them a card and had all of them read cards start off over in one area and the other card holders start off somewhere else.
Mike	Captains should never pick teams. The teacher should devise a scheme for pairs, matching, or grouping students in random fashion. Have different students work together as much as possible. Students can also teach each other.
Bos	Captains should never pick teams. The teacher should devise a scheme for Pairs, matching, or grouping students in random fashion. Have different students work together as much as possible. Students can also teach each other.

Teaching Practices Recommended -UB

Eleven (73.3%) of the fifteen participants recommended changes in vignette #3. All of the recommended changes from **UB** participants also appeared to reflect a concern for the dignity and self-worth of each individual student. These were the same participants who identified the inappropriateness of the lesson segment. Below are selected responses of those recommendations in Table 16 (see Appendix D for remaining responses).

Table 16

Selected Written Recommendations/Changes for Vignette #3 - UB

Participants	Recommendations/Changes
DeAngelo	Make the kids count off in ones and twos to get the two teams. Ones on a team and twos on a team. Have the teams already chosen
Hartie	Give the students numbers to group them and make sure to mix gender.
Ward	Form a number system to pick teams.
Eddie	The teacher should've picked teams or the students could pick numbers. Also the students could pick names.
Missy	The teacher can put names/numbers in a hat and have students pick. Have teams already selected.

Differences in Teaching Practices Recommended

All of the recommended changes from **UA** participants appeared to reflect strategies that are concerned with the dignity and self-worth of each individual student. Eleven (73.3%) of the fifteen participants recommended changes in vignette #3. These were the same participants who identified the inappropriateness of the lesson segment.

The recommended changes by **UB** also appeared to reflect strategies that were sensitive to the children's feelings and self-esteem. Seven (46.6%) of the participants suggested using numbers, names, or giving the responsibility of creating teams to the teacher (66.6%).

Vignette #4 Calisthenics (Inappropriate Practice)

Criterion Guidelines - According to the DAPE guidelines, exercises that compromise body alignment, increase chances of injury, and cause unnecessary stress to muscles and joints are considered inappropriate (1992). Examples of those include: jumping jacks, deep-knee bends, ballistic stretches, and standing straight-leg toe touches.

Description of Vignette #4 - Calisthenics

Vignette #4 begins with the teacher leading a series of exercises with no apparent purpose. Students are in four lines of six facing the teacher. The teacher introduces the exercises and instructs the class to follow her. She leads jumping

jacks, windmills, deep knee bends, and straddle stretches on the floor. The teacher is very insistent about the students' cooperation. Some students are reluctant to keep up but follow on the teacher's command never the less. Those who are not visible make very subtle movements.

Criterion Description

Targeted observational components included: children perform exercise with no purpose; performing exercises that may cause injury (e.g., jumping jacks, windmills, deep-knee bends, and straddle-stretches), and bouncing when stretching.

Description of Written Responses of Vignette #4 -- UA

Fourteen of fifteen (93.3%) participants from UA identified the lesson segment as inappropriate. The most common components identified by participants from UA included: the specific inappropriate exercises (86.6%) and identifying improper technique (80%). Below are the selected responses of the participants' written responses in Table 17 (see Appendix E for remaining responses).

Table 17

Selected Written Responses for Vignette #4 -- UA

Participants	Key Words, Phrases, and Sentences
SaPaul	The teacher had all the in lines doing jumping jacks, windmills, and also ballistic stretches. Some of the exercises are not even safe and they are also boring.
Ernie	The teacher had the class in four single file lines to do calisthenics. They were inappropriate stretching techniques that can hurt someone.
Beedie	The teacher had them do deep knee bends improperly and bouncing while stretching.
Matt	All the exercises are boring, useless and give PE a bad name. Warming kids up this way is dangerous. During the straddle stretch, she had the kids bouncing which is horrible when stretching.
Mickey	What are the purposes of jumping jacks and windmills? They are performed with no purpose in mind.

Description of Written Responses of Vignette #4 - UB

Six (40%) of the fifteen participants from **UB** identified the inappropriate teaching practices in vignette #4 according to the Criterion Guidelines (Appendix A). Below are selected responses of the participants' written responses in Table 18. Incorrect responses such as "no motivation", spacing was bad", she should put students in a circle", are listed in Appendix E along with the remaining responses.

Table 18

Selected Written Responses for Vignette #4 - UB

Participants	Key Words, Phrases, and Sentences
Ceebie	When the instructor conducted the exercises on the floor, she performed them improperly.
Ward	The selection of warm-ups was bad.
Wilfer	The exercises were poorly instructed. You should not bounce when stretching.
DeMarcus	The class could not keep up with the teacher because she was performing the exercises improperly. Somebody could get injured!
Sunny	Bouncing while they are stretching.

Differences in the Descriptions of UA and UB Participants

The written responses from **UA** participants reflect their awareness of inappropriateness of the specific exercise. This was indicated of the exercises they identified according to the Criterion Guidelines (Appendix A). The participants from **UB** did not specifically describe the exercises in the vignette, as did those participants from **UA**.

The participants from **UB** indicated in general words or statements that the exercises were inappropriate by stating they were wrong or improper but did not defend their response. Their statements were more descriptive in nature, whereas the statements from **UA** were more evaluative because they commented on the value of the teaching practice as well as defended their response.

Teaching Practices Recommended- UA

Table 19 shows the most common recommendations/changes by participants from **UA**. Twelve (80%) of the fifteen participants suggested incorporating an instant activity as a warm-up, while six (40%) participants

suggested a specific activity to introduce. Below are selected responses of the participants' written responses (see Appendix E for remaining responses).

Table 19

Selected Written Recommendations/Changes for Vignette #4 - UA

Participants	Recommendations/Changes
Mike	Do an instant activity; flag tag, dribble tag, line dancing, word imitation (kerumph). Do flag tag, dribble tag, line dancing. have the kids perform an activity that will get them moving moderately! Vigorously to get the blood moving, then stretch if you choose.
Bertha Mae	Pick an activity kids will enjoy. Do an instant activity to warm up. Do stretching if needed after the instant activity.
Beedie	I would like an instant activity for students every day before stretching. I would have a new and creative instant activity everyday. An example would be to play bulldozer tag.
Matt	Do an instant activity. Do jump rope or a tag game throwing a ball. Do an instant activity that gets the heart rate up. Something that is fun and interesting to the kids. Let them jump rope, a type of tag game, throwing a ball to a partner on the move, or anything that gets them warmed up.
Peter	Use an instant activity instead. Students will get their heart rates up quicker and have more fun. Only pinpoint good things. Slow down when teaching and make sure kids understand what you want them to do.

Teaching Practices Recommended - UB

UB participants' written descriptions (60%) appeared to focus on the inappropriateness of the exercise and the technique used and they recommended doing something children enjoy. Table 20 provides selected responses of the participants' written responses (see Appendix E for remaining responses).

Table 20

Selected Written Recommendations/Changes for Vignette #4 - UB

Participants	Recommendations/Changes
Ward	Warm-ups are inappropriate; teacher should choose an activity children can enjoy.
Ceebie	Exercises are outdated and teacher needs to do things that kids like. Bouncing is wrong! Stretching should be slow. Students need to be reminded that they should not bounce when they stretch.
DeMarcus	Teach proper technique so kids do them (exercise) right.
Jerry	Correct students' form so nobody is hurt. Teach him/her how to do it correctly.
Sunny	Teacher should not teach bouncing when stretching. Jumping jacks are OK but the others are bad.

Differences in Teaching Practices Recommended

The greatest difference in recommendations or changes was in the depth of description. **UA** participants' written responses specifically described the particular exercises that were inappropriate, whereas **UB** participants did not target a specific exercise but did indicate that the exercises performed in the lesson segment were inappropriate or performed incorrectly. **UA** participants suggested specific alternatives to the warm-ups, whereas **UB** suggested that the teacher have students do something they all can enjoy.

Vignette #5 - Relays (Inappropriate Practice)

Criterion Guidelines - According to the DAPE guidelines, relays (competitive activities) are considered inappropriate when activities are used to label children as "winners" and "losers" (1992). The guideline asserts that children should not be required to perform in competition that may clearly exploit their capabilities, good or bad.

Description of Vignette #5 -Relays

In vignette #5, students are standing in 4 squad lines preparing to pass a ball as quickly as possible (over and under) to the rear of each line. Once the ball reaches the last person in line, he/she must run to the front of the line to begin

the drill all over again. The drill continues until the original starter is back at the head of the line.

The teacher instructed the class to begin. She (teacher) continued to encourage competition among each squad. Technique is not discussed but speed is stressed. Some students threw the ball rather than carefully pass it. Each squad was instructed to sit after they complete the drill with the ball in the lap of the first person in the squad. After all squads completed the relay, the teacher clearly identified each place the squads finished...praising the first place squad and sarcastically announcing the last place squad.

Criterion Description

Targeted observational components included: students are required to participate; students' performance is compared with other students who perform; and winners and losers are clearly identified. Students are encouraged to compete (individually or in groups).

Description of Written Responses of Vignette #5 - UA

All (100%) of the participants from UA identified relays as an inappropriate activity according to the Criterion Guidelines (Appendix A). The most common theme that emerged was the emphasis on winning and losing (100%). Themes that emerged included: wait time (46.6%), and stressing speed over technique (53.3%). Below are selected responses in Table 21 (see Appendix F for remaining responses).

Table 21
Selected Written Responses for Vignette #5 – UA

Participants	Key Words, Phrases, or Sentences
Cobie	Teacher stressed speed over technique. A lot of emphasis was placed on winners and losers; who won, who came in 2nd, 3rd, LAST!
Ken	The teacher pointed out winners and they got a hand and the losers were pointed out.
Walmar	Having relay race in which she was encouraging competition and announcing 1st place and last. Teacher wanted teams to go faster. There were winners and losers.
Ernie	Competition - the teacher had the students doing relays. This promotes competition and winners and losers. The teacher designated 1st, 2nd, 3rd, and last place. She told one group they were the winners and the group that finished last that they were "last place".
Matt	Teacher also singled out who was the winner and who were the losers. The teacher also was not doing any teaching, she just yelled, hurry, hurry.

The written responses from **UA** participants appeared to reflect a concern for the dignity and self-worth of the students in the vignette according to the Criterion Guidelines (Appendix A). Other themes that emerged included the amount of time students had to wait (46.6%) to either handle the ball or run with the ball. Below are illustrative quotations.

Ernie - There was a lot of wait time in the lines while students were waiting to handle the ball. The only time the students were active was when they actually ran up to the front of the line.

Bertha Mae - Kids waited a very long time to even touch the ball. How can they be active if they are just standing there?

Another theme that emerged from **UA** participants included stressing speed over technique (53.3%). Below are illustrative quotations of written responses.

Cobie - The teacher encourage the students to hurry up, and she did not talk about what was correct or incorrect about how they were doing it.

Bertha Mae - Why is the teacher hurrying the students? She is encouraging competition.

Description of Written Responses of Vignette #5 - UB

Nine of fifteen (60%) of the participants from **UB** identified *relays* as an inappropriate teaching practice. Emerging themes were: winners and losers (40%), competition (20%) and stressing speed over technique (13.3%). Table 22 provides selected responses of the participants’ responses (see Appendix F for remaining responses).

Table 22

Selected Written Responses for Vignette #5 -UB

Participants	Key Words, Phrases and Sentences
DeAngelo	Saying in a nasal tone, “these guys are last”. This probably made them feel pretty bad. She should not say they are losers. Just not say anything to them.
Hartie	Too competitive, children probably felt embarrassed.
Ceebie	The teacher gave negative reinforcement when she said, “these guys who finished fourth finished last. The focus was on those who loss.
Joann	Everyone was fine ‘til the teacher made a group of students feel like losers by announcing their places in front of the class.
Sunny	There shouldn’t have been first and last place winners and losers.

Differences in the Descriptions of **UA** and **UB** Participants

The most common inappropriate teaching practice identified by both groups was the teacher publicly announcing winners and losers. Their written responses appeared to reflect their concerns about how students’ feelings were affected by the teacher announcing team placement. In the next section the differences reflected in the groups’ recommendations is discussed.

Teaching Practices Recommended - UA

All of the participants from **UA** made recommended changes for vignette #5. The recommendations from **UA** focused on teaching strategies that would keep students active (20%), preserve their dignity and self-worth (20%), avoid competition (33.3%), provide opportunities for skills themes (20%), and focus on self-competition (26.6%). All of the participants made recommendations. Table 23 provides selected responses of **UA** participants' written responses (see Appendix F for remaining responses).

Table 23

Selected Written Recommendations/Changes for Vignette #5 - UA

<u>Participants</u>	<u>Recommendations/Changes</u>
Walmar	Have kids focus on technique not competition. Do skill themes. Have the kids focus on getting the ball over and under smoothly. Kids at this age should not be put in competitive situations. If there are winners and losers, then it should not be announced in front of the class. No encouragement was needed for the winners but the team that came in last could have used some encouragement from the teacher.
Bertha Mae	Find an activity that everyone can be a winner. Focus on self-competition. Stay away from competition. For safety, spread out.
Christen	Eliminate competition; shorter lines or add balls. Compete with other classes so no one is watching the losers. have shorter lines and add balls. If competition is necessary, only single out the 1st place (positives).
Bos	Do not focus on racing. They should do work at their own individual pace. Don't put the groups next to each other. Have each group start and stop at their own pace. The losers should not be pointed out. Give positive feedback to everyone and not put downs. Feedback needs to be given in order to promote appropriate practice.
Peter	Work on skill themes and movement concepts. Every kid should have a ball. Make sure all students are active and learning. Do not concentrate on winning and losing. She should have winners or losers.

Teaching Practices Recommended - UB

The recommendations from **UB** focused on the importance of praising all students for their efforts (33.3%), preserving the dignity and self-worth of each individual (33.3%), and teaching appropriate technique for the drill and not speed (6.6%). Four (26.6%) of the participants made no recommendations. Below in Table 24 are selected responses of the participant's written responses (see Appendix F for remaining responses).

Table 24

Selected Written Recommendations/Changes for Vignette #5 - UB

Participants	Recommendations/Changes
Hartie	Teacher should demonstrate skill before participating. Students should not be competing. Teacher should be working on skills not speed. Never tell a child they came in last.
Ceebie	The teacher should not place emphasis on winning. Someone always feels bad. The teacher should make sure that all of them are winners.
Eddie	Do not make the group feel like losers. Don't discuss what place they come in. Congratulate everyone. Move groups to the middle of the court and spread them out. Congratulate everyone.
Joann	Never point out winners and losers; just say good job to everyone. The teacher should praise the class as a whole and say good job everyone.
Ladie	Children ought not to be told to compete.

