PERCEIVED USEFULNESS OF THREE MENTORING STRATEGIES
FOR BEGINNING PHYSICAL EDUCATION TEACHERS

DISSERTATION

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the Degree Doctor of Philosophy in the
Graduate School of The Ohio State University

By

Roberta E. Faust, B.S. Ed., M.A. Ed.

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The Ohio State University

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Dissertation Committee:  Approved by
Professor Sandra Stroot, Advisor
Professor Mary O'Sullivan
Professor Phillip Ward

Advisor
College of Education
ABSTRACT

Research supports the use of mentoring programs and induction assistance for retaining quality teachers and easing beginning teachers’ transition into their professional roles. Observation has been documented in the research literature as a strategy for mentoring yet there are few physical education studies that have use other mentoring strategies for assisting beginning physical educators during their induction years. This qualitative study explored the perceptions of four beginning physical educators regarding the usefulness of three mentoring strategies (observation, telephone mentoring and telementoring). Other supporting research questions related to the teachers’ concerns and resources utilized. Participants taught in a high school and middle schools located in urban, suburban and rural areas of the Midwest. Data were collected over six weeks during spring 2000 through formal and informal interviews, observations with field notes, audiotaped telephone mentoring sessions, telementoring emails saved to discs, and documents such as lesson plans and handouts and teaching artifacts. Collected data from the case studies were analyzed using constant comparison among the various data sources.

A cross case/site analysis was conducted to explore emerging themes as well as similarities and differences across the cases. One of the key findings was that concerns of these participants were similar to other beginning teachers. Secondly,
adequate resources were available to support and assist the participants in addressing their concerns. Third, although a wealth of resources was provided by the researcher few were utilized. Finally, each of the three mentoring strategies was useful to the beginning physical education teachers in this study and they found the combination of the three mentoring strategies to be the most useful.
Dedicated to my circle of friends

and family who supported me throughout

this dissertation process
ACKNOWLEDGEMENTS

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VITA

April 16, 1958……………………………. Born – Bridgeport, Connecticut

1980……………………………………… Bachelor of Science
            Physical Education
            Southern Connecticut State College
            New Haven, Connecticut

1980 - 1982………………………………. Graduate Teaching Assistant
            Physical Education
            Kansas State University
            Manhattan, Kansas

1983 - 1985……………………………… Instructor
            Community Education Program
            Leon County School System
            Tallahassee, Florida

1984 - 1985 ……………………………… Director of Health, Fitness and Aquatics
            Tallahassee YMCA
            Tallahassee, Florida

1996 ……………………………………… Master of Arts
            Physical Education
            University of South Florida
            Tampa, Florida

1985 - 1997 ……………………………… Teacher
            Hillsborough County Schools
            Tampa, Florida

1997 - 2000 ……………………………… Graduate Teaching Associate
            Physical Activities and Educational
            Services
            The Ohio State University
            Columbus, Ohio

2000 - Present …………………………… Assistant Professor
            Department of Health, Physical Education,
            Recreation and Dance
            Eastern Michigan University
            Ypsilanti, Michigan
PUBLICATIONS


FIELDS OF STUDY

Major Field: Education

Emphasis: Physical Activity and Educational Services
   Sport and Exercise Education: Physical Education Teacher Education

Cognates: Technology
   Professional Development
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CHAPTER 1

INTRODUCTION

Mentoring can be a powerful tool to enhance the development of beginning physical educators. Beginning physical educators have special needs and should be provided with mentoring models that cater specifically to them (Wright & Smith, 2000). Yet, how do we know what mentoring models or strategies are useful to beginning physical education teachers?

Many beginning teachers experience isolation during their initial years of teaching. Isolation may be further exacerbated in the area of physical education, as there may only be one physical educator at a school site (Stroot, 1996; Stroot & Whipple, 2003). There is broad agreement in the education literature that support and assistance for beginning teachers is needed during their transition into professional practice (Feiman-Nemser, 1996; Odell & Huling, 2000; Southwest Educational Development Laboratory [SEDL], 2000; Wilson, Darling-Hammond & Berry, 2001). Individualized induction assistance has been documented in physical education as helping to ease entry into the teaching profession and increase retention of quality teachers (Cruz, 1991, 1993; Curtner-Smith, 1998, 2001; Napper-Owen, 1996; Napper-Owen & Phillips, 1995; Smyth, 1998; Stroot, Faucette, & Schwager, 1993), yet there is no documentation in the
literature of institutionalized formal mentoring programs specifically tailored for the induction of physical educators (Wright & Smith, 2000).

Need for Induction Assistance

The need for induction assistance is well documented in the literature at every level, from large-scale national studies to in-depth case studies with only a few participants in context specific settings such as an urban or rural school. A clear direction is suggested by research studies and reports; induction assistance helps beginning teachers adjust to their new professional responsibilities and encourages them to remain in teaching (Beginning Educator Support and Training, 1999; Darling-Hammond, 2000; Feiman-Nemser, 1996; Feiman-Nemser, Carver, Schwille & Yusko, 1999; Little, 1990; NCTAF, 1996, 1997; Stedman & Stroot, 1998; Wilson, Darling-Hammond & Berry, 2001). Darling-Hammond (2000) suggested that mentoring can also help ensure the beginning teachers who remain in teaching will be competent, caring and qualified teachers.

Beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years. . . These young teachers not only stay in the profession at higher rates but become competent more quickly than those who must learn by trial and error (Darling-Hammond, 2000, p. 22).

Authors of the National Commission on Teaching and America's Future (NCTAF) 1996 report “What Matters Most: Teaching for America’s Future” found that "of all education's self-inflicted wounds, the continued tolerance for extraordinary turnover among new teachers is among the most remarkable" (p. 39). Over the next ten years the nation will need to hire at least 2 million teachers based on the most conservative estimates (NCTAF, 1997). The commission found turnover to be
particularly high because "new teachers are typically given the most challenging teaching assignments and left to sink or swim with little or no support" (p. 39). In NCTAF’s 2003 report “No Dream Denied: A Pledge to America’s Children” it was reported that the nation had “dramatically increased its supply of teachers during the 1990s and generally produces enough teachers to meet each year’s new needs” (p. 8). Despite their best efforts at recruiting, many schools were showing a net loss of teachers each year. NCTAF (2003) reported that “approximately a third of America’s teachers leave teaching during their first three years of teaching; almost half may leave during the first five years” (p. 10). Teacher retention had become a national crisis (NCTAF, 2003, p. 8). According to Doing What Matters Most: Investing in Quality Teaching (NCTAF, 1997), "the United States has no real system in place to ensure that teachers get access to the kinds of knowledge they need to help their students succeed" (p. 2). NCTAF (1996; 1997) recommended the creation and funding of mentoring programs for beginning teachers, along with evaluation of teaching skills.

State legislation has swept across the country since the mid-1980s mandating teacher induction programs to assist beginning teachers and help with retention of quality teachers. Concerned about attrition, policymakers began to see the logic of providing on-site support and assistance to beginning teachers during their first year of teaching (Feiman-Nemser, 1996; Feiman-Nemser et. al., 1999; Fideler & Hasselkorn, 1999; Little, 1990). A variety of formalized teacher induction programs have been developed and implemented (Fideler & Hasselkorn, 1999; Spuhler & Zetler, 1995; Stedman & Stroot, 1998; Stroot, et al., 1998; Wilson, Darling-Hammond & Berry,
Some were statewide programs while others were administered by local school districts (Sweeny, 1998). Though these programs may have addressed all teachers, none of these induction assistance programs were specific to beginning physical educators.