Differences in Teaching Practices Recommended

The differences in recommended changes are reflected in the depth of descriptions between the two groups. The participants from **UA** suggested several alternatives to relay racing, whereas the participants from **UB** simply stated what the teacher should not have done in the lesson segment. **UB** participants would acknowledge the inappropriateness of the teaching practice but did not offer a specific alternative to the activity.

Vignette #6 - Basketball Game (Inappropriate Practice)

Criterion Guidelines - According to DAPE guidelines (1992), when games are not designed to maximize learning and taught with no purpose in mind, other than just to keep students occupied, they are considered inappropriate. No goals are set, making it difficult to maximize learning.

Description of Vignette #6 - Basketball Game

In vignette #6, the class was divided into two groups. Half of the class sat out and watched while the other half played 5 on 5 adult regulation basketball on half of the gym court. A wide variety in skill level was evidenced among the

students on the floor. Two to three of the higher skilled students dominated the game. Several of the students casually moved about the floor with the action while others who were low skilled stood around like “competent bystanders” disinterested in playing (Tousignant & Siedentop, 1983). The students seated talked quietly or cheered their friends on while waiting for the teacher to give them an opportunity to participate.

Criterion Description

Targeted observational components included: no game purpose; no goals; keeping children busy or happy; no modification for individual skill level in equipment or rules. Games not designed to maximize learning or meet the needs of individual students.

Description of Written Responses of Vignette #6 - UA

All fifteen (100%) participants from **UA** identified the teaching practices in vignette #6 as inappropriate according to the Criterion Guidelines (Appendix A). The themes that emerged were: playing with adult equipment (66.6%), no feedback (46.6%), inactivity (60%), teaching competition (26.6%), teacher as an observer (20%). Below are selected responses of the participants’ written responses in Table 25 (see Appendix G for remaining responses).

Table 25

Selected Written Responses for Vignette #6 - UA

Participants	Key Words, Phrases, and Sentences
Cobie	Young kids playing with adult games (basketball); half of the class was sitting out, way too much waiting time.
Ken	The kids on the side were not getting any playtime; they were just sitting on the sidelines.
Gene	What was the purpose of the game? I could not tell.
Ernie	Clearly the children were not ready for half court games or adult basketball.
Beedie	At this age the full game of basketball is not appropriate in physical education for these kids to play in a large group with just one ball. Half of the kids were just waiting to play.

Description of Written Responses of Vignette #6 - UB

Five of the fifteen (33.3%) participants from **UB** identified the lesson segment in vignette #6 as inappropriate teaching according to the Criterion

Guidelines (Appendix A). Themes that emerged included: inactivity (60%), and no feedback. Below are selected responses of participants' written responses in Table 26. Some incorrect responses included: "participation", "court space", no organization", and "all students weren't active" (see Appendix G for remaining responses).

Table 26

Selected Written Responses for Vignette #6 - **UB**

Participants	Key Words, Phrases, and Sentences
DeAngelo	Why was half the class sitting out? How much fun is that for them? Everyone should be involved. Having one ball prevented other students from participating.
Ward	Too many kids were playing at once and they didn't have the proper skills and techniques.
Joann	A portion of the class was on the sideline. There was no teaching or structure. The ball just hit the wall and the teacher just let them continue to play.
Ladie	This was an inappropriate practice. Everybody was not participating.
Jerry	The rest of the class was sitting on the court while the others were playing basketball.

Differences in the Descriptions of **UA** and **UB** Participants

The greatest difference in descriptions was the identification of the inappropriateness of teaching competition and the teacher being just an observer by **UA** in vignette #6. All other teaching practices identified by both universities were identical. **UA** participants had a slightly higher percentage in the teaching practices identified.

Teaching Practices Recommended - **UA**

According to the written responses from **UA**, ten (66.6%) of the fifteen participants recommended that the teacher should modify the basketball to create smaller teams. Other recommendations included: modifying equipment (13.3%), providing feedback (20%), modify rules (13.3%), giving cues (13.3%), providing challenges (13.3%), and using skill themes (13.3%). Table 27 provides selected responses of participants' written responses (see Appendix G for the remaining responses).

Table 27

Selected Written Recommendations/Changes for Vignette #6 - UA

<u>Participants</u>	<u>Recommendations/Changes</u>
SaPaul	Modify the game so everyone is active with no one sitting out. Have smaller sided games like 3 on 3 or 2 on 2 so everyone gets more practice time. Give feedback during the lesson. Work on some skills before you get to the modified games.
Ken	Modify games to allow all students to play. Have several different courts, If not enough, them rotate. Have it modified so that everyone must have the ball once. Throughout the games teacher should continue to give cues and feedback.
Mike	Modify the game so teacher can give feedback and cues to all players. Do not use large sided games. The smaller the group the more opportunities kids have to play and practice. The teacher should provide activities where he or she can provide specific congruent feedback to every kid several times. Provide cues for the kids to help them improve their skill level. No kids should sit out!
Beedie	I would have smaller games like 2 on 2 or 3 on 3 so everyone can play. I would have 2 defenders on 3 offenders. Have 3 or 4 groups going on at the same time.
Matt	I would have small-sided games, 3 on 3 so everyone is active. I would have small- sided games like 3 on 3. This way everyone would play. Also I would use game modifications such as everyone must touch it (ball) before shooting or something like that. I would constantly stop the game to work on strategy or give a modification instead of just leaning against the wall.

Teaching Practices Recommended - UB

According to the written responses from **UB** participants, eleven (73.3%) of the fifteen participants recommended changes to the lesson segment. Seven (46.6%) participants recommended that all students should be participating in the class activity, four (26.6%) recommended that skills should be taught while students wait to participate, and four (26.6%) of the recommended that the teacher should be providing feedback. Two made no recommendations. One participant recommended doing an activity related to the lesson and one

recommended developing skills instead of teaching competition. Table 28 provides selected responses of the participants' written responses (see Appendix G for the remaining responses).

Table 28

Selected Written Recommendations/Changes for Vignette #6 -- **UB**

Participants	Recommendations/Changes
Ceebie	The instructor should not allow any student to be inactive that are dressed out. Give feedback. She should let them know the proper skills while playing.
Demarcus	Activity should be designed so everyone is involved.
Jessica	While one group is playing the other group could be practicing skills.
Ladie	The teacher needs to make sure everybody participates. Students need feedback on how they are doing. Too many people are playing at once.
Jerry	Teach skills, like dribbling, passing and shooting. Don't just let them play and be satisfied.

Differences in Teaching Practices Recommended

Once again, the greatest difference in recommended changes was in the depth of description between the two groups. Both groups recommended changes in the lesson segment but **UA** participants gave specific suggestions to change the lesson where as **UB** participants gave general suggestions. The recommendations described by **UB** focused on the need to keep everyone active, whereas **UA** focused on how to keep everyone active.

Vignette #7 - **Pull-ups** (Inappropriate Practice)

Criterion Guidelines - When physical fitness tests are administered for the sole purpose of qualifying students for awards or because the school district requires it twice a year, the testing is considered inappropriate (DAPE, 1992). Children are required to perform physical fitness tests without adequate conditioning or preparation before performing the tests.

Description of Vignette #7- **Pull-ups**

The vignette shows a teacher administering pull-ups to the last two students in the class. The two students (a girl and a boy) performed pull-ups

while the rest of the class watched. No demonstration was given. The girl was first. She performed two pull-ups without any encouragement from the teacher. She did not try to perform anymore. The teacher indicated that the girl did a nice job when she finished. The boy struggled to get up so the teacher gave him a boost. As the boy performed, the teacher encouraged him to do more. The boy performed six pull-ups. The teacher congratulated him on the spot and announced that he had won the President’s Physical Fitness Award.

Criterion Description

Targeted observational components included: children perform tests in front of the entire class; attention is directed towards the child performing the skill; child is praised for having the best score; test focus is on passing or failing. Children are required to complete fitness tests without understanding the value of such tests.

Description of Written Responses of Vignette #7- UA

All (100%) participants from UA identified the teaching practice in vignette #7 as inappropriate according to the Criterion Guidelines (Appendix A). Themes that emerged were: teacher publicly announcing winner (100%), singling students out (60%), inactivity (100%). Below in Table 29 provides selected responses of the participants’ written responses (see Appendix H for remaining responses).

Table 29

Selected Written Responses for Vignette #7 - UA

Participants	Key Words, Phrases, and Sentences
Cobie	The teacher announced that Jimmy won the fitness award, which made other kids feel bad.
Ken	The boy got praised for winning the award and the rest of the class received no praise for their participation.
Gene	Why was the whole class watching one student? This could be very embarrassing for the student.
Beedie	The teacher put the boy and girl on the spot while the entire class watched. She singled out the boy, praising him for winning, making the girl feel embarrassed.
Matt	The teacher singled out the boy who won the President’s Physical Fitness Award and this made everyone who did not qualify feel bad.

Description of Written Responses of Vignette #7 - UB

Five of the fifteen (33.3%) participants from **UB** identified the teaching practice in vignette #7 as inappropriate according to the Criterion Guidelines (Appendix A). Emerging themes included: singling students out (20%), inactivity (46.6%), and publicly announcing winners (13%). Below are selected responses of the participants' written responses in Table 30. Incorrect responses such as "the teacher turned her back to the other students", poorly instructed activity", she told the girl good job and did not tell the boy the same", are listed in Appendix H.

Table 30

Selected Written Responses for Vignette #7 - UB

Participants	Key Words, Phrases, and Sentences
DeAngelo	Oh my, making kids do pull-ups one at a time in front of each other.
Eddie	The rest of the class sat around and watched while two students did their pull-ups.
Jessica	The teacher praised the person who won.
Joann	The last girl must have felt less than a person. Too much focus was on the last two kids.
Sunny	She told the student he qualified for the award but did not say who else won anything.

Differences in the Descriptions of UA and UB Participants

The written responses from **UA** and **UB** were very similar in two of the teaching practices identified. Both groups expressed their concerns with the teacher singling out students in front of the whole class and publicly announcing the student who qualified for an award. The difference was the percentage of participants who identified those teaching practices from the two groups.

UA and **UB** also focused on the lack activity the other students had to endure while watching the girl and boy performed. Again, the difference was in the percentage of students who identified those particular teaching practices.

Teaching Practices Recommended - UA

Twelve (80%) of the fifteen participants from **UA** recommended that the teacher should remove the performers from the group individually while the remaining students are involved in other activities to divert attention; one (6.6%)

participant recommended getting rid of fitness test (6.6%), one participant recommended keeping scores private (6.6%), and one (6.6%) suggested congratulating everyone. Below in Table 31 are selected responses of the participants' written responses (see Appendix H for remaining responses).

Table 31

Selected Written Recommendations/Changes for Vignette #7 - UA

Participants	Recommendations/Changes
Ken	Have other circuits going on that work on other aspects of fitness. During this they can do test individually. I would have treated both students the same. I would have asked both of them if they needed a boost. I would not have singled the students out in the class. I would have waited until everyone was involved in an activity and then quietly pulled them aside. I would also not say out loud if one ore both of them made the Presidential. I would keep that information to myself and let the students come up individually to me and find out about their scores.
Bertha Mae	Have the class do an activity while individual testing is going on. Have the class doing an activity and pull one kid out at a time. Kid should know his physical limit. Don't push, use self-challenges, positive encouragement. Find a private way to record the scores.
Christie	Have other types of fitness stations and do the pullout method so groups could practice while they waited.
Mickey	Do the test in small groups or pull students out of a game and test them. Either do the test in small groups or pull the students out of a game to test.
Peter	Do the pullout method while other students work on a skill. The teacher should have the students doing an activity and them pull out individual students to do pull-ups. Students sitting should be active and learning.

Teaching Practices Recommended - UB

Eleven (73%) of fifteen participants from **UB** recommended changes in the lesson segment. Four (26.6%) of the participants recommended that the teacher involve the remaining students in other activities, three (20%) participants

recommended scores should be discussed in private; two (13.3%), participants recommended that the teacher should encourage both students to do better; one (6.6%) indicated that the teacher should congratulate both students; one (6.6%) suggested that the teacher should be teaching proper technique; and four (26.6%) made no recommendations. Below are selected responses of the participants' written responses in Table 32 (see Appendix H for the remaining responses).

Table 32

Selected Written Recommendations/Changes for Vignette #7 - UB

Participants	Recommendations/Changes
DeAngelo	Don't make students do pull-ups in front of each other. Have another activity going on for the others until it's their time to do it.
Wilfer	Teacher should encourage both students to do better.
Joann	Tell all students they are winners. Inform the student about the award at another time when whole class can't hear scores. Too much attention on winning.
Grandi	Teach students how to do the test correctly before they participate.
Sunny	The teacher could have waited to tell the young boy he qualified for the award so no one's feelings are hurt.

Differences in Teaching Practices Recommended

UA and **UB** participants recommended separating those students who waited and watched the two students performing the pull-ups and suggested that the teacher have them participate in another activity. There was very little difference between the two groups in their recommendations or in the number of participants who made the recommendations. A few participants from both groups recommended informing the students of their scores privately. All of the participants from **UA** made recommendations to the lesson segment, whereas four of the participants from **UB** made no recommendations for change.

Vignette #8 - Gender-directed Activities (Inappropriate Practice)

Criterion Guidelines - According to the DAPE guidelines, girls are encouraged to participate in activities that stress traditionally feminine roles, whereas boys are encouraged to participate in more aggressive activities.

Description of Vignette #8 - Gender-directed Activities

This vignette portrays boys and girls participating in traditional male/female roles. The teacher announced that the boys will play basketball on one side of the court and the girls will play with hula-hoops and jump ropes on the other side of the court. A female student asked if she would be able to play basketball during the lesson and the teacher indicated that she had to play with the girls today. The teacher walked back and forth between the two groups. No other communication was exchanged during the lesson segment.

Criterion Description

Targeted observational components included: girls and boys were separated and participating in totally different activities; boys playing a more aggressive activity; girls participating in traditionally feminine activity.

Description of Written Responses of Vignette #8 - UA

Thirteen of fifteen (86.6%) participants from UA identified the lesson segment in vignette #8 as an inappropriate activity. Teaching practices identified included: separate activities for boys and girls (93.3%), the encouragement of traditional roles (33.3%), no teaching. (20%), no feedback (13.3%). Below in Table 33 are the selected responses of the participants' written responses (see Appendix I for remaining responses).