The role of institutions of higher education (IHE) has varied from no involvement, to receiving funding from the state for coordination and management of the logistics of induction programs. Primary roles appear to be providing inservice assistance, training personnel, and serving on system-wide induction committees (Hawk & Robards, 1987). Feiman-Nemser (1996) indicated that the new vision of mentoring depends on school-university partnerships that support professional development for both mentors and teacher candidates.

**Mentoring Strategies**

Classroom observation with conferencing has been the most commonly documented strategy of mentoring beginning teachers in both the general education and physical education literatures (Cruz, 1991; Napper-Owen & Phillips, 1995; Stedman & Stroot, 1998). There has been limited documentation of other strategies for mentoring teachers including telephone conferencing and telementoring. Eisenman and Thornton (1999) related incidents of former students calling them at home during the dinner hour seeking advice on teaching. Williams and Williamson (1998) experienced similar calls from beginning physical educators. Cruz (1991) called the participants in her study on the telephone during their first week. Curtner-Smith (1998) believed he was perceived by the participants in his study as a researcher/therapist, because he used the telephone for conducting informal interviews. In his 2001 study of a first-year physical education
teacher Curtner-Smith had his participant write electronic journal entries and send them to him via email at least once a week in addition to using informal telephone interviews.

With the advent of electronic communications and internet technologies, we are seeing the emergence of telecommunication support (telementoring) through use of email, listservs, web sites and distance learning venues (Kerka, 1998; Levin & Waugh, 1998; Merseth, 1992). Electronic communications help teachers to overcome isolation, get new ideas, feel supported and encouraged, and have immediate access to other professionals (Pennington, 1998).

Observation and conferencing have been documented as a strategy for providing induction assistance to beginning physical educators (Napper-Owen, 1996; Napper-Owen & Phillips, 1995). Cruz (1991) reported the use of observational techniques and talking on the telephone with beginning teachers during the first week of the semester to inquire about the events of their first week of teaching. Use of telecommunications for providing support, and assistance in physical education has only emerged within the last decade (Berkowitz, 2000; LaMaster, 1996; Morley & LaMaster, 1999; Pennington, 1998; Tannehill, Berkowitz & LaMaster, 1995; Wittenburg & McBride, 1997). As of this date few studies have documented the use of telementoring with beginning physical education teachers.

Statement of the Problem

There is little completed research documenting how support strategies are used to provide induction assistance, or the perceived usefulness of the support strategies provided to beginning physical educators. Research investigating the usefulness of
induction assistance strategies to beginning physical educators is needed to promote positive induction-year experiences, for professional development of beginning teachers, to help retain quality teachers in the profession, and to inform teacher education programs about how to better prepare their students.

Purpose of the Study

The primary purpose of this study was to explore the perceived usefulness of three strategies for mentoring beginning teachers during their induction into the physical education profession. Mentoring strategies included in this study were on-site observation, telephone conferencing (phone mentoring), and telementoring.

Research Questions

1. What were the concerns of the first-year physical educators in this study?
2. What resources were utilized to address the concerns of the first-year teacher?
3. What was the perceived usefulness of the three mentoring strategies in addressing the first-year teachers’ concerns?

Limitations / Delimitations

There were a number of boundaries placed on this study, some decided upon by the researcher (delimitations) and others that were out of the researcher's control (limitations). Delimitations include limiting participants to first-year physical education teachers who voluntarily took part in the study. The researcher limited the potential pool of participants to those teaching at schools within a 60-mile radius of the University for
feasibility of on-site observation of classes taught by the participants. Participants needed to have access to a telephone. Access to a computer with internet capabilities, a browser, and email software were also necessary.

As this was a six-week study data saturation was probably not reached. Particularly relative to utilization it may well be that the researcher was not in the research setting long enough, for the resources to be fully implemented by the participants. This study was conducted toward the end of the school year which may not have been the optimal time of year to address these beginning teacher issues. With only four cases, findings can not be generalized. Also the researcher had limited experience with conducting interviews and perhaps did not prompt and follow-up with issues raised during the interviews as an experienced researcher may have. This lack of experience on the part of the researcher may have limited the depth of information. Another limitation of this study relates to reactivity (Patton, 1990) where the first-year physical education teachers' level of awareness might have caused them to act or behave differently in a non-observed situation. The study was also limited by the degree to which the teacher participants shared their perceptions related to the induction assistance strategies.

Significance of the Study

There is general agreement on the need to provide induction assistance to beginning teachers (Cruz, 1991; Darling-Hammond, 2000; Eisenman & Thornton, 1999; Napper-Owen & Phillips, 1995; Stedman & Stroot, 1998; Wilson, Darling-Hammond & Berry, 2001; Wright & Smith, 2000). However, only a limited number of
studies have explored induction assistance strategies for physical education teachers (Cruz, 1991; Curtner-Smith, 2001; Napper-Owen, 1996; Napper-Owen & Phillips, 1995; O'Sullivan, 1989; Williams & Willamson, 1998).

Telecommunications have been used to mentor teachers in several content areas. Some examples were teachers in math and science who taught at rural schools in Montana (Luebeck, 1998; Rogan, 1996), middle school teachers who taught in rural Texas (Campbell, 1994) secondary science teachers (Lee, 1998) and teachers in art education (Shumard, 1995). K-12 teachers gained unintended professional development through telecommunications with subject matter experts in curriculum-based telementoring projects with the Electronic Emissary project (McGee, 1998). While helping students with their projects, the teachers had additional contact through email correspondence with content area experts adding to the teachers’ content knowledge, which had the unintended benefit of professional development for the teachers (McGee, 1998). First-year teachers who were graduates from Augusta State University were telementored by professors and master teachers (Eisenman & Thornton, 1999).

Websites, with the primary purpose of mentoring or assisting new or beginning teachers, have been gradually increasing in number over time. The researcher examined over 100 websites which were dedicated to either new or beginning teachers by using a Google search, none of those sites listed physical education on the navigation bar or within the top two levels of the website while other subject areas such as mathematics, science and language arts were included. When physical education was addressed at all it was through offsite links that would lead to commonly used physical education
websites such as *PE Central* and *PE Lesson Plans* or to educators’ lesson plan pages that typically had from one to three physical education lessons.

Research on the use of telecommunications in physical education is a fairly recent topic of study. Tannehill, Berkowitz and LaMaster (1995) reported on a group of physical educators communicating via email and newsgroup postings with graduate students from a Midwest University. In a study by LaMaster (1996) pre-service physical educators took part in peer mentoring through electronic communications (email) during early field experiences. Wittenberg and McBride (1998) created a web site to provide additional supports between university supervisors’ observational visits to student teachers who were spread out over large areas far from campus in Texas. Morley and LaMaster (1999) used Web Course Tools (Web CT) electronic bulletin boards to extend each of their classrooms of pre-service physical educators. The authors also used telecommunications to write a journal article documenting the students’ experiences though they had never met or known each other previously. Berkowitz (2000) facilitated technology workshops for inservice physical educators. Workshop participants supported each other’s technology learning and received additional support from the workshop facilitator via email communications. The number one use of technology by participants in Berkowitz’s study was email communication.

Further investigation of observation as an induction assistance strategy in physical education is needed, as there are a meager number of journal articles, reports or dissertations addressing the topic (Cruz, 1991; Curtner-Smith, 2001; Napper-Owen, 1992; 1996; Napper-Owen & Phillips, 1995; Solmon, Worthy & Carter, 1993; Stroot,
Faucette & Schwager, 1993). Exploring other strategies, such as telephone mentoring or telementoring, for providing induction assistance to beginning physical educators may lead to the development of innovative induction programs and models. New strategies could help maximize use of the mentors’ time by providing additional contacts between mentor and mentee, without additional travel time to school sites, and would provide more immediate feedback and support to beginning physical educators who need immediate answers. Insights from this study could guide mentor training, provide additional strategies for working with beginning teachers and help inform pre-service teacher preparation programs. Use of additional mentoring strategies during first-year teaching experiences for physical educators, beyond the traditional observation strategy, may further contribute to professional development and retention of quality teachers in the teaching profession.