Table 33

Selected Written Responses for Vignette #8 -- UA

Participants	Key Words, Phrases, and Sentences
SaPaul	The boys and girls were separated. Boys played basketball and the girls jumped rope and played with hula-hoops.
Mike	The girls were jumping rope and hula hooping and the boys were playing basketball. The children did not have a choice. They were told by the teacher they had to participate in those games.
Mickey	The teacher announced that the boys and girls would be split up and the boys will play basketball and girls will do jump ropes and hula hoops.
Bos	The class was separated into boys on one side and girls on another. The teacher announced that the boys would play basketball and the girls would jump rope and hula hoop.
Peter	Why didn't the teacher let the boys and girls choose? The boys had to play a basketball game at one end of the court and the girls had to jump rope or hula-hoop.

Description of Written Responses - UB

Three of fifteen (20%) participants from **UB** identified the lesson segment on gender-directed activities as an inappropriate according to the Criterion Guidelines (Appendix A). Teaching practices identified were: free play (26.6%), too many activities (20%) no teaching (13.3%), and no feedback (6.6%). Table 34 provides selected responses of the participants' written responses. Incorrect responses such as "no teacher in sight", "too many activities are going on at one time", did not see or hear the teacher at all" are listed In Appendix I.

Table 34

Selected Written Responses for Vignette #8 - UB

Participants	Key Words, Phrases, and Sentences
Wilfer	Why are the girls and guys separated? All ought to be together.
Demarcus	The females should be able to choose basketball if they want to. She wouldn't let them play with the boys.
Grandi	This is a violation of title IX! Were they supposed to be separated? Boys running all over the place chasing a basketball and some girls were just standing in one place holding the jump rope in their hand. She should've told the kids to do what they want.

Differences in the Descriptions of UA and UB Participants

The written descriptions from the **UA** participants were more descriptive, provided an account or a report on what occurred in the lesson, whereas the participants from **UB** provided more evaluative statements, commenting upon the appropriateness of the teaching practices (Graham, et al, 1993). In Graham et. al, (1993) the students who provided more evaluative statements were the more experienced students in that they were more experienced in what to look for in an observational setting based on their experiences in their teacher education program. The three participants from **UB** appeared to have an understanding of the inappropriateness according to their written descriptions. Their descriptions did reflect the descriptions of the participants from **UA** who also identified the inappropriate teaching practices in vignette #8.

Teaching Practices Recommended - UA

Twelve (80%) of the fifteen participants from **UA** recommended that the teacher should have encouraged co-ed participation in the activities in vignette #8, *gender-directed activities*. Specific recommendations included: increase stations for more participation (20%), and modify games 33.3%). Below in Table 35 are selected responses of the participants' written responses (see Appendix I for remaining responses).

Table 35

Selected Written Recommendations/Changes for Vignette #8 - UA

<u>Participants</u>	<u>Recommendations/Changes</u>
Mike	This exercise would be very boring for most kids, especially if they are not allowed to choose between activities. You could create stations, however, I would not use large group basketball in my lesson because some kids are left out. As a teacher you must create small- sided modified games and make sure there is a variety.
Walmar	Class should not be separated. Boys could hula hoop and girls could play basketball. Break the game into small groups, 2 vs. 2 or 3 vs. 3. Also, that space could be used to work on skills like dribbling and passing. Teacher could give feedback.
Ernie	I would do the jump rope as an instant activity so that everyone had to do it, not just girls. Then instead of playing basketball, I would have the whole class work on dribbling. I would not separate the boys and girls as was done in the video.
Bertha Mae	Choose an activity that appeal to both sexes - have males/females working together.
Bos	Organize the class into more distinct stations with boundaries marked off. The class shouldn't be separated by gender or so called gender activities. The girls and boys should be integrated. From the beginning there shouldn't be a classification of boys activities and girls activities. Activities need to be equal for both.

Teaching Practices Recommended - UB

Thirteen (86.6%) of the fifteen from **UB** recommended changes in the lesson segment while only three (20%) participants identified the inappropriate practices according to the Criterion Guidelines (Appendix A). Three (20%) of the participants recommendations focused on providing feedback, and three (20%) recommended limiting activities. Below in Table 36 are selected responses of the participants' written responses (see Appendix I for remaining responses).

Table 36

Selected Written Recommendations/Changes for Vignette #8 - UB

Participants	Recommendations/Changes
DeAngelo	The teacher should be involved. Give feedback.
Ward	Limit the number of activities.
Wilfer	The teacher should have integrated the students.
Demarcus	Allow the students to choose what they want to do. Don't separate them.
Missy	Give feedback to help students understand what they are doing.

Differences in Teaching Practices Recommended

The recommendations made by **UA** focused on the specific inappropriateness of the teaching activity according DAPE. Their specific statements focused on providing an atmosphere that would encourage participation among and between the boys and the girls.

The few participants from **UB** who identified the inappropriateness of the lesson in vignette #8 made the same recommended changes as those participants from **UA**. Their recommendations also reflected a concern for coeducational activities.

Closure Analysis (debriefing)

After the students had observed and analyzed each of the eight vignettes, the last section of the questionnaire asked that they respond to the following question: What types of experiences contributed to your responses to the questionnaire? (i.e., where did you obtain the background knowledge to respond to the questionnaire?)

At the completion of all eight video vignette analyses, the participants filled out the final section of the questionnaire called the Closure Analysis (debriefing). This section of the questionnaire inquired about the experiences that contributed to their responses to the questions and addressed the third research question of this study. Although the **QRC** was administered to **UA** participants individually and to **UB** students as a group, there appeared to be no differences in the way the students completed the questionnaire.

Participants from UA

According to the written responses from **UA**, all participants (100%) attributed their ability to answer the questions to the knowledge and experiences gained from their methods classes. Other background knowledge that contributed to answering the questions included: practicums, personal experiences in elementary, middle and high school physical education classes, coaching, and observing physical education teachers. Below are illustrated quotations of their written responses.

SaPaul - From the university K12 teaching health and physical education curriculum; all classes that had to do with teaching methods.

Gene - I am a university A physical education major that learned a lot from my major professor's methods classes. I have also got practice what I have learned from coaching.

Ernie - Through methods classes and practicums; by comparing what I have learned this year to my physical education experiences growing up. It reinforced the knowledge that I gained throughout this year.

Beedie - I have taken all of the methods courses at university A which have prepared me very well for the school and circumstances that may occur.

Matt - I have taken all of the classes for a physical education major. I have experiences teaching at elementary, middle, and high school as well as teaching my peers.

Participants from UB

According to the written responses from **UB**, ten of fifteen (66.6%) participants attributed their ability to respond to the questions from the knowledge and experiences gained in their methods classes and practicums, three of fifteen (26.6%) to grade level and high school experiences, and two of fifteen (13.3%) to coaching. Below are illustrated quotations from their written responses.

DeAngelo - Prior to physical education classes, in grade school and education classes related to teaching.

Harty - From experience as a coach, parent, and teacher of professional experience.

Ceebie - Elementary and secondary methods and activities.

Eddie - Participation in practicums and athletics and my own experiences.

Sunny - Participating in all my PE classes and in school as a student.

Overall (100%), **UA** participants attributed their ability to respond to the vignettes to the knowledge and experiences gained in their methods classes. Only five of the participants from **UB** (33.3%) attributed their ability to respond to the vignettes to the knowledge and experiences gained in their methods

classes. The other participants attributed their background and understanding to practicum experiences, grade school and high school experiences, and coaching experiences. The responses from the participants from **UB** appeared to suggest that the “apprenticeship-of-observation” has had some impact on the participants from **UB** (Lortie, 1975). Some of the responses reflect a construction of ideas and philosophies learned as they observed their former teachers, coaches, as well as experiences in their physical education teacher education program. This is not to suggest that the grade level experiences of the participants from **UA** did not carry over as a part of their belief system. Two of the participants from **UA** credited earlier experiences (coaching) that assisted them in responding to the questionnaire.

Discussion

It was indicated earlier in this study that **UA** participants were exposed to the Criterion Guidelines (Appendix A) throughout their physical education teacher education program in a number of courses. Participants from **UB** were exposed to DAPE during a single course the first semester junior year.

According to the written descriptions of **UA** participants, it appeared that DAPE provided them with a cognitive framework as a supportive approach to analyze appropriate and inappropriate teaching practices. This appeared to be instrumental in directing their attention in the selection of appropriate and inappropriate teaching practices in the video vignettes. Allison (1990) refers to this as the “individual’s bias” to various aspects of the lesson. **UA** students' familiarity with DAPE may also have helped them to direct their focus to limited aspects of the lesson, specifically aspects of the lesson related to DAPE.

The written descriptions of the participants from **UB** appeared to reflect their limited practice and observations of DAPE. Their descriptions appeared to reflect a wider spectrum of classroom events with no particular focus on any one aspect of the lesson.

As teachers gain more experience in the classroom, they develop more schemas (Byra & Sherman, 1993). It appeared that **UA** participants were the more experienced **PSTs** because they had more knowledge in the subject domain (DAPE), whereas **UB** participants' written descriptions reflected a lack of content knowledge of the subject domain.

The responses of **UA** and **UB** students were often different. These differences may be due to a variety of individual experiences, experiences during their methods courses and the dialectic influences of the teacher education program (Schemmp & Graber, 1992). The dialectic influences are those experiences that **PSTs** interact with or involve themselves in during the teaching-learning process (Graham, 1991). These influences (along with their beliefs) help **PSTs** shape their knowledge and understanding of becoming teachers.

Differences in Description

Using the expert/novice paradigm, the participants from **UA**, were viewed as experienced **PSTs** because of their knowledge and background of DAPE. Their exposure to DAPE began at entry level of their physical education teacher education program and was incorporated into various methods classes over a period of two or more years. The participants from **UB** were viewed as inexperienced **PSTs** because of their lack of exposure to DAPE. Their exposure to DAPE was limited to one semester in their elementary methods class.

None of the participants from either group can be considered experts or novices but their descriptions reflect teaching skills that mirror experienced (**UA**) and inexperienced (**UB**) **PSTs**. According to their written descriptions, participants from both universities appeared to rely on basic pedagogical knowledge learned from their teacher education program. In all of the vignettes, **UA** participants' descriptions appeared to be more pedagogically driven. Participants from **UA** described how students learned and how the concept of skill themes (Graham, Holt/Hale, & Parker, 1998) could be used to develop the content. In addition, their written responses were more detailed and used the technical language learned from developmentally appropriate physical education concepts taught in their methods classes. This was also indicated in the debriefing section of this study when the participants (**UA & UB**) were asked, to what did they attribute their knowledge to respond to the questionnaire.

The schema (Byra & Sherman, 1993) of the participants from **UA** was reflected in their ability to respond specifically to lesson segments, whereas **UB** participants would inquire about aspects of the lesson that was viewed in the vignettes. According to the written responses from **UA** participants, they were able to focus on the particular event being presented during the lesson segment, whereas **UB** participants focused on aspects of the lesson that were not necessarily presented. Some of the responses from **UB** participants were not necessarily incorrect, but not relative to the targeted observational component. Responses from **UA** appear to be indicative of their learning. They were able to selectively pick out in the lesson, according to the Criterion Guidelines (Appendix A), what was appropriate or inappropriate in the vignettes and recommend (or not recommend) what changes would be helpful in the lesson.

When teachers know more in a subject domain, they know what changes are needed. Therefore, they have more schemas of concepts in memory as well as understanding the relationships between them. (Byra & Sherman, 1993). **UA** participants' descriptions demonstrated an understanding of how the topics might be taught and they were able to suggest content progressions. Shulman (1987) describes this as pedagogical content knowledge. **UA** responses also indicated that when the teacher allowed for individual differences, the students

worked successfully at their own pace and on their ability level (Graham et al., 1993).

UB participants' written descriptions were not as elaborate or as detailed as participants from **UA**. **UB** students appeared to lack the knowledge gained from laboratory experiences and practice teaching, peer teaching, and observation of experienced teachers that could help shape their beliefs about teaching subject matter (Grossman, 1990). When inexperienced teachers sense lessons not going as planned, they tend to gravitate towards what they experienced as students (Lortie, 1975; Byra & Sherman, 1993). When some of the **UB** participants did not identify the criterion description in the vignettes, they were still able to address other issues relative to the teaching practices. This could possibly stem from the apprenticeship-of-observation (Schempp, 1989), or experiences from their teacher education program.

PSTs enter their training programs with strong beliefs about teaching. This can be a hindrance that make it difficult for teacher education program training to be incorporated in what **PSTs** bring with them at entry level (Doolittle, Placek, & Dodds, 1993). Therefore, it is possible to assume that **UB's** knowledge base did not have the depth or the breath of the participants from **UA** according to the DAPE guidelines. For example, some of the participants from **UB** described the activity in vignette #1, *active participation* (dribbling), as too congested, lacking organization, and hard to observe those students who needed appropriate feedback and reinforcement.

The descriptions from **UB** participants in vignette #2 (*use of equipment*) also suggest a lack of organization. **UB's** descriptions appeared to reflect some of the pedagogical content learned in their teacher education program as well as knowledge constructed from experiences as a student (Lortie, 1975). Research suggests that there are differences in the ways experienced and inexperienced teachers perceive, understand, monitor, and process visual information in a complex teaching environment (Berliner, 1986; Carter et al., 1987). According to the written responses from **UA**, the participants were able to organize the complexities of the physical education environment in a short observational session into several segments or parts and still were able to discriminate among those segments or parts (Peterson & Comeaux, 1987).

UA and **UB** participants demonstrated differences their descriptions of the teaching practices in vignette #4, *calisthenics*. **UA** described the individual exercises as being inappropriate according to the guidelines of the DAPE document. They specifically listed those particular exercises in the vignette. Their observational focus was not interrupted by other complexities within the teaching environment. **UB** described the exercises as being unsafe but did not specifically target any one exercise. This appeared to suggest that the degree to which participants were able to identify appropriate teaching practices was

largely contingent upon the influence of the teacher education program and amount of exposure to the DAPE guidelines (Graber, 1995).

Another difference in description between the two groups was reflected in the written descriptions in vignette #5, *relays*. Again, **UA** participants used the terminology that was indicative of the DAPE document. This indicated that the participants from **UA** were knowledgeable of the DAPE. The written descriptions of **UB** participants were more indicative of how they perceived the students' felt and their self-worth. Their descriptions often referred to how embarrassed the students appeared after the relay competition.