Definitions

Terms defined below are operational definitions for the purposes of this study. **Beginning physical education teachers** are teachers with licensure in physical education and who are in their first year of a full-time teaching position (Napper-Owen & Phillips, 1995; Stroot, 1996; Stroot, Faucette & Schwager, 1993). **Dialogue** is a free flow of ideas, a “meaningful flowing through” (Issacs, 1999); an encounter between two or more people who look for meaning of things – knowledge - and which also takes place in praxis – in action and reflection (Freire, 1970; Gadotti,
Dialogue is also understood to be conversations “where people expose their own thinking effectively and make that thinking open to the influence of others” (Langer, Colton & Goff, 2003; Senge, 1990).

The induction phase is the period from the completion of the teacher preparation program through the end of the second or third year of teaching (Fideler & Haselkorn, 1999; Feiman-Nemser et al., 1999; Lawson, 1992; Napper-Owen, 1996; Napper-Owen & Phillips 1995, Stroot, 1996).

Mentoring is "a comprehensive effort directed toward helping a protégé develop the attitudes and behaviors (skills) of self-reliance and accountability within a defined environment" (Kay, 1990, p. 26).

Teacher perceptions are the information gathered from a teacher's point of view, such as survey and interview responses, opinions, recollections or descriptions, about various aspects of teaching or strategies of mentoring (Smyth, 1995; Tjeerdsma, 1998; Veenman, 1984).

Teacher reflection is what teachers do when they look back at the teaching and learning that has occurred and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments. Also, the processes through which professionals learn from experience done alone or in concert, with the help of recording devices or solely through memory. An important part of this process is reviewing the teaching in comparison to the ends that were sought (Shulman, 1987).
Telementoring is mentoring through the use of electronic communications such as email, listservs, newsgroups, and interactive web sites (Eisenman & Thornton, 1999; O’Neill, Wagner & Gomez, 1996; Wighton, 1993).
CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to provide the reader with a review of the literature relative to beginning physical education teacher mentoring and the three mentoring strategies, on-site observation, telephone conferencing (phone mentoring) and telementoring. This chapter includes several key areas in which research on beginning physical education teacher mentoring and the three mentoring strategies have been conducted. The areas to be addressed are beginning teacher concerns, need for induction assistance, mentoring beginning teachers, attrition and retention, adult learning styles and problem based learning, inquiry and dialogue, support through computer networks in the general education literature, induction and assistance in physical education, support through computer networks in the physical education literature, and theoretical underpinnings.

Beginning Teacher Concerns

Veenman (1984) identified many concerns of beginning teachers in the general education literature. His exhaustive international review of the literature examined 83 studies and identified perceived problems of beginning teachers as follows in rank order: discipline, motivating students, dealing with individual differences, assessing
students’ work, organization of classwork, insufficient/inadequate teaching materials/supplies, dealing with problems of individual students and reality shock. Similar problems and concerns may also exist for beginning physical educators.

Charmock and Kiley (1995) surveyed 100 beginning high school and middle school teachers in the Baltimore County Public School system to identify concerns and preferred assistance strategies. Teachers were surveyed in October 1993 about their concerns and at the end of the school year Spring 1994, the same teachers were asked to respond to a survey about their preferred types of assistance. Results of the first survey indicated that teachers were “most concerned with preparation time and evaluation, followed by classroom control, management and discipline, and students with special learning problems” (p. 1). Top-ranking concerns from outside of class were “physical and emotional stress, learning how things are done by teachers in the school, finding out about resources, knowing when to use special services and understanding union issues” (p. 1). Teachers expressed their preferred type of assistance in a second survey. Analysis of the data from the second survey revealed that teachers preferred “opportunities to observe the teaching of their colleagues as most valuable followed by having a teacher serve as a mentor, and increased resources and workshops focusing on beginning teacher concerns” (p. 1).

Kent (2000) reported on the problems of beginning teachers, comparing graduates of baccalaureate and master of education (M.Ed.) level teacher preparation programs. Seventy-six teachers responded to an updated version of the Teacher Problem Checklist. Kent found no substantive differences in the nature or frequency of the
problems between the two groups. The top three most frequently occurring problems were, “having adequate time for planning and preparation, having every student work up to his or her ability and, providing for individual learning differences” (p. 85). Several of the 12 remaining problems dealt with classroom management. These included “maintaining order, quiet, or control, getting students to work independently, and eliminating inappropriate student behavior” (p. 85). Three of the remaining 12 problems related to issues of motivation: “having all students participate in class, having students value learning and, getting students to enjoy learning for its own sake” (p. 85). Two problems experienced by both groups dealt with administrative tasks: “performing administrative functions and paperwork, and getting and using anecdotal information about students” (p. 85). Student related common problems included: “assisting students with special educational needs, and having too many students” (p. 85). The last two common problems were: “completing the work I have planned” and “finding new instructional materials and supplies” (p. 85).

Though there were more similarities between the master’s level group and the bachelor’s level group there were five frequently occurring problems identified among baccalaureate group that are not among those noted by M.Ed. graduates. Graduates from the traditional four-year program reported problems “having appropriate materials for learning,” “separating the effects of outside events from the classroom,” extending learning beyond the classroom,” “organizing my work and materials” and “making my classroom attractive and interesting” (Kent, 2000, p. 86). Five problems that were identified as frequently occurring by M.Ed. graduates, which were not among the
frequently occurring problems for the baccalaureate group were: “planning for instruction in different ways and for different purposes,” “having students achieve competence in basic skills”, promoting student self-evaluation,” “feeling successful” and “encouraging parental interest in school matters” (p. 86). Kent concluded, “The lack of differences in classroom problems reported by teachers in this study reconfirms conclusions of Veenman’s (1984) comprehensive review: beginning teachers experience common problems” (p. 92).

Gilles, Cramer and Hwang (2001) explored beginning teachers’ perceptions of concerns after having followed a group of students through their teacher preparation program and into their first year of teaching as part of the University of Missouri’s Teaching Fellowship program. As part of the Teaching Fellowship program the school district released a master teacher/mentor from teaching responsibilities in order to mentor two beginning teacher who were selected from the Teaching Fellowship program by the school/principal. The master teacher also provided professional development services within the district, and worked with the university in either pre-service or in-service teaching.

During November/December the Teaching Fellows completed a survey consisting of two open-ended questions. Eighty-two of 100 surveys were completed and returned. The questions that the Teaching Fellows responded to were: (1) “When I think of teaching, I am most concerned about . . .” and (2) “What have you found to be the most challenging aspects of teaching?” (p. 91). Researchers used content analysis using constant comparison method of each data unit. In a second phase of analysis researchers
found that the categories fit well under three large umbrella categories previously used by Fuller (1969), survival, mastery and impact. In phase three researchers counted ‘idea units,’ how many times a Teaching Fellow identified specific items as concerns, and in phase four they used entire short answers to illustrate the phenomena.

Sub-categories of concerns under the major category of ‘concerns benefiting the self (survival)’ included in rank order: personal/professional/survival, discipline and management, school demands and organization, concerns about curriculum, lessons, collaboration, parents, and miscellaneous.

Researchers noted the relatively low number of discipline/management concern idea units as compared with the large number of meeting the needs of students’ idea units. Gilles, Cramer and Hwang (2001) found that, “While less than one quarter of these Fellows indicated concern with discipline, nearly half were concerned with meeting the needs of all their students” (p. 94). The researchers saw this evidence as an indicator that the Teaching Fellows had a “level of sophistication beyond survival, and appeared to be more mature than one would expect for beginning teachers” (p. 94). They concluded that the Teaching Fellows Program is a “promising vehicle for accelerating the developmental growth of new teachers and perhaps, keeping them in the profession” (p. 96).

Beginning Teacher Concerns in Physical Education

Bain (1990) reviewed the literature on physical education teacher education. Her evidence seemed to suggest that new physical education teachers experienced isolation and reality shock as they moved into their first teaching positions. Bain stated
that many aspects of the instructional setting unique to physical education, contributed to this reality shock. Among the contributors she identified were: lack of adequate facilities and equipment, large class sizes, and lack of time for instruction, as common problems which she speculated might reflect lack of public support of physical education and its marginal status in the school. She noted that teachers in inner-city schools often had particularly difficult teaching conditions in addition to dealing with multiracial student populations for which they had not been properly prepared. She also recognized the heavy time demands placed on physical educators who are often expected to coach in addition to their teaching responsibilities. Bain called for active intervention on behalf of inductees into the profession.

Stroot (1996) in a review of literature, wrote about the many concerns among beginning physical educators including reality shock, wash-out effect, isolation, workload and role-conflict, management and instructional concerns, interactions with colleagues, politics in the workplace, and gaining support. Marginalization of physical education as a subject area and concerns about legitimacy were identified as additional serious issues among physical educators.

Graber (2001) wrote a comprehensive status report on the topic of research on teaching in physical education. She suggested that discrepancies in earlier study results related to changing concerns in relationship to stage of development “may have more to do with the need to develop instruments measuring concerns that are specific to physical educators than with the reality of teachers’ concerns” (p. 494).
Need for Induction Assistance

The need for induction assistance has become apparent in the literature, yet documentation of specific strategies detailing how help should be provided to beginning physical educators has been rare and remains an area requiring further investigation. Positive induction experiences for new teachers are beginning to be seen as essential components of school reform. With an estimated 2 million new teachers needed in the next decade, and an attrition rate of up to 50% percent within the first 5 years of teaching, a variety of ways for providing support to new teachers are being attempted (Montgomery-Halford, 1998; NCTAF, 1997). One example of a successful assistance program for new teachers is the Columbus, Ohio Peer Assistance and Review (PAR) Program, which has received the Excellence in Education award from the National Education Association. In the PAR program, experienced teachers act as PAR consultants (or mentors), making weekly visits to the new teachers' classroom to observe the teacher in action. They also stay in communication with the new teacher through individual conferences, telephone and email (Stedman & Stroot, 1998). A somewhat controversial component of PAR is that the same person providing assistance also gathers data that is used for evaluation. Information from the evaluation is brought to the PAR panel where retention and contract renewal decisions are made. Although the Peer Assistance and Review (PAR) program has been highly successful, (NCTAF, 1996; Stedman & Stroot, 1998; Stroot, 1995) and physical educators participated in the
PAR program, to date the physical educators’ data have not been separately analyzed and compared with that of the other teachers (S. Stroot, April 13, 2002, personal communication).

There seems to be disagreement in the literature about the role that the university should play in beginning teacher support. Ryan (1986) felt that "Ideally university faculty should follow their new teacher graduates into the field and help them with the entry-level problems of beginning teachers" (p. 36). Hirsh (1990) interviewed Huling-Austin inquiring about her ideas on how university personnel could support beginning teacher programs. Some of Huling-Austin’s suggestions were: contributing to the design of district programs, serving on local development and implementation committees, providing mentor teacher training, and facilitation of sharing and support sessions. She also stated that university personnel "should not be expected to provide the one-on-one ongoing support of beginning teachers" (Hirsh, 1990, p. 4). Yet Standard II of the 1985 National Council for Accreditation of Teacher Education (NCATE) Redesign stated that the teacher education institution will maintain and develop relationships with its graduates and will provide assistance, when needed, to first-year teachers. The NCATE 2002 edition of unit standards indicates that there is to be collaboration between professional education faculty and P-12 schools as well as collection and analysis of graduate data.

**Mentoring Beginning Teachers**

Mentoring has been the most common form of induction assistance. Kay (1990) defines mentoring as, "a comprehensive effort directed toward helping a protégé
develop the attitudes and behaviors (skills) of self-reliance and accountability within a defined environment” (p. 26). The two most commonly stated purposes of mentoring are teacher induction and career enhancement (Little, 1990). Mentoring may be informal or take the shape of any number of formalized programs. With informal mentoring, mentor and protégé self select each other and there is a mutual respect for one another. Informal mentoring may be interpreted from the perspective of a gift-exchange economy where costs cannot be calculated, hours of labor are not measured and where worth is judged in personal effect by the individuals (Gehrke, 1988).

Formal mentoring programs usually assign beginning teachers to mentors or consultants. Attempts are often made to match grade level and/or content area of the mentor and the beginning teacher. Many formal programs are structured with efforts focused on improving specific teaching behaviors. Formative and summative evaluations are also included with several formalized programs such as those based on the Peer Assistance and Review template (Zimpher & Grossman, 1992).

The Peer Assistance and Review (PAR) Program is a district level program that offers all newly-hired teachers the support advice and direction necessary to make their urban teaching experiences as successful as possible. Consulting teachers serve as mentors for the newly-hired teachers and coach, assist and evaluate their classroom performances through a minimum of 20 observations and 10 conferences. The PAR panel, made up of union representatives and administrators, hears reports from the consultants and makes decisions about teacher retention and contract renewal (Stroot et al., 1998).
An expansion of initiatives during the 1980s formalized mentoring. What had previously been informal personal relationships became the object of formal organization. Huling-Austin (1990) reviewed the research on teacher induction programs and internships. The history of induction is relatively recent. Most of the literature through the 1980s focused on new teachers' needs and roles of the mentor. Rationales given for induction programs and internships were the high attrition rate for beginning teachers and for the personal and professional well being of the new teachers.

Prior to 1980 most educators who were writing about teacher induction were from Great Britain or Australia (Fideler & Haselkorn, 1999). In the United States there were only a few isolated induction programs mostly initiated by local school districts or individual schools (Fideler & Haselkorn, 1999). In 1980, Florida became the first state to mandate a beginning teacher program with the Florida Beginning Teacher Program (FBTP) (Fideler & Haselkorn, 1999). Through the FBTP program, beginners were assisted by a support team consisting of a peer teacher, a school administrator and another professional educator, (usually a district level supervisor or a higher education person), during their first year of employment. The program included an assessment of minimum performance on generic competencies required by the state however; the evaluation for job retention or certification is only performed by the administrator (Isler & Edelfelt, 1989).

By the mid-1980s, induction programs had grown dramatically as a result of educational reforms that were sweeping the country and in anticipation of predicted
severe teacher shortages. By the late 1980s, more than 31 states and Washington D. C. had either implemented, or were piloting/planning teacher induction programs (Huling-Austin, 1990).

The Connecticut State Department of Education introduced the first phase of the Connecticut Beginning Educator Support and Training (BEST) program in 1988. The BEST program was premised on a strategy of more stringent assessment of teaching using the Connecticut Competency Instrument (CCI) and more rigorous and frequent support of beginning teachers through a series of three 3-hour clinics and a 15-hour year-long seminar (Little, 1990; Wilson, Darling-Hammond, & Berry, 2001).