The written descriptions of the teaching practices in vignette #6, *basketball game*, were more evaluative in nature, responding to the inappropriateness of the decisions made by the teacher (Graham et al., 1993). The responses from **UA** and **UB** leaned more towards how they felt the lesson segment should have taken place according to DAPE. Given the high percentage (100%) of the participants from **UA** who identified the inappropriateness of the lesson segment, this suggests that the participants from **UA** were able to point out what had been emphasized in their physical education teacher education program (Graham, et al., 1993). The smaller percentage (33.3%) of the inappropriate teaching practices identified by **UB** suggests the learned experiences as well as their knowledge of DAPE in their teacher education program might have played a role in their identification of the inappropriate practices.

The written descriptions of vignette #6, *basketball game*, referred often to what the students and the teacher were doing (or not doing). The participants from **UA** described students sitting on the sideline and being involved in too much wait time. They also spoke about the lack of appropriate equipment for the specific age group or developmental level of the students. The participants from **UA** also expressed tremendous concern for the need to provide feedback to the students throughout the teaching segment.

The descriptions from **UB** participants were similar to the descriptions from **UA** participants. Both groups used the words *inactive* and *wait time* in their descriptions, emphasizing the need to have all students participating in the activity. **UB** participants also indicated the importance of providing appropriate feedback to reinforce learning.

It appeared the differences in how they described the vignettes are due to the influence of the individual physical education teacher education program. Differences in content knowledge, how a lesson is taught, and the lesson focus from different teacher education programs may sometimes yield different interpretations of what is being observed (Belka, 1988).

All of the participants from **UA** specifically targeted the observational components in vignette # 7, *pull-ups*. Their written responses were indicative of the components (e.g., children perform test in front of entire class; child is

praised for having the best score; test focus is on passing or failing) according to the guidelines in the DAPE document. The highest percentage of descriptions from the participants from **UB** focused mainly on *inactivity*. Their responses indicated that they were concerned with the students sitting around and just watching.

In vignette #8, *gender-directed activities*, **UA** participants' descriptions were again more aligned with the components in the DAPE guidelines. **UB** participants' descriptions appeared to focus on the lack of organizational structure within the teaching environment. This may be the reason why many of **UB** participants' interpretations of vignettes 1 and 2 indicated the lesson activities as being congested, or too many activities going on at the same time.

Chapter Summary

The purpose of this study was to examine how two different preservice teacher groups identified and described appropriate and inappropriate teaching practices in physical education. The study examined the written descriptions of 30 **PSTs** enrolled in physical education teacher education programs at **UA** and **UB** respectively.

It appeared that the amount and kind of experiences provided by the respective teacher education programs did have an impact on how the participants from **UA** and **UB** identified and described appropriate and inappropriate teaching practices in physical education. There is a difference in the way **UA** and **UB** participants identified and described the teaching practices in the eight vignettes used as the criterion measure of effectiveness in this study. To assist in understanding program impact, it is necessary to understand what goes on in a teacher education program. The participants from **UA** were more accurate in identifying appropriate and inappropriate teaching practices than the participants from **UB** for all eight of the vignettes according to the DAPE guidelines (NASPE, 1992).

According to the data, participants from **UA** were exposed to the kinds of experiences that appeared to influence their ability to identify and describe appropriate and inappropriate teaching practices in physical education. The data analysis from **UB** revealed the lack of exposure to DAPE limited their ability to identify and describe appropriate and inappropriate teaching practices.

In addition, participants from **UA** were given opportunities to reflect on DAPE on a regular basis, whereas the participants from **UB** were given fewer opportunities for reflective teaching in DAPE. Laboratory experiences also provided various levels of opportunity for **UA** participants through critical reflectivity. In contrast, **UB** participants' laboratory experiences were limited to their methods class that provided few opportunities for critical reflection.

Similarly, the kind of experiences that affected how **UA** and **UB** identified and describe DAPE was the exposure to teacher educators, cooperating teachers, and other **PSTs** that were advocates of DAPE. This type of school-based faculty appeared to facilitate in the learning process at **UA**. **UB** participants were limited to the instruction and philosophy in their methods class where DAPE was introduced. **UB** participants lacked the opportunity for critical reflectivity through peer and teacher observations outside of their elementary methods course. In addition, **UB** participants were individually assigned to different schools for practicum experiences where they received little or no feedback from the cooperating teachers or teacher educators.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

The purpose of this study was to examine how two different preservice teacher groups identified and described appropriate and inappropriate teaching practices in physical education. This chapter is divided into two sections. The first section summarizes the study and the findings. The second section discusses the implications these findings have for teacher education.

It is likely that the amount and kinds of experiences provided by the two teacher education programs did have an impact on how the participants from both universities identified and described the teaching practices in the eight vignettes used as the criterion measure of effectiveness in this study. To assist in understanding program impact, it is necessary to understand what goes on in a teacher education program. The following paragraphs present insights into the preservice teacher development programs at **UA** and **UB**, including various individual and institutional influences.

Summary

Identification and Description

In this study the Developmentally Appropriate Physical Education document (NASPE, 1992) was used to develop Criterion Guidelines (Appendix A) to ascertain how **PSTs** identified and described appropriate and inappropriate teaching practices. Much of the research on identifying and interpreting teaching processes in the physical education environment has examined how **PSTs** interpret children's movement (Allison, 1987, 1990; Barrett, Allison & Bell, 1987; Bell, Barrett & Allison, 1985). This related study illustrated how **PSTs** from two universities described teaching practices in physical education and the recommendations they would make.

The expert/novice paradigm was used to assist in understanding how **PSTs** from the two universities identified and described appropriate and inappropriate teaching practices. Neither group was considered experts or novices but their exposure to DAPE was reflected in their depth of descriptions. Both groups were comprised of juniors and seniors. Participants from **UA** were described as the experienced group as they had been exposed to the DAPE guidelines throughout their teacher education program, over two or more years. The participants from **UB** were described as the inexperienced group because of their lack of exposure to the DAPE guidelines. Their exposure was limited to a single elementary methods class during the first semester junior year.

The differences in written descriptions of the two groups were consistent with findings of previous novice and experienced studies (Carter et al., 1988; Sabers et al., 1991; Graham et al., 1993). Carter et al. (1988) found that novices' descriptions of classroom activities often lacked depth or breadth of information. Sabers et al. (1991) found that novice teachers simply listed events as they occurred. Graham, et al. (1993) found that the novice **PSTs** in their study were more descriptive, listing or giving an account of occurrences in their identification of teaching practices, whereas experienced **PSTs** were more evaluative, commenting on the appropriateness (or inappropriateness) of the activity or instruction. In the above studies, the novice and experienced **PSTs** described and evaluated but the experienced **PSTs** were more evaluative. Their descriptions coincided with their teacher educators (experts) in the study. In this study, participants from both universities described and evaluated what they identified as developmentally appropriate teaching. Differences were reflected in the depth of their descriptions that may reflect the amount of time devoted to DAPE in each program.

Following a descriptive or evaluative statement, some **UA** participants provided suggestions or recommended changes in the lesson activity or instructional strategies. Few participants from **UB** offered recommended changes and even fewer (sometimes none) provided justification or a criteria supporting their descriptions. These findings appeared to support the findings in Graham, et al. (1993). The participants from **UA** were exposed more to DAPE and were able to provide more in depth description of lesson occurrences. Their descriptions of the lesson segments and recommended changes appeared to be more congruent with their program philosophy and goals. These findings suggest a need for further study in how teacher education programs can assist **PSTs** in to identify appropriate and inappropriate teaching practices.

Differences in Recommended Teaching Practices

The written descriptions of the teaching practices recommended by participants from both universities also differed in the depth of description. The participants from **UA** made frequent recommended changes to the lesson segments according to the appropriateness (or inappropriateness) of the teaching practices in the vignettes. Their recommendations were often rich in detail and provided prescriptions for the specific teaching practice. The written descriptions of the teaching practices recommended by the participants from **UB** were less detailed and provided little or no prescription to the lesson segment. Once again this appeared to suggest that the participants from **UB** lacked the knowledge and background of DAPE needed to make the appropriate recommendation(s) according to the teaching practices in the vignettes. **UB** participants offered limited teaching strategies to adjust the teaching strategies or none at all. Few

participants from **UB** offered more than one recommendation or change to adjust the lesson segment. The participants from **UA** were more specific in their recommendations and provided more options to correct the inappropriate teaching practices identified. For example, participants from **UA** made several suggestions to make the lesson more appealing in vignette #4, calisthenics. Some participants from **UB** just described what was right or wrong about the lesson, providing descriptions of what was observed. Recommendations ranged from putting the students in a circle (to view each other), to allowing volunteers to lead the squad lines in exercises. Participants from **UA** recommended specific ideas to actively involve the students that allowed them to move about freely to warm up instead of performing calisthenics. Their recommendations included various types of instant activities to warm the students up. These activities included tag games or games that allowed freedom of movement. Once again, these findings appeared to reflect the amount of exposure to DAPE. The depth in the descriptions of the recommended changes by **UA** appeared to support their knowledge and understanding of DAPE, whereas the descriptions of recommended changes by participants from **UB** appeared to reflect their lack of exposure to DAPE.

It is critical to know and understand how **PSTs** observe and interpret what goes on in the physical education environment (Allison & Pissanos, 1994; Graham, et al., 1993). Physical educators' ability to observe is also crucial and essential for the purposes of decision-making and interactive teaching (Allison, 1987; Barrett, 1983; Bell, Barrett & Allison, 1985; Hoffman, 1983).

Pedagogical Aspects

Both university groups focused on pedagogical aspects in the eight vignettes. However, participants from **UA** appeared to have a more in-depth understanding of the pedagogical content. They combined the particular content (DAPE) and general pedagogical knowledge, which provided the technical language used to describe the lesson segments in the vignettes (Shulman, 1987). Participants from **UB** used too minimum of the technical language illustrated by the DAPE document to describe their observations, suggesting they had not acquired the pedagogical content knowledge needed to assist with their interpretations of the lesson segments. This may explain why some participants from **UB** simply listed occurrences but did not draw upon multiple experiences in the teacher education program because their opportunities (video observations, peer teaching, reflective teaching, observing expert teachers teach DAPE, etc.) were fewer than the participants from **UA**. It appeared the knowledge structures used by the participants from **UB** stemmed from a general pedagogical knowledge base, possibly from a combination of their own experiences, beliefs, and influences from their teacher education (Lortie, 1975;

Pajares, 1992). These findings suggest a need to further study how **PSTs'** pedagogical content knowledge is acquired, perhaps through teacher education programs in a longitudinal study (Belka, 1988). Perhaps, focusing on selected aspects of teaching may assist in reducing the complexities of teaching and enable **PSTs** to focus on a particular skill or skills in the teaching environment (Belka, 1988).

The descriptions among the participants from **UA** varied slightly, but appeared to reflect what had been emphasized in their physical education teacher education program. Specifically, their responses mirrored the emphases on the importance of a "developmentally appropriate physical education" (DAPE).

This study was not designed to determine the belief systems of the participants prior to entering their perspective teacher education programs, however, the written descriptions of both groups appeared to reflect what they had learned in their physical education teacher education programs. One participant from **UA** indicated that he was impressed at what he had learned in his teacher education program. He also indicated that he would have like to have participated in this type of study when he first entered the program to see how much his belief system had changed. These findings also conflict with Doolittle et al. (1993) who suggested that recruits with different prior experiences and beliefs resist strong programmatic views, even when there is a strong relationship between the recruit and teacher educator.

The Ability to Observe

A teacher's use of the pedagogical skill of observing is a highly important part of the teaching process. A major question still remains in this complex environment...how do **PSTs** learn to observe?

In this study, the framework or criterion was the DAPE guidelines. **UA** participants' familiarity with the criterion allowed them to focus on just those particular features about the lesson observed. Findings in this study indicated that participants from **UA** were able to specifically target observational components from the vignettes. Obviously, having knowledge of DAPE presented a predisposition for **UA** participants to look for specific components from the lesson segments. This seems to suggest that the complexity of the teaching environment was reduced, probably because **UA** participants knew what to focus on.

Using the expert/novice paradigm, **UB** participants were considered the novice or inexperienced **PSTs** because it appeared that they lacked the opportunities to study DAPE (i.e., micro teaching, peer teaching, observing models of experts teaching, etc.). Their descriptions of what was observed reflected an array of activities in the teaching environment. This included

organization, instruction, interaction between teacher and student, tasks, and student participation. These findings also indicated that **UB** had no preconceived notions of what to look for, specifically, the targeted components of the DAPE guidelines. The lack of attention to detail (DAPE) seems to suggest a need to assist **PSTs** with distinguishing relevant stimuli from irrelevant stimuli in a lesson (Allison, 1990).

It also appears that **UA** participants were more objective in their evaluation or interpretation of what was observed. For example, most of **UA** participants' responses began or ended with a supported statement for the written response. Again, this was probably due to their knowing what to observe based upon curriculum experiences in their teacher education program. On the other hand, it appeared that some of the **UB** participants' were unable to justify their interpretations and recommendations. Without appropriate justification for their descriptions, some interpretations were incorrect according to the Criterion Guidelines (Appendix A). For example, in vignette #2, dribbling, several participants from **UB** indicated that there was too much confusion and a lack of organization while students dribbled in their own space. They recommended pathways and boundaries to control movement. The participants from **UA** described the same vignette as students having freedom of movement in general space and all students actively involved. This seems to suggest without a framework or specific focus, it is difficult for novice to identify targeted components in a lesson segment.

When given a framework to guide the focus of observation, observation skills can be improved. This study did not provide additional opportunities for the participants to observe teaching in natural settings. It does suggest, however, that the more opportunities **PSTs** have to observe effective teaching, the more they may be able to identify and describe appropriate teaching practices and inappropriate teaching practices.

PSTs must be able to make the connection between course content and observed behaviors to differentiate between effective teaching and ineffective teaching. Providing carefully planned opportunities early on in a teacher education program may assist **PSTs** in developing the skills needed to become critical observers in the physical education environment. These opportunities should include observing as both a non-participant and as a participant. **UA** participants were provided structured opportunities similar to these with a limited focus that enabled them to target specific observational components in the video vignettes according to the Criterion Guidelines (Appendix A). These opportunities appeared to be invaluable in assisting them to identify and describe appropriate and inappropriate teaching practices.