Connecticut’s Beginning Educator Support and Training Program (BEST) continued to serve as a model of supervision and evaluation for new educators. In the BEST program all beginning teachers registered for the program with the district facilitator, then they were assigned a school-based mentor who provided instructional and non-instructional support. Clinics were also available to help teachers understand essential teaching competencies and provide guidance in developing a teaching portfolio (BEST, 1999; Wilson, Darling-Hammond & Berry, 2001). In a second revision of the BEST program, generic classroom observations were replaced with subject specific portfolios modeled on the work of the National Board for Professional Teaching Standards. These portfolios were piloted in 1996 and had a full system operating by 2000 (Wilson, Darling-Hammond & Berry, 2001).

Montana’s Beginning Teacher Support Program (BTSP) paired an experienced mentor with a beginning Montana teacher during the first year of teaching to facilitate
the pace and quality of the new teacher’s development into a competent practicing professional. Findings reported from a three-year in-depth study of 12 teachers participating in the BTSP program were: (1) the one-on-one mentoring concept enjoyed almost universal acceptance by administrators and participants, (2) beginning teachers took their teaching context very personally and (3) the local school context was the dominant factor in how the beginning teacher’s source of well-being develops. The statewide three-year teacher retention rate reported in this study was 91% (Spuhler & Zetler, 1995).

California's Mentor Teacher program gave a wide range of latitude to school districts to create programs that were responsive to local contexts. In this program mentors were compensated with $4000 per year. Legislators placed "recognition rewards" for experienced teachers at the forefront of the California Mentor teacher program. The mentors were in turn expected to contribute to novice teacher induction and professional development as well as take on leadership in curriculum and instructional improvement (Fideler & Haselkorn, 1999; Little, 1990). California has recently legislated the Peer Assistance and Review (PAR) Program to help transform the state’s teaching profession. The intention is that PAR will serve as a catalyst for positive change in helping to recognize teaching as a lifelong developmental process; alignment of teacher development with standards and creation of labor/management partnerships (Moir & Bloom, 2000).

Ohio had mandated teacher induction programs on a statewide basis since 1998, however, pilot entry-year programs have been conducted since 1994 (Ohio’s BEST,
Ohio was one of the leaders in development of district-level programs with the innovative Peer Assistance and Review (PAR) program initially introduced in Toledo in 1981 as the Toledo Plan. This program had become a template for successful programs in several school districts including Rochester, NY, Cincinnati and Columbus, OH. The Toledo Plan used a combination of rigorous evaluation, training for new teachers, remediation for veteran teachers and peer review in their program (Zimpher & Grossman, 1992). PAR consultants were selected from the ranks of active classroom teachers. They served a three-year term with full release from classroom duties and travel from school to school working with first-year teachers. PAR consultants’ caseloads were approximately 15 beginning teachers. Both consultants and beginning teachers received ongoing professional development through school-university partnerships (Stroot et al., 1998).

Another strategy used in some formalized programs is to match the new teacher with another teacher in the school, preferably one who teaches at their same grade level or in the same subject area (Fideler & Haselkorn, 1999). This may not be possible when there is only one teacher of the subject area in the building, as is often the case in physical education.

Multi-state and national initiatives have also emerged. The Pathwise mentoring program and Praxis III classroom performance assessments have been used to mentor and evaluate various aspects of a beginning teacher’s practice as articulated in the following four domains: Domain A: Organizing Content Knowledge for Student Learning; Domain B: Creating An Environment for Student Learning; Domain C:
Teaching For Student Learning; Domain D: Teacher Professionalism (Dwyer, 1994).

The Praxis III assessments typically take place during the first year of teaching and are designed to assist with licensure decisions. They are comprehensive assessments that are conducted in the beginning teacher’s classroom by assessors who use nationally validated criteria to observe the teacher’s performance (http://www.ets.org/praxis/prxaboutIII.html).

The Interstate New Teacher Assessment and Support Consortium (INTASC) was formed in 1987 by the Council of Chief State School officers as a multi-state effort to create model licensing standards for beginning teachers that reflected the intent of the standards for students. In 1992 a draft of 10 core standards for teacher licensing was released to the public which included the following areas: subject matter, student learning, diverse learners, instructional strategies, learning environment, communication, planning instruction, assessment, reflection and professional development and collaboration, ethics, and relationships. The response to the release of the draft standards was overwhelmingly positive (Ambach, 1996; INTASC, 1992). In 1995 INTASC released a document Next Steps: Moving Towards Performance-Based Licensing in Teaching which was a vision for rethinking the design of teacher preparation programs and for restructuring the systems by which universities, states and districts prepare licenses and support teachers (http://www.ccsso.org/intaspub.html). The INTASC core standards and vision document became guides with which other assessment and evaluation programs, such as Educational Testing Service’s Praxis III classroom performance assessments and Peer Assistance and Review’s district level...
programs, aligned their teacher performance criteria. Mathematics standards were released in 1995 followed by model licensing standards in English, language arts and science. Special education standards were released in 2001 with foreign language and art education in 2002. Standards for elementary education and social studies/civics were being developed with discipline-specific standards for other content areas, based on the core standards to follow in the near future (http://www.ccsso.org/intasc.html; http://www.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium.html).

In 2003 the National Council for the Accreditation of Teacher Education (NCATE), the Council of Chief State School Officers’ (CCSSO) Interstate New Teacher Assessment and Support Consortium (INTASC) task force on licensing and the National Board for Professional Teaching Standards (NBPTS) joined forces to develop a continuum for teacher preparation and development. The continuum was undergirded by compatible sets of standards that contributed to establishing a framework for a coherent system of teacher quality assurance (NCATE, 2003).

Feiman-Nemser (1996), in a critical review of teacher mentoring literature, stated that if new teachers are to learn the ways of thinking and acting associated with new kinds of teaching they must be matched with mentors who are already reformers in their schools and develop collaborative contexts. She also indicated the need for studies of mentoring, including how mentors learn to work with novices in productive ways, what structures and resources facilitate that work, and how mentoring fits into the broader framework of professional development (Feiman-Nemser, 1996).
Attrition and Retention

Schlecty and Vance (1981) used a data file provided by the Division of Teacher Certification, North Carolina State Department of Public Instruction to examine the career histories of teachers who entered teaching during the years 1973-1980 and scored high or low in academic ability. They indicated that 40-50 percent of teachers had left teaching by the seventh year (Schlecty & Vance, 1981, 1983). Teachers’ reasons for leaving teaching were not investigated. Haberman (1987) estimated that 50 percent of teachers entering urban districts would leave in approximately three years.

Gold (1996) reviewed the literature on beginning teacher support. She suggested that teacher retention is a function of six factors: (1) meeting teachers’ unmet psychological needs; (2) amount of education; (3) initial commitment to teaching; (4) adequacy of teacher preparation programs and student teaching or early teaching experience; (5) professional and social integration into teaching; and (6) the role of the administrator. According to Gold (1996), these six career satisfaction factors relate to teachers’ decisions to remain in or leave teaching. Dissatisfaction and discouragement can lead to burnout and attrition in beginning teachers. She indicated that identifying and addressing beginning teachers’ psychological needs is essential.

Gold (1996) also identified beginning-teacher burnout as attrition’s elusive partner. Many of the studies she reviewed indicated that overwhelming feelings of disillusionment and believing that they were unable to cope with the multitude of pressures on them each day were among the greatest problems encountered by beginning teachers. These teachers gradually lost their commitment to teaching and
their sense of caring about their students. Manifestations of various stages of burnout along with the stresses experienced by the beginning teachers resulted in poor performance and eventual dropout (Gold, 1996).