Acknowledged Source of Learning DAPE

Given the differences in how participants from both universities identified and described the teaching practices in the vignettes, participants from both groups stated that they attributed their ability to identify and describe appropriate and inappropriate teaching to their physical education teacher education programs. All (100%) of the participants from **UA** attributed their ability to identify appropriate and inappropriate teaching from knowledge learned in their methods classes, specifically their pedagogy and curriculum and instruction classes. Two of the participants indicated coaching and working with recreation programs also assisted them in their understanding of teaching practices. The participants from **UB** attributed their knowledge of teaching practices to a number of experiences. They included: coaching; working in recreation programs where they coached young children; mentoring; and being a parent. Only five (33.3%) of the participants from **UB** attributed their ability to identify appropriate teaching and inappropriate teaching to their methods classes.

The data in this study was obtained from a limited sample, however, the findings hint at the impact of two teacher education programs on a relatively limited variable - the ability to identify and describe developmentally appropriate teaching practices in physical education. Based on the differences in the written responses from both groups, it was clear that there were differences in their abilities to identify and describe teaching practices in physical education (research question #1). There were also differences in their abilities of both groups to recommend changes in the appropriate and inappropriate teaching practices identified (research question #2). According to the participants' responses, all (100%) participants from **UA** attributed their abilities to identify and describe appropriate and inappropriate teaching practices to their physical education teacher education program, whereas only a small percentage (33.3%) of participants from **UB** attributed their abilities to identify and describe appropriate and inappropriate teaching to their physical education teacher education program (research question #3).

Conclusions

Based on the findings in this study, the following pages contain conclusions supported by these data. In understanding the differences in the written descriptions between **UA** and **UB**, it is important to understand why some participants identified teaching practices in the vignettes and why some did not. It appeared the differences could be explained by how, and to what degree, **PSTs** were exposed to DAPE in their perspective physical education teacher education programs.

Multiple Experiences

The first conclusion that can be drawn from the findings of this study is that multiple experiences organized around a common theme can impact pre-service teachers. In this study participants from **UA** were immersed in DAPE. Effective teacher education programs provide an array of experiences to help **PSTs** gain the knowledge and experience needed to become effective teachers. For example, the participants from **UA** were exposed to the kinds of experiences that appeared to influence their abilities to identify and describe appropriate and inappropriate teaching practices. The following paragraphs present multiple experiences that seemed to heighten their knowledge and understanding of DAPE.

Reflective Teaching. Participants from **UA** were given opportunities to reflect on DAPE on a regular basis. In these experiences, the participants were provided the opportunity to think critically about their practice teaching by providing a summary of their thoughts about what they considered to be appropriate (or inappropriate) teaching, among other things. The teacher educators at **UA** that interacted with the participants used reflective teaching as one method of helping the participants to analyze their own teaching. Opportunities for reflection were provided at various levels of the physical education teacher education program. The participants from **UA** were provided opportunities in the classroom where they participated in discussions followed by activities that incorporated reflection and assessment with peers and teacher educators. In laboratory settings, Tabachnick and Zeichner (1984) assert that programs that provide regular opportunities that foster reflective teaching helps **PSTs** learn to critically analyze their own teaching practices. Participants from **UA** interacted with peers as well as teacher educators to promote critical reflectivity.

Laboratory Experiences. Another area in which the participants from **UA** were exposed to DAPE was in their laboratory experiences. This was another opportunity that allowed reflectivity to occur. In this setting, the teacher educators and **PSTs** had a shared vision. Here again there was continuous saturation of DAPE. For example, the laboratory experiences at **UA** provided opportunities for micro-teaching. Microteaching involves teaching a brief lesson segment involving a particular skill or skills to promote skill improvement at a satisfactory level (McIntyre, Byrd, & Foxx, 1996). During this experience, peers and teacher educators critiqued the **PSTs** while mini lessons were being taught. The students were also required to transcribe their mini lessons from a videotaping of that lesson. Later, a discussion of the lesson with the teacher educator and the student was scheduled. Again, feedback from the teacher educators, peers, and the **PSTs'** transcriptions provided reflection through

shared vision. This type of multiple collaboration appeared to heighten **UA** participants' knowledge and understanding of DAPE.

In contrast, participants from **UB** were given very few opportunities to teach lessons or experience reflective teaching in their methods classes. The teacher educator through checklists typically did the critiquing. The teacher educator provided feedback to the **PSTs** during actual instruction. The participants from **UB** had very few opportunities to practice reflective teaching. Their experiences were limited to observing their teacher educators teach two times while using a checklist to document what was observed during a lesson segment. There was open dialogue among the class members discussing the lesson segment. This method was experienced in the classroom as well as the laboratory. The same checklist was used for self-evaluation after **UB** participants taught a lesson with discussions following the self-evaluations.

It appeared that the differences in laboratory experiences between the two universities are reflected in the amount of experiences provided as well as the kinds of experiences provided to the participants from **UA** and **UB**. This suggests that teacher education programs that offer limited opportunities for prospective teachers to develop teaching skills that promote learning could possibly hinder growth and development. If **PSTs** are expected to carry their learning beyond the teacher education program and into the classroom, they must be afforded numerous opportunities to study, analyze, reflect, and practice what they have learned. In addition, teacher education programs must create experiences that offer reflectivity as well as opportunities to observe it being practiced by expert teachers (McIntyre, Byrd, & Foxx, 1996).

Faculty-based Community

A second conclusion that can be drawn from this study is an effective teacher education program creates and provides a professional community of school-based faculty. This includes teacher educators, cooperating teachers, and **PSTs**. Appropriate placement of **PSTs** is an important phase of the teacher education program. School-based faculty and cooperating teachers can be very influential in the development of beginning teachers.

One difference in the two teacher education programs in this study was the impact of the cooperating teachers selected for the **PSTs** to observe and practice teaching. The cooperating teachers selected for **UA** participants had typically understood the goals and philosophy of the program, and also of DAPE. Their instruction mirrored that of the teacher educators from **UA**. Goodman (1986) asserts that targeting cooperating teachers that share a common goal, specifically the goals of the teacher education program, foster a strong foundation in assisting in the promotion and development of prospective teachers.

In contrast, the participants at **UB** were assigned to schools according to availability. Cooperating teachers were not necessarily selected for the participants to help develop the kinds of experiences needed that would support and nurture the learning acquired in the teacher education program. Selection of faculty-based teachers for **UB** students stemmed from a first-come-first-serve basis. There was no dialogue between the teacher educator and the practicum site teacher prior to assignments given.

Practicum Experiences

Opportunities to practice teaching skills in live settings selected by the teacher educators in advance facilitates teacher understanding is the third conclusion based on the findings of this study. **UA PSTs** were paired and grouped at the same practicum site. The sites selected for **UA** students were selected for positive modeling and opportunities for observation and reflection.

This provided numerous opportunities to observe developmentally appropriate teaching and to participate in activities that mirrored what was taught in their teacher education program. This appeared to strengthen their observational skills as well as foster reflective teaching. Here again, **UA** participants observed their peers, cooperating teacher, and their teacher educators teach. This process provided more opportunity for reflection and feedback from peers and teacher educators.

In contrast, the participants from **UB** were not provided the opportunities to observe and critique each other because they were assigned to individual schools. Before practicum sites were assigned, students from **UB** signed up for placement at the school of their choice within the university community. Schools were selected according to availability. The teacher educators in the physical education program would suggest school sites but often a preservice teacher was placed at a school site that was not recommended or one that was not requested. The nature of this process appeared to offer little or no opportunity for reflection or feedback and it also encouraged **PSTs** to rely on their own beliefs and experiences. Oftentimes prospective teachers take on an imitative or intuitive roles learned during the apprenticeship of observation (Lortie, 1975). Given the number of schools that are involved in assisting with practicum experiences, this method of critiquing **PSTs** provides few opportunities for the teacher educators to critically analyze individual performances. The **PSTs** are sometimes forced to rely on their personal beliefs and philosophies developed during the apprenticeship-of-observation (Lortie, 1975). According to Schempp and Graber (1992), teacher educators must keep in mind that they are constantly battling through a dialectic process and that **PSTs** hold true to their propositions until an understanding of ideas are exchanged between the teacher and student.

The investigator visited two schools, which were practicum sites. Both **UB** students at these schools appeared to follow the instructional practices of the cooperating teacher or, they made up their own lessons, which were not necessarily advocated by **UB**. Opportunities for feedback from the teacher educator were rare during the practicum. Reflection occurred only at the end of the practicum experience. There was no formative reflection required about each visit to the schools.

Unlike the practicum experiences provided to participants at **UA**, it appeared that the participants from **UB** were substantially limited to the kinds of practicum experiences needed to nurture and encourage learning.

Time Allotment

The fourth conclusion based on the findings in this study is that substantial amounts of time need to be devoted to specific teaching practices if students are to be expected to use the concepts being taught in the program. Participants from **UA** receive hands-on opportunities that promoted learning. Classroom and laboratory activities at **UA** were scheduled back-to-back, thereby providing **UA** students the opportunity to reflect with relative immediacy about their experiences because they applied theory to practice in succession. During their practicums they were grouped together for three hours at a time. This provided valuable opportunities to learn and reflect individually and collectively in a community atmosphere. In contrast, the participants from **UB** spent only forty-five minutes in the classroom and forty-five minutes in the laboratory. The classroom session was set up during the first half of the semester and the laboratory session followed the second half of the semester. Ample time was not provided for participants from **UB** to reflect on their teaching experiences. The instructional plan for **UB** appeared fragmented, providing little time to connect theory to practice.

Implications

This section discusses the implications of this study based on the findings and conclusions of the study. Based on this study teacher education programs might consider the following:

- Multiple experiences are needed to broaden the awareness of DAPE. The more exposure to appropriate teaching practices, the more **PSTs** are able to distinctively observe between appropriate and inappropriate teaching. This can be done through observing expert teachers teach DAPE (at the institutional setting as well as on school sites); observing other teacher educators teach within the teacher education program; observing videotapes of appropriate teaching, followed by discussions of the demonstrations; observing peers teach; and observing and critiquing one's own teaching practices. There is a tremendous need for **PSTs** to understand the importance

of DAPE. This cannot happen without providing repetitive opportunities that offer reflection to learn appropriate teaching. DAPE is obviously only one facet of the myriad aspects that an effective teacher education must consider. It does, however, provide insights as to how teacher education impact future teachers in their programs.

- To increase program impact, teacher education programs could consider exposing **PSTs** to a professional community of teachers that support the goals and philosophies of those programs. Not only do the **PSTs** learn, but also through a shared vision, the group in the community as a whole experiences the learning (Howey, 1996). Peer support and continuous feedback through collaborative efforts appears to strengthen teacher education program impact.
- There is a need to provide practicum experiences that enable **PSTs** to observe critically as well as practice appropriate teaching. Practicum sites as well as cooperating teachers need to be carefully selected. Early field experiences where **PSTs** are carefully placed is a critical point in the teacher preparation process (McIntyre, Byrd & Foxx, 1996). Appropriate placement obviously provides for a very nurturing environment.
- Also needed is stronger communication between the university and the school site. This can eliminate miscommunication between the two groups and help prevent misplacement of **PSTs**. Placing **PSTs** in nurturing environments can also help eliminate anxiety and feelings of inadequacy. It is important to socialize prospective teachers in environments that are designed to provoke learning and help develop an awareness of the teaching profession (McIntyre, Byrd & Foxx, 1996).

Future Studies

One disadvantage to the study was the limited method for obtaining the data. A subsequent study, including a questionnaire and an interview would obviously add richness to the data. Another consideration in the data collection process would be the addition of live observations of teachers in their natural settings.

Designing this kind of research study on a longitudinal standpoint obviously would provide richer data at various levels of the teacher education program. Future research may also explore how first year teachers teach DAPE. What are the forces of socialization that challenge their former training of DAPE?

This study was limited to two institutions. Yet, findings indicated that a progressive teacher education program could have an impact on what and how prospective teachers analyze appropriate and inappropriate teaching practices. The multiple opportunities experienced by participants from **UA** obviously provided a richer and more in depth understanding of the goals and philosophy of their teacher education program. As indicated in chapter I, these findings do

not necessarily mean that the participants from **UA** or **UB** will implement appropriate teaching strategies when they enter the teacher profession. However, it appears to be a strong foundation upon which to begin their professional career.

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Appendices

Appendix A

CRITERION GUIDELINES

The Developmentally Appropriate Physical Education Practices for Children (COPEC of NASPE, 1992) document will be used as guidelines to pick out the key points from the data response sheets for each vignette. According to DAPE, the participants' responses should reflect what this document defines as appropriate/inappropriate teaching practices. Below is a chart defining the guidelines for each vignette.

Vignette	Appropriate Practice	Key Words, Phrases and Sentences	Inappropriate Practice	Key Words, Phrases, and Sentences
# 1	<p>Active participation for every child- All children are involved in activities that allow them to remain continuously active. Classes are designed to meet a child's need for active participation in all learning experiences.</p>	<p>All are/Everyone is active/participating; activity allows children to be continually active; there is no wait time; all children are on task.</p>	<p>Activity time is limited because children are waiting in lines for a turn in relays, to be chosen for a team, or because of limited equipment of playing games such as Duck, Duck, Goose. Children are organized into large groups where getting a turn is based on individual competitiveness or aggressive behavior. Children are eliminated with no chance to re-enter the activity, or they must sit for long periods of time.</p>	<p>Children are standing in line waiting to participate, to be selected for a team, to use equipment; lack of equipment; off task behavior, etc.</p>
# 2	<p>Use of Equipment Enough equipment is available so that each child benefits from maximum participation. Equipment is matched to the size, confidence and skill level of the children so that they are motivated to actively participate in physical education classes.</p>	<p>Every child has equipment or access to equipment needed to participate in activity; children are given an opportunity to select their own equipment; equipment is spread out making it readily available</p>	<p>An insufficient amount of equipment is available for the number of children in a class. Regular or adult-size equipment is used which may inhibit skill development, injure, and/or intimidate the children.</p>	<p>Lack of equipment, equipment is not available or visible for children to make choices; equipment poses a safety hazard.</p>

Vignette	Appropriate Practice	Key Words, Phrases and Sentences	Inappropriate Practice	Key Words, Phrases, and Sentences
# 3	Picking Teams			
	Teams are formed in ways that preserve the dignity and self-respect of every child. Teams may be formed by using knowledge of children's skill abilities or the children form teams cooperatively or randomly.	Children count off by twos; children pick numbers; use a deck of cards; children with the same colors, etc.	Teams are formed by "captains" publicly selecting one child at a time, thereby exposing the lower-skilled children to peer ridicule. Children are formed by putting "boys against girls," thereby emphasizing gender differences rather than cooperation and working together.	Children are waiting to be picked by peers; children being picked last or left alone; children are picked publicly; children are singled out.
# 4	Calisthenics			
	Appropriate exercises are taught for the specific purpose of improving the skill, coordination, and/or fitness levels of children. Children are taught exercises that keep the body in proper alignment, thereby allowing the muscles to lengthen without placing stress and strain on the surrounding joints, ligaments and tendons.	Exercise is taught with a purpose; exercise does not compromise body alignment or cause injury or pain; children warm up with an instant activity; children are given an explanation and purpose for exercises; exercises are performed after instant activity	Children perform standardized calisthenics with no specific purpose in mind (e.g., jumping jacks, windmills, toe touches,). Exercise are taught which compromise body alignment and place unnecessary stress on the joints and muscles (e.g., deep-knee bends, ballistic (bouncing) stretches, and standing straight-legged toe touches).	Children do not warm up before exercising; children perform calisthenics that are inappropriate; children are performing ballistic stretches jumping jacks, windmills, deep knee bends and bouncing, that could cause injury or harm children perform useless exercises.
# 5	Relays			
	Activities emphasize self-improvement, participation, and cooperation instead of winning and losing. Teachers are aware of the nature of competition and do not require higher levels of competition from children before they are ready. Children can choose between keeping score or just for practice in a game.	Children should not compete against one another; cooperation and fun is encouraged; activity should emphasize self-worth and self-improvement.	Children are required to participate in activities that label children as "winners and losers." Children are required to participate in activities that compare one child's or team's performance against other (e.g., a race in which the winners are clearly identified	Children are encouraged to hurry up; winning is emphasized; children are informed publicly after competition the winners (first place), and losers (last place); activity jeopardizes self-esteem or causes embarrassment; children are encouraged to compete.

Vignette	Appropriate Practice	Key Words, Phrases and Sentences	Inappropriate Practice	Key Words, Phrases, and Sentences
# 6	Basketball Game			
	Games are selected, designed, sequenced, and modified by teacher and/or children to maximize the learning and enjoyment	Activity designed to maximize learning; rules, equipment, playing space set up to match the levels and abilities of children.	Games are taught with no obvious purpose or goal, other than to keep children "busy, happy, and good."	Playing by adult rules and adult equipment, lack enjoyment due to lack of participation; game not designed to meet the needs of all involved; no obvious purpose.
# 7	Pull-ups			
	Ongoing fitness assessment is used as part of the ongoing process of helping children understand, enjoy, improve and/or maintain their physical health and well-being.	Test results are shared privately with children and their parents; children are physically prepared to complete each component of a physical test battery.	Physical fitness tests are given once or twice a year solely for the purpose of qualifying children for awards or because they are required by a school district or state department; children are not physically prepared for tests.	Children are praised for having the best score in the class; class is not told the purpose of test; focus is on passing/failing; children are informed of their scores publicly.
# 8	Gender-directed Activities			
	Girls and boys have equal access to individual, partner, small group, and team activities. Both girls and boys are equally encouraged, supported and socialized towards successful achievement in all realms of physical activities.	Keep boys and girls active together; let boys/girls choose activity if they are separated; focus on skill themes; choose activity that appeal to both boys and girls.	Girls are encouraged to participate in activities that stress traditionally feminine roles, whereas boys are encouraged to participate in more aggressive activities. Statements by physical education teachers reinforce traditional socialization patterns that provide for greater and more aggressive participation by boys and lesser and more passive participation by girls.	Girls and boys are separated during activity because of gender and ability; girls/boys are not given an opportunity or encouraged to choose activity.

Appendix B
 Remaining Responses to Vignette #1 Active Participation

Table B1
Remaining Written Responses - Vignette #1 - UA

Participants	Key Words, Phrases, and Sentences
P1 - SaPaul	Everyone in the class has a ball so they can work at their own skill level while playing soccer. The teacher gave good specific congruent feedback to some students. She also had everyone moving in general space. She had back to the wall so she could see everyone.
P2 - Cobie	The children were dribbling their own soccer ball at their own pace. Reminded students to take up the whole gym instead of clustering together.
P3 - Ken	Lots of specific congruent feedback; she gave the cue to use big spaces.
P4 - Gene	Every child had a ball. Positive congruent feedback; reinforcing the cues when needed; used whole gym; back to the wall in order to see the whole class; teaching by invitation.
P5 - Mike P8 - Bertha Mae	Dribbling; space awareness; good cues; taught by invitation. Specific congruent feedback; positive feedback; back-to-wall.
P9 - Beedie	The whole gym was used. Each child had his or her own ball. Choice of direction and speed; one cue at a time; teaching-by-invitation.
P10 - Matt	Every student had their own piece of equipment. Teacher had back to the wall the whole time. Gave cues of tap lightly inside and outside of foot. Good teaching by invitation.
P12 - Mickey	Back to wall; gave specific congruent feedback.
P14- Bob	Two main things I saw were positive - pinpointing and reiteration of cues.

Table B2

Remaining Written Responses - Vignette #1 (UB)

Participants	Key Words, Phrases, and Sentences
P1 - DeAngelo	Gave appropriate feedback; moved about the gym for control.
P2 - Hartie	Good feedback.
P3 - Ward	No comment.
P4 - Ceebie	The instructor used positive reinforcement and praise.
P6 - Demarcus	The teacher observed which students were good and acknowledged them.
P7 - Laren	Teacher gave good positive reinforcement during the activity.
P9 - Jessica	She commented on their correct form.
P10 - Joann	She allowed students to work independently at their own pace.
P11 - Ladie	Lesson focus was on feedback; the teacher was giving positive feedback while walking around observing the entire class.
P12 - Jerry	The kids were using the whole gym.
P13 - Missy	No comment.

Table B3

Remaining Written Responses - Recommendations/Changes - Vignette #1(UA)

<u>Participants</u>	<u>Key Words, Phrases, Sentences</u>
P1 - SaPaul	No recommendations.
P4 - Gene	No recommendations.
P6 - Walmar	Stop the class every now and then and pinpoint.
P8 - Bertha Mae	Spread out equipment.
P10 - Matt	No recommendations.
P11 - Christen	Limit cues.
P12 - Mickey	I would have had the students travel in general space without getting into others kinesphere.
P13 - Bos	No recommendations.
P14 - Bob	If this is the end of the unit, the number of cues are OK, but if it is not the end of the unit, she may want to limit here cues.
P15 - Peter	I might use a little intra-task variation, teaching-by-invitation, and give challenges.

Table B4

Remaining Written Responses - Recommendations/Changes - Vignette #1 (UB)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P2 - Hartie	No recommendations.
P7 - Laren	She could have set of cones to have more control of their movement.
P8 - Eddie	I would have students form lines and groups and then I could see them better.
P9 - Jessica	Students should take turns dribbling so she can see them.
P10 - Joann	No recommendations.
P11 - Ladie	No recommendations.
P12 - Jerry	The teacher might want to demonstrate before having them do it.
P13 - Missy	The teacher should have cones set up to have boundaries for control.
P14 - Grandi	No recommendations.
P15 - Sunny	No recommendations.

Appendix C

Remaining Responses to Vignette #2 Use of Equipment

Table C1

Remaining Written Responses - Vignette #2 (UA)

Participants	Key Words, Phrases, and Sentences
P6 - Walmar	Everyone in class as equipment and is active. Each kid can choose what they want to strike. Positive pinpointing; reinforcing cues; positive specific congruent feedback.
P7 - Ernie	Feedback; good use of specific congruent feedback; excellent use of cues; Everyone was dribbling around the gym at their own pace/skill level. Everyone had a ball so everyone was moving.
P8 - Bertha Mae	Teaching-by-invitation with equipment; back to the wall; specific congruent feedback; space awareness.
P9 - Beedie	Every student had his/her own equipment and self space; choice of balls; teaching-by-invitation; specific congruent feedback; one cue at a time.
P10 - Matt	Everyone had their own piece of equipment and were active. Teacher gave cues; back to the wall so she could see everyone; used pinpointing when she told students they were good.
P11 - Christen	Specific congruent feedback; everyone had balls; everyone active in personal space; many challenges; children enjoying activity while practicing skills.
P12 - Mickey	She gave them the option to change equipment if when they were having problems. Teaching by invitation.
P13 - Bos	Teaching by invitation; positive feedback; back to the wall.
P14 - Bob	Intra-task variation; she gave the children a choice of equipment.
P15 - Peter	Everyone had their own ball and paddle. Students were spread out. Teacher stressed the cues. Teacher pinpointed students while stressing the cues. Teacher had back to the wall. The teacher gave specific congruent feedback. Students were active. All was developmentally appropriate. The skill theme of striking with a paddle was used. Movement concepts were used.

Table C2

Remaining Written Responses - Vignette #2 (UB)

Participants	Key Words, Phrases, and Sentences
P1 - DeAngelo	She gave lots of good reinforcement, calling out the students names and the students felt good about that.
P2 - Hartie	Good feedback.
P3 - Ward	Lots of equipment.
P5 - Wilfer	Activity was instructed well.
P6 - Demarcus	No comment.
P7 - Laren	Good feedback.
P9 - Jessica	No comment.
P11 - Ladie	Appropriate feedback while walking around and viewing each student.
P12 - Jerry	The teaching gave lots of reinforcement.
P13 - Missy	The teacher gave lots of feedback; a lot of positive reinforcement.
P15 - Sunny	Lots of reinforcement; she allowed change; lots of activity; all are moving.

Table C3

Remaining Written Responses - Recommendations/Changes - Vignette #2 (UA)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P1 - SaPaul	No recommendations.
P4 - Gene	I would not have my back to the wall.
P7 - Ernie	I would teach developmentally appropriate PE.
P8 - Bertha Mae	No recommendations.
P10 - Matt	Use challenges for the students who were having it easy.
P11 - Laren	Give more congruent feedback to girls especially.
P12 - Mickey	I would've stopped the students so I would know that they paid attention/listen to cue. When giving directions, I would have all the students in front of me. I would not walk through the kids but have my back to the wall most of the time.
P13 - Bos	No recommendations.
P14 - Bob	I would use teaching by invitation because students with balloons needed a challenge.
P15 - Peter	Maybe use some challenges.

Table C4

Remaining Written Responses Recommendations/Changes - Vignette #2(UB)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P1 - DeAngelo	Having a little more spacing. Make sure to have a lot of the same equipment. Encourage the students to hit correctly.
P2 - Hartie	Students should be instructed to change equipment when its (skill) to easy. The teacher should be centrally located to see all the students.
P5 - Wilfer	Instructor should be where everyone could see her.
P8 - Eddie	No recommendations.
P9 - Jessica	Class should be in groups according to equipment being used.
P10 - Joann	No recommendations.
P11 - Ladie	Maybe use small groups with the same equipment. This will be a lot safer.
P12 - Jerry	No recommendations.
P13 - Missy	Challenge the kids with the equipment. This will motivate them.

Appendix D

Remaining Responses to Vignette #3 Picking Teams

Table D1

Remaining Written Responses - Vignette #3 (UA)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P6 - Walmar	Having captains choose team; having two boys as captains.
P7 - Ernie	The teacher picked teams using two boys as captains. They picked two at a time leaving one person to be left out.
P8 - Bertha Mae	How they picked teams was wrong.
P9 - Beedie	Captains is a bad idea. It leaves people out and feeling bad. They were picked by twos and one girl was left. This ruined her self-esteem.
P10 - Matt	Captains is the worse way to pick teams. She chose two boys to be captains. There was one person left to be picked and she was looked sad.
P11 - Christen	Team captains; waste valuable activity time; singled one kid out; made last kid feel bad.
P12 - Mickey	She picked two students to be captains. There was one student left picked last and that was wrong; too much wasted time.
P13 - Bos	Captains picked teams.
P14 - Bob	Captains picked teams. This is wrong.
P15 - Peter	The teacher used captains. This is a bad idea.

Table D2

Remaining Written Responses - Vignette #3 (UB)

Participants	Key Words, Phrases, and Sentences
P2 - Hartie	Picking captains; allowing kids to pick teams; take up too much time.
P4 - Ceebie	The class was not divided up evenly.
P6 - Demarcus	No comment.
P9 - Jessica	There was nothing for the students to focus on; no structure;
P10 - Joann	Students should not choose teams. This always makes the last kids chosen feel not wanted. This shatters self-esteem and motivation.
P11 - Ladie	Picking teams is wrong. This is inappropriate.
P12 - Jerry	The teacher can pick a male and a female for captains.
P13 - Missy	This was not a good practice for picking teams. Some people may feel left out or the people picking may only pick their friends.
P14 - Grandi	Captains selections.

Table D3

Remaining Written Recommendations/Changes Vignette #3 (UA)

Participants	Key Words, Phrases, and Sentences
P3 - Ken	Have students pick partners; partners stand opposite each other in a line. Those on one side is a team and those on the other side a team. Use cards and pick by color; everyone with birthday in the same month.
P 6 - Walmar	Have everyone pick a partner. Have them line with a partner and face each other. Each line will be a team. If you pick captains, have a boy and a girl.
P7 - Ernie	I would pick the teams myself if I were the teacher. use cards, color of clothes, color of hair, eyes, etc.
P8 - Bertha Mae	Be creative. Everyone who has a spring birthday, stand on this side. Everyone with a summer or fall birthday, stand on the other side. Have kids incorporated into teams through instant activity.
P9 - Beedie	I would have them find a partner with the same birthday month and stand across from each other. One line is one team and the other line is the other team. If someone doesn't have a partner, see the teacher.
P10 - Matt	I would tell everyone to find a partner and line up facing their partner. Split them down the middle and then you have two teams. This keeps down the embarrassment.
P11 - Christen	teacher split up teams randomly; number kids off; use playing cards; use color of clothes; use birthdays or last names.
P12 - Mickey	Pick through eye color, hair color; give everyone a number, odds and evens. Teacher can put them into groups before they come in.
P14 - Bob	It would be much better to have the students count off by twos or get with a partner and have one partner get in one line and the other partner get in another line. The tow lines will be the two teams.
P15 - Peter	The teacher should be teaching skill themes a movement concepts. She should have them line up and count off in twos then split them into two teams.