Gold (1996) saw the challenge as offering the right type of support to new teachers during the transition period so that “they may be encouraged to keep the flame of commitment and the excitement for teaching burning brightly throughout their careers” (p. 560). She further suggested that exploration of the types and sources of support that can be made available to novice teachers and their impact on retention could be beneficial to future research.

Odell and Ferraro (1992) conducted a four-year retrospective assessment study of mentoring support for 160 beginning teachers. Their data show that beginning teachers who were still teaching four years later valued most the emotional support they had received from their mentors during their first year of teaching. The authors concluded “providing emotional support to beginning teachers may have an efficacious impact on subsequent teacher retention” (p. 203).

Prioritizing mentoring issues is a key factor in providing the right type of support to beginning teachers at the right time (Martin & Robbins, 1999). Management issues often overwhelm the beginning teacher, especially early in the school year. In an extensive review of the literature, Veenman (1984) identified the perceived problems of teachers and reported them in rank order. First-year teachers needed assistance with disciplining and motivating students, dealing with individual differences, assessing
students’ work, relations with parents, organization of classwork and obtaining materials and supplies. Kent (2000) confirmed Veenman’s findings that beginning teachers have common problems.

Identification of areas where instructional help is needed is also important in supporting beginning teachers. Shulman (1986) noticed that research had not focused on the subject matter itself. He saw a need to focus on the knowledge base of beginning teachers and how subject matter was transformed from the knowledge of the teacher into the content of instruction. He felt that subject matter was a central issue that needed to be addressed within the induction research literature.

Gold (1996) speculated that many induction programs may be giving support mainly in the process of teaching rather than helping teacher with content of lessons, explanations they are giving, and types of questions they are asking. She identified four central questions to be addressed when giving instructional support. First, does the beginning teacher comprehend the structure of knowledge and how it is transformed into content knowledge? Second, have beginning teachers been trained in process or pedagogical content knowledge so they are able to represent content matter in a comprehensible way to their students? Third, are beginning teachers prepared to teach specific topics of a particular subject at a given level using a variety of instructional materials? Fourth, are beginning teachers critically thinking and reflecting on their practice?
Figure 2.1 Teacher Preparation: A Continuum (http://www.ncate.org/images/graphics/TeacherPreparationContinuum.pdf)
Reprinted with permission of the National Council for Accreditation of Teacher Education, Washington, D.C. All rights reserved.
Serpell and Bozeman (1999) wrote a report for the National Partnership for Excellence and Accountability in Teaching on beginning teacher induction as it relates to beginning teacher effectiveness and retention. They found that beginning teachers who had a mentor in their first year of teaching felt more prepared and were more likely to be retained. They concluded “the extended preparation, emotional support and professional development that induction provides leads to proven positive outcomes for new teacher retention and new teacher effectiveness and that veteran teachers also reap benefits” (p.19). Positive outcomes from the research literature, reported by Serpell and Bozeman (1999) were: higher retention rates were demonstrated; greater job satisfaction and improved attitudes toward teaching among new teacher who had participated in induction programs; beginning teachers participating in formal induction programs exceeded first-year teacher expectations; mentored teachers more consistently used instructional practices that improved student achievement, they engaged in long-term planning of curriculum and instruction, they used more complex, challenging instructional activities that enabled students to learn advanced thinking skills and cooperative work habits, and they motivated diverse students to engage in productive learning activities; administrators reported that they had fewer problems with first-year teachers when they were working with an induction program, there were fewer student referrals, parent calls and student complaints from program participants, and that mentored teachers had more successes in teaching than normal; also progress toward expectations was faster because of mentoring.
Adult Learning Styles

Consideration of adult learning styles may be helpful with having resources be well received when a mentor is attempting to provide support and assistance to beginning physical educators. Adults vary greatly in how they acquire knowledge for example some individuals learn better by doing while, others prefer more formalized instructional methods such as lectures. Several researchers have put forth their ideas of how adults learn; theories applicable to the current study are described next.

Knowles (1980; 1984) described some of the distinct differences between how children learn and how adults learn in his theory of andragogy. According to Knowles (1980; 1984), there were five differences between andragogy and pedagogy, these were:

1. As a person matures his or her self-concept moves from that of a dependent personality to one of a self-directing human being.
2. An adult accumulates a growing reservoir of experience, which is a rich resource for learning.
3. The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.
4. There is a change in time perspective as people mature—from future application of knowledge to immediacy of application. Thus an adult is more problem centered than subject centered in learning (Knowles, 1980, pp.43-45).
5. Adults are motivated to learn by internal factors rather than external ones (Knowles, 1984, pp. 9-12; Merriam & Caffarella, 1999 p. 272).

Knowles, Holton and Swanson (1998) offered a model of andragogy in practice as a new approach to more systematically applying andragogy across multiple domains of adult learning practice. The three rings of andragogy in practice were: (1) Goals and Purposes for Learning, (2) Individual and Situational Differences and (3) Andragogy: Core Adult Learning Principles. “Goals and Purposes for Learning”, the outer ring, was
Figure 2.2 Reprinted from Andragogy in practice (Knowles, Holton & Swanson, 1998 p. 4) with permission from Elsevier
portrayed as developmental; individual, institutional and societal. The middle ring, “Individual and Situational Differences,” was portrayed as variables such as learner, subject matter and situational differences that acted as filters that shape the practice of andragogy. The center ring contained “Andragogy: Core Adult Learning Principles”, which summarized andragogical principles within the context of practice. Each of the six andragogical principles (1) learner’s need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn—were perspectives that come directly from the adult learner (p. 181).

Kolb (1984) a leader in advancing the practice of experiential learning defined learning as “The process whereby knowledge is created through transformation of experience” (p.38). He suggested that there were four steps in the experiential learning cycle:

1. *Concrete experience* – full involvement in new here-and-now experiences.
2. *Observations and reflection*—reflection on and observation of the learner’s experiences from many perspectives.
3. *Formation of abstract concepts and generalization*—creation of concepts that integrate the learners’ observations into logically sound theories

Jarvis (1987; 1995) believed that Kolb’s learning cycle was rather simplistic for such a complex process so he tested it with adult learners by asking them to write down learning incidents from their lives. Next, participants discussed their learning experiences in pairs, examining similarities and differences in their experiences. In a third step the two pairs were put together and asked to discuss their four different learning experiences. The groups of four were then asked to draw a simple model of their joint learning experiences. They were then given a model of Kolb’s cycle. Participants were told that
the model was not necessarily correct, and that they should feel free to modify it in any way they wished in order to relate their experiences. The exercise was repeated nine times with over 200 people involved in various aspects of the education profession in the United States and in the United Kingdom. Each time the exercise was repeated, the last stage was to introduce some of the modifications of Kolb’s cycle that had emerged from the previous time the exercise had been conducted. The final model is shown in Figure 2.4.

Jarvis (1987/1995; Jarvis, Holford & Griffin, 1998) proposed that there were nine types of response to an experience and that they could by classified into three categories: non-learning, non-reflective learning and reflective learning. Each of the three categories contained three types of learning/non-learning and in the reflective category there were
two forms of each of the three types. A table with Jarvis’ et al. (1998) categories of response to experience and types of learning/non-learning are presented next.

According to Jarvis (1995) People do not always learn from their experiences, the first group of responses were non-learning ones, “Presumption is a typical response to a familiar situation” (p. 71). Non-consideration may occur when people were too busy to think about it or if they were fearful of the outcome. Rejection occurs when people had an experience, thought about it and then rejected the possibility of learning that accompanied the experience (Jarvis, 1995).