Table D4
Remaining Written Recommendations/Changes Vignette #3 (UB)

Participants	Key Words, Phrases, and Sentences
P4 - Ceebie	The instructor should divide the students fairly.
P5 - Wilfer	Teacher should have chosen a different way to pick teams so that there wasn't a last kid being picked.
P6 - Demarcus	No recommendations.
P7 - Laren	What she should have done is counted numbers like 1-2, 1-2, 1-2, etc., all the ones go on one side and all the twos go on the other side and the ones play against the twos.
P9 - Jessica	Teacher should divide the class into teams. They could be divided by the roll.
P10 - Joann	Teacher chooses the teams.
P11 - Ladie	The teacher could have students pick odd and even numbers. Odds on one team and evens on the other team.
P12 - Jerry	No recommendations.
P14 - Grandi	No recommendations.
P15 - Sunny	The teacher should choose teams so no one feels left out.

Appendix E

Remaining Responses to Vignette #4 Calisthenics

Table E1

Remaining Written Responses - Vignette #4 (UA)

Participants	Key Words, Phrases, and Sentences
P2 - Cobie	Students were in their warm-up squads. The teacher yelled out the daily exercises like a drill sergeant. Some students in the back of the lines weren't even doing the exercises. Stretching technique was incorrect - bouncing. The teacher told them they were doing a good job.
P3 - Ken	Jumping jumps are not a warm-up. Windmills don't stretch anything. Knee bends are not done correctly. They were bouncing in a straddle on the floor.
P4 - Gene	Calisthenics; competent bystanders.
P5 - Mike	Warm up exercises - jumping jacks, windmills, knee bends. straddle stretch with bouncing. Stretching cold muscles is dangerous. The exercises were inappropriate and not beneficial. It was a drill sergeant atmosphere.
P6 - Walmar	Having the kids get into lines and do jumping jacks and windmills; bouncing straddle stretch; some kids weren't doing anything.
P8 - Bertha Mae	Instant activity is awful! Some kids were not stretching properly. stretching cold muscles.
P11 - Christen	Too regimented, these are not army recruits. No feedback; boring; kids are not enjoying exercises. They will not continue this for a day no more than they have to, never mind for a lifetime.
P13 - Bos	Students were off task and not doing the exercises correctly. The exercises were inappropriate. Stretches should not be done bouncing.
P14 - Bob	Old military style of warm ups. The stretches were static.
P15 - Peter	Everything was inappropriate. She used calisthenics and kids will be turned off to PE. Pointed out kids for doing something wrong; moving too quickly; kids were confused.

Table E2

Remaining Written Responses - Vignette #4 (UB)

Participants	Key Words, Phrases, and Sentences
P1 - DeAngelo	She should put students in a circle.
P2 - Hartie	Spacing was bad. Instruction was bad.
P7 - Laren	When they were doing sit and reach, it was wrong.
P8 - Eddie	No comment.
P9 - Jessica	No motivation.
P10 - Joann	Students aren't fully participating. Teacher counts like she never took math.
P11 - Ladie	No comment.
P12 - Jerry	One kid is doing the windmill wrong. The teacher called out the students who were doing them wrong. The teacher was counting too fast.
P13 - Missy	The students were not involved. They were not interested.
P14 - Grandi	The teacher was not motivated.

Table E3

Remaining Written Recommendations/Changes Vignette #4 (UA)

Participants	Key Words, Phrases, and Sentences
P1 - SaPaul	The teacher could have done an instant activity to get the class warmed up. She could do tag games. This way, everyone is active and having fun. She could end instant activity with some stretching afterwards.
P2 - Cobie	The teacher should have an instant activity such as yarn ball tag or exercise stations. Varying activities make it more fun. Teach students proper stretching.
P3 - Ken	Jumping jacks can work but make them fun. Do instant activities to get the heart rate up. Do stretching after warming up. Do circuits. Let the students know what they are stretching and teach proper technique.
P4 - Gene	Do an instant activity so they can have fun. This would help you to determine what generic level of skill proficiency the students are at for a certain skill theme.
P6 - Walmar	Why not do an instant activity like foot tag, yarn ball or keep[away? The kids will get more of a warm up from these than the traditional warm ups. Do the stretches after you do the instant activity.
P7 - Ernie	I would do stretching but after instant activity. I would have students stretch on their own pace while I explained what we would be doing that day in class. I would let them stretch on their own when I knew they knew how to stretch properly.
P11 - Christen	Speak in a more inviting tone. Explain what the exercises do. Lead them with some sort of pizzazz if you must. Play some music. Don't use straight lines. Give specific congruent feedback to individuals.
P12 - Mickey	Hold the stretch, never bounce. I would have done an instant activity to get the students warmed up. Have students into their own personal space.
P13 - Bos	Students should be given feedback to help them do exercises correctly. Do instant activity related to the subject. Slow stretching to reduce injury.
P14 - Bob	Have students move around the room to warm up. Have students do the counting. Hold stretches without bouncing.

Table E4

Remaining Written Recommendations/Changes Vignette #4 (UB)

<u>Participantss</u>	<u>Key Words, Phrases, and Sentences</u>
P1 - DeAngelo	Teacher should put students in a circle so she can see everyone.
P2 - Hartie	Demonstrate activity. Children should be spaced out more.
P5 - Wilfer	Teacher should not be teaching exercises so fast. Kids can't keep up.
P7 - Laren	She should not bounce but have the kids to hold the stretches.
P8 - Eddie	She could form a semi-circle so she can have better eyes on the students. Also, she could have students come up front and help perform the drills.
P9 - Jessica	Make the warm-up exercises fun.
P10 - Joann	Make sure students are doing exercises properly.
P11 - Ladie	A semi-circle would probably be better to observe everyone.
P13 - Missy	Use squad leaders to help count.
P14 - Grandi	I recommend that she choose students to lead the exercises so she can see if everyone is doing the exercises properly.

Appendix F

Remaining Responses to Vignette #5 Relays

Table F1

Remaining Written Responses - Vignette #5 (UA)

Participants	Key Words, Phrases, and Sentences
P1 - SaPaul	She had the kids in relay lines passing the ball either over head or beneath the legs, not sure what she was working on. The kids were not really active. At the end of the relay, she recognized or pointed out the winners and losers. There was a little wait time.
P4 - Gene	Kids were not active. No feedback; pointed out winners and losers.
P5 - Mike	Six people in a line. She stressed competition; kept track of first, second, third, and last place. She made the first and second place team feel good about themselves by using a positive voice. However she quickly changed tone when she picked out the last place team.
P8 - Bertha Mae	Winners/Losers? Teacher is causing competition- "hurry, this team is first place and these guys are last!" Space awareness.
P9 - Beedie	Relays for places are not for the classroom. "Hurry, hurry, hurry" was the words of the teacher.
P11 - Christen	Everyone watches the team that is last; may be too young for such competition.
P12 - Mickey	She had relays. put kids against kids in competition. She pointed out the winners and losers.
P13 - Bos	It was a race to finish first. Pointed out the losers. "These guys are last". Mistakes were not corrected
P14 - Bob	Relay race.
P15 - Peter	No purpose to task; does not work on a skill theme or movement concept; only used one ball per group. relays which have winners and losers are inappropriate. Singled out winners and losers.

Table F2

Remaining Written Responses - Vignette #5 (UB)

Participants	Key Words, Phrases, and Sentences
P3 - Ward	Teacher verbally discourages.
P5 - Wilfer	Very instructed activity.
P6 - Demarcus	The teacher should not have awarded winning places to the group completing first.
P7 - Laren	Stressing last the team that came in last place.
P8 - Eddie	She made the students feel like losers.
P9 - Jessica	Class participation.
P11 - Ladie	No comment.
P12 - Jerry	The kids were not spaced out.
P13 - Missy	No comment
P14 - Grandi	She spoke down to the last place group.

Table F3

Remaining Written Recommendations/Changes Vignette #5 (UA)

Participants	Key Words, Phrases, and Sentences
P1 - SaPaul	Have more active types of relays with kids moving more and take the focus off of winning. It would work out better if she could not do a relay.
P2 - Cobie	Have drills which relate to the skill themes of the lesson. Be sure to tell the students the purpose of the activity. Emphasize technique and efficiency over speed. Set an environment in which winning and losing doesn't matter.
P3 - Ken	Have students challenge themselves. I would see how many rounds kids can go in so many seconds and see if it can be more the second time.
P4 - Gene	Use class time to teach the students some skills.
P5 - Wilfer	It would have been better if the groups were 3 each and not so much on winning. Kids need activities where they receive a lot of repetition.
P7 - Ernie	There are better ways to do over and under (i.e. obstacle course, leap frog, etc.). I would definitely not stress competition and I certainly would not designate 1st, 2nd, 3rd, and last place among the groups. Instead I would have each group form their own obstacle course that emphasized over/under and then have the different groups go through the courses.
P9 - Beedie	I would do it just for time, see how many times you can go through in one minute. I would not have it as a race and announce winners and losers.
P10 - Matt	I would not do this at all. I would use some type of skill work or modified game to work on whatever they were working on.
P12 - Mickey	I would not do competition. What was she working on? If was passing on, I would have worked on a skill for passing.
P14 - Bob	Don't have the lines next to each other. If you must do this activity, spread the lines out so students can't tell whose line is in the lead. Don't have lines sit down at the end and don't say "these guys are last".

Table F4
Remaining Written Recommendations/Changes -Vignette #5 (UB)

Participants	Key Words, Phrases, and Sentences
P1 - DeAngelo	Space the students out a little more.
P4 - Ceebie	The teacher should remind all students that they are winners.
P5 - Wilfer	Teacher could make everyone feel like winners instead of recognizing first and last place teams.
P6 - Demarcus	No recommendations.
P7 - Laren	No recommendations.
P9 - Jessica	Spread the groups further so kids can't see each other. Offer different incentives for the order the groups finished. Give everyone some type of social reinforcement.
P12 - Jerry	The teacher needs to spread them out.
P13 - Missy	No recommendations.
P14 - Grandi	No comment.
P15 - Sunny	Applaud all the children and tell them they are all winner and did well.

Appendix G

Remaining Responses to Vignette #6 Basketball Game

Table G1

Remaining Written Responses - Vignette #6 (UA)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P1 P - SaPaul	Some kids were waiting on the side and not doing anything. There was 5 on 5 basketball going on with no structure to the game. Only one or two of the kids touched the ball. The teacher didn't say one word the whole time.
P5 - Mike	Half of the class was just sitting out. The teacher was not even heard from. the kids were bunched up and only a few touched the ball.
P6 - Walmar	Only half the class played while the other half sat out and watched. Game was not controlled. Teacher was off to the side watching.
P8 - Bertha Mae	Kids sitting down while others are playing; playing with adult equipment; mostly just boys playing.
P10 - Matt	Half of the class was sitting out while the other half played 5 on 5. One ball for 10 people does not work well. The teacher was just leaning against the wall and she was not teaching.
P11 - Christen	Even though only half the gym is being used, many students are sitting not active. Valuable practice time is being wasted.
P12 - Mickey	She game no feedback to help the students do better. These are little kids using a regular height hoop. Half the class was sitting out.
P13 - Bos	Half the class was sitting and watching the other half play. The game was dominated by the higher skilled students and mostly boys.
P14 - Bob	5 on 5 basketball with most of the class waiting on the side.
P15 - Peter	Playing a basketball game like that with elementary kids; didn't use skill themes; only half the class participated; one ball for everyone; concentrates on winning and losing; dominant students control. Some kids didn't even touch the ball. The teacher sat on the side and didn't teach or give cues.

Table G2

Remaining Written Responses - Vignette #6 (UB)

Participants	Key Words, Phrases, and Sentences
P2 - Hartie	Participation; court space; competition.
P3 - Ward	Too many kids were playing at once and they didn't proper skills and techniques.
P5 - Wilfer	No comment.
P6 - Demarcus	No organization; no fundamentals being taught during activity.
P7 - Laren	Class spacing; half of the class not active.
P8 - Eddie	All of the students weren't active.
P9 - Jessica	Class participation.
P13 - Missy	I did not hear the teacher give any feedback.
P14 - Grandi	Students not playing were just sitting on the side not active.
P15 - Sunny	All of the student aren't active.

Table G3

Remaining Written Recommendations/Changes - Vignette #6 (UA)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P2 - Cobie	Have students play modified games to emphasize spatial awareness, passes, getting open, etc.,. Work on one skill at a time to really learn the skills. Put no more than four people in group for mini-modified games. While all of the students are in the mini game, the teacher can monitor the class by visiting each group and modify the task when there is success.
P4 - Gene	Use class time to work on skill theme. Use as many balls as needed and pick a skill related to basketball but don't play a game.
P6 - Walmar	Have the rest of the class work on skills. She should give feedback and try to control the game.
P7 - Ernie	I would not play a half court game. I would work on skills and give challenges to the students so they would be having fun and learning at the same time. I would also have the students play small-sided games that work on skills being taught.
P8 - Bertha Mae	Pick an activity that all can play and be interested in or have the kids be doing some other activity. Modify equipment so kids can handle it better.
P11 - Christen	The teacher can give students sitting balls and let them shoot or dribble at the other end of the court. Set up a slower non-contact challenge for other students.
P12 - Mickey	I would have given some feedback so the students would have shot the ball more. Also I would have put some modification in; use a hoop that is a little bit lower; maybe another game going on at other end of gym.
P13 - Bos	The entire class needs to be active. Lead-up games should be used to get everyone involved. Rules could be set so that no two boys could touch the ball in a row and don't stand within three feet to person. Modify games.
P14 - Bob	Use smaller teams so more kids are active. Have more than one game going on.
P15 - Peter	Teach skill themes and movement concepts. Have a ball for every student and make sure every student is active and learning. Make the game developmentally appropriate.

Table G4

Remaining Written Recommendations/Changes - Vignette #6 (UB)

Participants	Key Words, Phrases, and Sentences
P1 - DeAngelo	Have others sitting do skills with a basketball. The teacher should give feedback to the players.
P2 - Hartie	Everyone should be participating. Kids sitting should be practicing skills.
P3 - Ward	Make the teams smaller so players can have a better chance of enhancing skills. At this level, students should be playing with smaller balls and lower the goals.
P5 - Wilfer	No recommendations.
P7 - Laren	I recommend that students sitting go to other end of court and practice skills until it's their turn.
P8 - Eddie	She could have some students working on skills at the other end of the gym floor.
P10 - Joann	Don't leave students out. Always encourage and allow participation. Make sure students understand rules, regulations, and penalties.
P13 - Missy	Have others waiting play at other end or substitute often. Don't just let them sit and be satisfied.
P14 - Grandi	No recommendations.
P15 - Sunny	All the students should participate in the activity. The teacher could have one game at one end of the court and another game at the other end of the court.