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<th>Category of response to experience</th>
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<td>Non-learning</td>
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Table 2.1 A typology of learning (Jarvis, Holford & Griffin, 1998, p.51).
Non-reflective forms of learning were those forms that were typically defined by mainstream society as learning. The common factor that allowed them to be grouped together was that they did not involve reflection. Pre-conscious learning occurred as experiences in the course of everyday life, which people did not really think about and were not particularly conscious of. This incidental learning occurred at the “periphery of the vision or at the edge of consciousness” (Jarvis, 1995, p. 73). Skills learning were defined by Jarvis (1995) as learning of simple, short procedures, those skills often acquired through imitation or role modeling. Memorization was perhaps the most commonly known form of learning, such as children learning their mathematical tables, or adults memorizing so that they can reproduce the information on an examination.

Reflective learning involved the process of reflection, however Jarvis (1995) cautioned readers not to assume that it was revolutionary or automatically innovative. Three types of reflective learning discovered in Jarvis’ (1987; 1995) research were contemplation, reflective skills learning and experimental learning. Contemplation was defined as “The process of thinking about an experience and reaching a conclusion about it without reference to the wider social reality” (Jarvis, 1995, p. 73). What was called reflective skills learning by Jarvis (1995) was called reflective practice by Schon (1983) when he referred to professionals in practice as ‘thinking on their feet’. In the process the professionals often produced new skills as they responded to the uniqueness of their situation. Experimental learning as defined by Jarvis (1995) was “that form of learning in which theory is tried out in practice and the end-product of the experimentation is a form of knowledge that relates fully to social reality” (p. 74).
Figure 2.4 A Model of the learning processes (Jarvis 1987, 1995, p. 70)
According to Jarvis (1995), for each of the reflective learning categories there were two forms of experience – primary and secondary. Learning from primary experience was learning through the senses. Learning from secondary experience was “mediated and usually linguistic: it occurs through normal conversation, listening to lectures and debates and any form of monologue, dialogue and so on, including listening to media” (Jarvis, 1995, p. 77).

Mezirow (1996) defined adult learning as a meaning making activity: “Learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action” (p. 162). His transformation theory explained how adults interpreted their life experiences and how they made meaning. He differentiated between meaning schemes (specific beliefs, feelings, attitudes and value judgments) and meaning perspectives, (broad generalized orienting predispositions). He saw perspective transformation as key to transformative learning. According to Mezirow (1997), significant transformational learning involved three phases: “critical reflection on one’s assumptions, discourse to validate the critically reflective insight, and action” (p. 60).

Daley (1999) explored different learning processes undertaken by novice and expert nurses. She analyzed and compared how their learning developed in clinical practice. Her results indicated that novice learning was contingent on concept formation and assimilation. The novices labeled concepts connecting a given representation to a
particular meaning. They tried to assimilate information by attempting to link the new information to something they had seen in a type of “best fit” approach to learning. Novice learning was also framed by the feelings novices experienced in the context of practice. They described feeling “overwhelmed,” “scared to death” and “terrified of making a mistake” (Daley, 1999, p. 139). Novices used learning strategies of “asking experts,” “looking it up” and “taking formal courses”, but these strategies were used when the novice was directed to do so; they indicated that rather than deciding what to learn they waited to be told (Daley, 1999, 140). One novice reported being so overwhelmed that “I just needed to be spoon-fed the information” (Daley, 1999, p.140).

Expert learning, on the other hand tended to be more constructivist and self directed. They grounded their learning in the needs of their clients. Experts indicated that they “had a blueprint in their mind[s]”of what their client needed and would make sure they had the information required to meet those needs. Experts primarily learned through a process of dialogue and sharing, by “going to the person with the best information” and then they would “toss around ideas” or “listen to what that person knew” (Daley 1999, p. 140-141). Experts sought out and assimilated new information into their current knowledge base. This process changed the character and meaning of both the new information and the previous experience for the experts enabling them to derive a deeper level of meaning and understanding in the process. Experts used a knowledge-building schema that lent itself to provisional interpretation and open-mindedness, rather than relying on a best-fit approach to learning that the novices had used (Daley, 1999).
Daley (2001) investigated how knowledge becomes meaningful in professional practice by studying social workers, lawyers, adult educators and nurses. She found that professionals in all groups included in her study described how their knowledge was constantly changing and that experience, attendance at continuing professional education programs and dialogue with colleagues all contributed to the continual growth, and refinement of meaningful knowledge. These professionals developed their own meaning by moving back and forth between continuing professional education programs and their professional practice. They framed their meaning making process through an understanding of the nature of their professional work.

Dialogue

Dialogue is a process, not an event, which takes place over time. It requires commitment on the part of participants to listen, challenge, reflect and continue to talk to one another. A dialogue continuing over weeks or months allows participants to work through stages of growth, change, conflict, friendship and anger uncovering new layers of understanding and insight (Adams, Bell & Griffin 1997; Schoem, Hurtado, Sevig, Chesler, & Sumida 2001).

The purpose of dialogue according to Anderson (2000) was “to embark on an experience with few ‘conditions’” (p. 6). He viewed dialogue as a form of communication, which “induces us or inspires us to think or reveal those very things—ideas and feelings—that are hidden or lost in everyday life” (p.5). Anderson (2000) suggested that the circumstances of dialogue, when taken together, were transitory. The
circumstances necessary to initiate dialogue required a “willingness to participate, sufficient time, and the absence of interruption” (p.5). Other circumstances he considered “middle circumstances” included “paying complete attention, active listening, waiting attentively for others to finish their idea pausing to breathe, and pausing to reflect” (Anderson, 2000, p. 5).

Bohm (1996) viewed those engaging in dialogue as facing an unresolved paradox of conceiving of themselves as individuals yet, only realizing themselves in concert with others. He believed that the meaning was what held dialogue together also that “meaning was not static—it was flowing. And if we have meaning being shared, then it is flowing among us; it holds the group together . . . in that way we can talk together coherently and think together” (p.40).

Freire (1970) was the first to describe dialogue as inquiry and intervention in his book, *Pedagogy of the Oppressed* about the literacy movement in Brazil. He indicated that dialogue became the vehicle for critical consciousness and praxis, “Dialogue is the encounter in which the united reflection and action of the dialoguers are addressed to the world which is transformed and humanized” (p. 69-70).

Fernandez-Balboa and Marshall (1994) supported Freire’s notion of praxis and believed that the absence of dialogue in traditional education was a primary cause for the lack of democratic participation. They interpreted dialogue as a process with a transformative character, constructing possibilities for new realities and knowledge that influence the way people live and act in the world. Fernandez-Balboa and
Marshall (1994) suggested that if teacher education used dialogical pedagogy students would become better able to “articulate their professional experiences, exercise discretionary judgment and participate in reconstructive action” (p. 179). They also saw dialogical pedagogy as “a means for empowering teachers to struggle against their low professional status and political manipulation, and as a way teachers could gain crucial skills to operate as transformative intellectuals” (p. 180).

Teachers do not typically have opportunities to participate in discussions that promote change such as discussing, sharing and thinking about their practice (Darling-Hammond, 1997). According to Mills (2001), when teachers, administrators and university partners at a professional development school in South Carolina created a “curricular conversations” group at the Center for Inquiry, their objectives were to foster: inquiry-based pedagogy to promote student learning; teacher inquiry for curriculum and professional development; and inquiry for continuous school renewal. For this study group, inquiry was a philosophical stance rather than a particular set of strategies, activities or teaching methods. On a weekly basis they took time to talk as teachers and found that curricular conversations grew out of collaborative research. After viewing videos and examining student artifacts presented at meetings the group then discussed the scenarios presented and shared their interpretations of possible strategies and solutions. The next step was posing new questions to take the group further. This formal framework was short-lived as the group quickly internalized the process and departed from the actual form. The group members began having very practical conversations about instruction,
assessment strategies and daily rituals, yet they maintained a sophisticated theoretical stance throughout. The “curricular conversations” group recognized the power of conversation in learning. Group participants reported, “The videos and student artifacts were important, but it was the talk that surrounded the work that made the biggest difference” (Mills, 2001, p. 27). Lessons learned from their “curricular conversations” were that the group participants needed to

… recognize the power of conversation in learning to allow the focus of meetings to emerge from the teachers’ concerns, insights, passions, and questions to theorize from practice and to promote inquiry as a stance that pervades our classroom practices and curricular conversations (Mills, 2001, p. 27).