Appendix H

Remaining Responses to Vignette #7 Pull-ups

Table H1

Remaining Written Responses - Vignette #7 (UA)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P1 - SaPaul	Only two kids were active. They were doing pull ups for the fitness test. Everyone else was just sitting there watching. The kids must have felt singled out.
P5 - Mike	Pull-ups were performed in front of the entire class. One girl went and one boy went. She did 2 and he did 6. He qualified for the President's Physical Fitness Award and she didn't. The teacher told the girl she did a good job but made a bigger deal over the boy. The rest of the class was sitting and watching while this was going on.
P6 - Walmar	Having the children do fitness test in front of the class; having the class sit and watch one child at a time do pull ups; announcing that the child made the Presidential award.
P7 - Ernie	The feedback was inappropriate because she singled out the two students. The teacher automatically gave the girl a boost but she asked the boy if he wanted a boost. The teacher gave the boy encouragement but gave the girl no encouragement.
P8 - Bertha Mae	The way she administered the test was inappropriate - singling out. Pushing Jimmy to do one more, calling out scores/awards- again singling out.
P11 - Christen	Students were singled out- good or bad each was individually displayed.
P12 - Mickey	She did the testing one-by-one in front of the whole class. The class was waiting.
P13 - Bos	The students were tested in front of the group one-by-one. the entire group watched as each participant did their test.
P14 - Bob	Singling out students to do the fitness in front of the whole class.
P15 - Peter	Too much wait time; everyone watches as one person did pull ups in front of the whole class. the less skilled students would be embarrassed.

Table H2

Remaining Written Responses - Vignette #7 (UB)

Participants	Key Words, Phrases, and Sentences
P2 - Hartie	Distinguished gender separation; inadequate equipment; no demonstration of skill.
P3 - Ward	The teacher turned her back to the other students. They just watched.
P4 - Ceebie	The instructor did not use proper safety procedure when conducting the pull-ups test.
P5 - Wilfer	Poorly instructed activity.
P6 - Demarcus	No organization or fundamentals during this activity.
P7 - Laren	Class participation.
P11 - Ladie	No comments.
P12 - Jerry	She told the girl, "good job" and did not tell the boy the same.
P13 - Missy	No comments.
P14 - Grandi	Didn't correct the girl's form; didn't encourage the girl to do more. Students watching look bored.

Table H3

Remaining Written Recommendations/Changes - Vignette #7 (UA)

Participants	Key Words, Phrases, and Sentences
P1 - SaPaul	Get rid of fitness testing. The focus should be over a period of time not on just passing or failing.
P2 - Cobie	Get other students involved while the other two students do their pull ups. This way the pressure and attention is diverted from the last two students. Give reward for improving test scores throughout the year. Giving everyone recognition for their efforts makes them work harder.
P4 - Gene	The rest of the class could be active doing something else. Have other students work in partners on fitness skills at the same time of the testing.
P5 - Mike	Have the rest of the class involved in other activities. This way you avoid embarrassment.
P6 - Walmar	Children waiting could work on other fitness test or they could work on skill themes. Scores should be kept confidential.
P7 - Ernie	I would've treated both students the same. I would've asked both the students if they needed a boost. I would not have singled the students out in front of the class. I would have waited until everyone was involved in an activity and then quietly pulled them aside. I would not have announced a winner. Scores should be kept private.
P9 - Beedie	Next time have an activity going on and do the pull-out technique. This way there will be no wait time and no embarrassment.
P10 - Matt	Have everyone do some type of skill work and take one person out at a time so they and the teacher know the score. Put your hands in front of their legs so they don't kick.
P13 - Bos	The test should be desecrate. Students should be given privacy for testing.
P14 - Bob	Have all the students working on a skill and do the pull-out method to test students so they don't have to perform in front of the whole class.

Table H4

Remaining Written Recommendations/Changes - Vignette #7 (UB)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P2 - Hartie	Provide adequate equipment; teacher should keep the scores private.
P3 - Ward	No recommendations.
P4 - Ceebie	No recommendations.
P6 - Demarcus	Take the two students out of the spotlight and let them go after class.
P7 - Laren	She could have different stations set up so kids aren't waiting around.
P8 - Eddie	Have the other students working on something else so all are active.
P9 - Jessica	Have other students doing other activities. Example, speed walk around the gym while last 2 are testing. Give a goal for each student to encourage them to do more.
P11 - Ladie	No recommendations.
P12 - Jerry	Teach appropriate technique before they do the exercise.
P13 - Missy	No recommendations.

Appendix I

Remaining Responses to Vignette #8 Gender-directed Activities

Table I1

Remaining Written Responses - Vignette #8 (UA)

Participants	Key Words, Phrases, and Sentences
P2 - Cobie	Boys were playing the adult basketball game unmonitored and with little skill. Girls were either jumping rope or hula hooping on the other side of the gym unmonitored.
P3 - Ken	This looked like free day or the teacher split the girls up and boys up and told them to either play basketball or jump rope and hula hoop
P4 - Gene	One ball for boys game of basketball and no feedback; no skill themes taught for the boys or girls.
P6 - Walmar	Boys are at one end playing basketball and girls are at other end playing hula hoop. the basketball game had too many people with only a small amount actually working on skills.
P7 - Ernie	Teaching by invitation; boys were girls were jump roping and boys were playing basketball.
P8 - Bertha Mae	Girls/Guys separated by the activities chosen.
P9 - Beedie	No comments
P10 - Matt	Teacher had boys and girls split up with boys doing basketball and girls doing jump rope and hula hoops. There wasn't any teaching going on and it looked like a free day.
P12 - Christen	Boys/Girls separated participating is completely different types of activities; individual (girls) vs. team (boys).
P13 - Bos	The class wasn't well organized. Students were just all over the place. The class was divided into boys and girls. The boys were playing basketball and the girls were hula hooping.

Table I2
Remaining Written Responses - Vignette #8 (UB)

Participants	Key Words, Phrases, and Sentences
P1 - DeAngelo	No teacher in sight. How can he/she watch all these activities?
P2 - Hartie	Gender separated; activities separated; no control; no teaching
P3 - Ward	Too many activities are going on at one time.
P4 - Ceebie	There was no supervision in the activity.
P7 - Laren	The spacing of the class.
P8 - Eddie	No comments.
P9 - Jessica	No comments.
P10 - Joann	The class wasn't at all organized. It's dangerous to have them close to each other and having a basketball going on.
P11 - Ladie	Open activity; inappropriate practice; boys playing basketball, girls playing hula hoop and jumping rope.
P12 - Jerry	There are too many activities going on at the same time.
P13 - Missy	Did not see or hear the teacher at all.
P15 - Sunny	There were too many activities going on at once with no space. The teacher was not seen or heard during the vignette.

Table I3
Recommendations/ Changes Vignette #8 (UA)

Participants	Key Words, Phrases and Sentences
P1 - SaPaul	The teacher needs to have better activities planned for her kids. Have the boys and girls working together instead of separated. Don't just be a playground supervisor.
P2 - Cobie	Keep the boys and girls active together. If the students are going to do separate activities, let them choose. However, all activities should be related to a specific skill theme and monitored by a teacher giving feedback. the activity should also be appropriate for their level like mini games, exercise stations, etc.
P3 - Ken	I would have made the basketball game modified. The class could be split up with a mixture of boys and girls. they each do the activity and switch. This could be a good instant activity after they have already learned the skills. If the skills were being taught, then they need more progression.
P4 - Gene	Work on skills. The teacher can use teaching by invitation and intra task variation to help all students work at their own pace and skill level. Focus on learnable piece. Let the students know when they are doing the skill correctly through specific feedback.
P9 - Beedie	Have more stations to cut down on the chatter.
P10 - Matt	I would not split up the boys and girls if I did a basketball unit because they all would do it. use modified games girls or unskilled people would play or something else instead of 5 on 5.
P11 - Christen	Create an environment in which girls feel comfortable playing team sports. Have everyone do everything so that kids aren't embarrassed to integrate.
P12 - Mickey	I guess I would have given the students a choice. Not boys down here, girls down there. I'm sure some girls would have played basketball and boys would have jumped rope.
P14 - Bob	If it is necessary to separate gender, at least have all the students working on the same skill. They will all probably never be at the same level, but that can be accommodated with lesson and teaching style.
P15 - Peter	Teach skills and movement concepts. Don't separate girls and boys. Give every student a ball. Allow all students to succeed in your PE class. Give feedback to students making sure all students are involved.

Table I4

Remaining Written Recommendations/Changes - Vignette #8 (UB)

<u>Participants</u>	<u>Key Words, Phrases, and Sentences</u>
P2 - Hartie	Children should participate together. Don't teach children to stereotype.
P4 - Ceebie	The instructor may want to walk around the class and monitor the class more closely. Must give feedback.
P7 - Laren	She could have cones separating the different areas. Need more room to organize the activities.
P8 - Eddie	No recommendations.
P9 - Jessica	No recommendations.
P10 - Joann	Use cones to organize the activities. Give feedback. Keep it safe.
P11 - Ladie	If a time comes around for open play then they should play an organized game where all are involved.
P 12 - Jerry	Break down activities - for example, soccer 8 - 8:15, basketball 8:20-8:25, jump rope 8:40-8:55. This way if they rotate, everyone can participate.
P14 - Grandi	Do not separate kids. Have them playing together.
P15 - Sunny	Limit the activities. There should be a lesson focus.

VITA

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SKILLS AND ABILITIES

Excellent classroom and laboratory management skills
Student oriented teaching styles that challenge and motivate students to learn
Interpersonal skills which permit interaction with students at a meaningful level
Ability to stimulate affective as well cognitive learning
Develop and maintain a learning environment that is conducive to maximizing student performance
Outstanding rapport with both students and professional colleagues
Great oral and written communication skills

EDUCATION

Expected May 2000 **Doctorate of Philosophy**, Pedagogy, Virginia Polytechnic Institute and State University, Blacksburg, VA
May 1977 **Master of Education**, Guidance, Virginia State University, Petersburg, VA
May 1975 **Bachelor of Science**, Health and Physical Education Virginia State University, Petersburg, VA

TEACHING EXPERIENCE

1998-present **Instructor**, Virginia State University
1996-1997 **Teaching Assistant**, Virginia Polytechnic Institute and State University, substitute instructor, taught health education
1991-1996 **Instructor**, Virginia State University, taught Lifetime Sports, Health Education, Accident Prevention and Causation, Personal Fitness, and Swimming
1985-1988 **Health and Physical Education**, Prince George County Schools, Prince George, VA
1980-1985 **Health and Physical Education**, Charles City County Schools, Charles City, VA
1976-1977 **Health and Physical Education**, Gibbons High School, Petersburg, VA

ADDITIONAL WORK EXPERIENCE

1996 & 1997 **Faculty Supervisor**, Student Transition Enhancement Program (STEP),

(Summer) 1989-1996	Virginia State University, Petersburg, VA Referee (Basketball), Virginia High School League, Richmond, VA
1992-1996	Referee (Collegiate Women's Basketball), Central Intercollegiate Athletic Association (CIAA)
1988-1991	Guidance Counselor , Harry E. James Elementary School, Dupont Elementary, Hopewell, VA
1988-1990 (Summer)	National Youth Sports Program , Virginia State University, Petersburg, VA
1980-1981	Gifted and Talented Director , Charles City County Schools, Charles City VA
1975-1980	Program Director and Instructor , YMCA, Petersburg, VA
1975-1980	Aquatic Director , Charles City County Parks and Recreation, Charles City, VA
1972-1975	Water Safety Instructor , Virginia State University, Petersburg, VA

COACHING/ADVISING EXPERIENCE

1998-present 1991-1995	Tennis- (Head Coach), Virginia State University, Petersburg, VA Delta Psi Kappa , Physical Education Honor Society (Co-Advisor), Virginia State University, Petersburg, VA
1991-1995	Physical Education Majors Club (Co-Advisor), Virginia State University, Petersburg VA
1991-1995	Volleyball (Head Coach), Virginia State University, Petersburg, VA
1980-1985	Basketball (Assistant Coach), Charles City High School, Charles City, VA
1980-1985	Softball (Assistant Coach), Charles City High School, Charles City, VA
1983-1985	Tennis (Head Coach), Charles City High School, Charles City VA

AWARDS AND ACCOMPLISHMENTS

1998	Alpha Kappa Mu Honor Society , Virginia Polytechnic Institute and State University, Blacksburg, VA
1998	Sports Hall of Fame , Virginia State University, Petersburg, VA
1985	Outstanding Young Women in America recipient
1982-1983	President , Charles City Chapter of the Virginia State University Alumni Association
1975	Who's Who Among Students in American Colleges and Universities , Virginia State University, Petersburg, VA
1975	Cum Laude graduate, Virginia State University, Petersburg, VA

PROFESSIONAL AND HONORARY ORGANIZATIONS

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

Virginia Association for Health, Physical Education, Recreation and Dance (VAHPERD)

Virginia State University Alumni Association (VSUAA)

Charles City Chapter of the Virginia State University Alumni Association

Delta Sigma Theta Sorority, Incorporated, Petersburg Alumnae Chapter, Petersburg, VA

COMMITTEE MEMBERSHIP

1991-Present (Virginia State University) Recruitment and Retention, Curriculum, Freshman Scholarship, Honor's Program, Teacher Education Editorial, Student Transition Enhancement Program, NCATE

1990-1991 **Budget Advisory**, Hopewell Public Schools, Hopewell, VA

1987-1988 **Curriculum Revision**, Health and Physical Education (grades 7-9), Prince George County Schools, Prince George, VA

1986 **Self-Study Team**, Lunenburg High School, Lunenburg, VA

1985 **Textbook Adoption**, Virginia State Department of Education

PRESENTATIONS/PUBLICATIONS

Graham, G., Person, L., Poole, J., Westfall, S., Pennington, T., Brown, K., & Krouscas, J. (1999). Workplace conditions for K-12 physical education teachers. Poster session presented at the annual American Alliance for Health, Physical Education, Recreation and Dance Convention, Boston, MA.

Person, L. & Poole, J. (1997). Promoting lifelong physical activity. Teaching Secondary Physical Education,3 (2) 4-7.

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References will be supplied upon request.