Severinson Eklundh (1986) assessed the structural properties of a computer-mediated dialogue with special consideration given to the role of feedback. She used a framework for the analysis of dialogues that is based on the notion of a “language game”. In this type of framework dialogues are analyzed as consisting of moves in games. One player takes a turn, than the other player takes a turn. The results of her dialogue analysis showed that there were important structural differences between computer-mediated dialogues and a spoken dialogue. Telephone and face-to-face conversations were both found to have a rich variety of different verbal feedback responses and a high incidence of “backchannel” items or feedback cues such as pauses, utterances, or facial expressions supporting moves in a higher-level dialogue game. This indicated a high “channel presence” or awareness of the other dialogue participant, resulting from the availability of simultaneous communication channels between both dialogue participants. In contrast,
computer-mediated dialogues were more similar to network radio dialogues in which the host would talk, then the guest or person calling in to the show would talk, with reduced feedback opportunities and a lower communicative channel presence. The computer dialogues had a structure that was collapsed or stinted (two-part structure) as compared to the number of levels in a spoken dialogue (three-part structure) due to a lack of feedback as termination and evaluation.

Support through Computer Networks in the General Education Literature

In recent years electronic communication has been explored in the general education literature as a possible option for overcoming isolation, mentoring and providing induction assistance. The concept of "telementoring", mentoring through the use of electronic communications such as email, listservs, newsgroups, and interactive Web sites, is growing rapidly. Interpretations of telementoring vary as greatly, as interpretations of mentoring. All variations of telementoring have begun to emerge over the past decade, peer-to-peer telementoring, area expert telementoring, beginning teacher telementoring, teacher-to-teacher telementoring, and preservice teacher-to-K-12 student telementoring. Some examples of the types of support that have been provided through computer networks are discussed next.

Merseth (1992) used an interactive computer network linking beginning teachers with other beginners and with their former university teacher educators. The Beginning Teacher Computer Network (BTCN) at the Harvard Graduate School of Education offered support and assistance to novice teachers in disparate geographic locations during
their first year of teaching. Data were collected from the 38 volunteer participants during the 1987-1988 academic year included 4,200 public messages sent to the network. Participants had anticipated that the network would dispense facts and answer questions. To their surprise, the network fostered philosophical discussions and conversations. At the end of the academic year participants rated the effectiveness of the BTCN on meeting seven objectives. The rank-order ratings (with mean response) of the objectives based on a scale of 1-7 (1 = least effective and 7 = most effective) were as follows: receive moral support (5.77), develop a broader perspective on teaching (5.60), keep in touch with friends (5.21), reflect on philosophy of education (4.93), share teaching techniques (4.68), improve classroom management (4.42), get help with lesson and curriculum planning (2.89). Merseth (1992) speculated that one factor that enhanced the ability of the network to provide emotional support was its convenience, as it was available at any hour of the day or night. Participant self-report data indicated that the connectedness of the network reduced feelings of isolation and loneliness. The novice gained valuable experience and skill in problem identification and diagnosis by describing the characteristics of the dilemma to others on the network. According to Merseth (1992) beginners who relied on on-site mentoring exclusively may not have had as many opportunities to reflect and articulate their interpretations of particular situations as those on the network. The give and take of network exchanges provided users with a wide range of experiences and multiple perspectives that "helped beginners conceptualize the meaning of his or her situation within the larger context of being an educator" (p. 20). The BTCN stimulated discussion, debate and reflection (Merseth, 1992).
Levin and Waugh (1998) discussed the use of Teaching Teleapprenticeships for improving teacher education. The frameworks for these teleapprenticeships included: question answering and asking, collaborations, project generation and coordination, web weaving and student publishing. Preservice teachers took on the role of experts, answering and asking pre-college students’ science questions. Science methods students collaborated to answer each other’s questions through a reflector list and student teachers collaborated with elementary cooperating teachers via email. K-12 teachers and administrators enrolled in a course on educational uses of electronic networks first began by “lurking”, observing the practice of experts with networked based educational projects and gradually shifted to creating and coordinating their own network-based educational projects. Graduate and undergraduate students submitted interesting websites via email to a faculty member. The list of websites were then assembled or woven into a class web page. Undergraduate students created mini-teaching units which were posted to a class website; since these 12 exemplary mini-units were posted they have been accessed by tens of thousands of people from all over the world.

Eisenman and Thornton (1999) explored the concept of telementoring (the use of email to support mentoring relationships) with former graduates of their teacher education program who were in their first year of teaching. Several years before Augusta State University had redesigned the pre-service teacher preparation programs in an effort to meet the INTASC standards for new teachers. Technology played a major role in communication, reflection and professional development in the redesigned programs. The
researchers found that once the apprentices began their careers as full-time classroom teachers, the benefits of the mentoring they had in their pre-service programs were no longer readily accessible. Information gathered through interviews and focus groups with graduates provided the foundation for a needs assessment to direct the development of a long range-mentoring plan. "The plan included establishment of a list server, face-to-face meetings with mentoring participants and their professors and the development of mentoring teams to enable the network to become self sustaining" (p. 82). Eisenman and Thornton (1999) concluded that, "new teachers need a transition from being a student of teaching to a teacher of students" (p. 82). They stated that existing mentoring programs may not provide the types of support needed for continued professional development of the novice teacher. They further suggested that their proposed electronic mentoring program "provides the necessary bridge between the new teachers' professional preparation and their lived experiences in the field" (p. 82).

Induction Assistance in Physical Education

O'Sullivan (1989) studied two beginning elementary physical education specialists in their struggle for legitimacy in their schools. When O’Sullivan compared the data from this study with those reported in the classroom literature on beginning teachers she found some similarities (motivating students, dealing with individual differences, assessing students and relationships with parents), but she also found some differences (predictability, classroom control and a struggle for legitimacy). These particular teachers did not experience the reality shock encountered by beginning
teachers described in the general education literature. O'Sullivan (1989) stated that "we have neglected our beginning teachers and unless we know what realities they face on the job in their first few years we cannot hope to provide the preservice or inservice preparation to support successful transitions to teaching" (p. 242).

Cruz (1991) studied four beginning elementary physical education teachers who discovered the reality they encountered in their first teaching jobs was in some ways different from what they had anticipated. She talked to them on the telephone about their first week of teaching and observed them weekly thereafter through their first semester of teaching. These teachers found in some instances they were not adequately prepared to deal with the reality or equipped to know how to apply information learned in the teacher education program. Cruz (1993) poses some important questions to ponder. "Who should be responsible for teacher induction? What methods of induction should be used? How can we assess if induction is working" (p. 5)?

Solmon, Worthy and Carter (1993) described the dynamic interaction of biographical characteristics and other such factors related to teacher role identity and school context in a study of three, first-year teachers. Each participant began the school year with a clear vision of their role as a teacher and high expectations. They had concerns consistent with those of other first-year teachers that centered on administrative problems such as class schedules, class size and equipment. Two of the participants also voiced the desire to establish the legitimacy of physical education as a subject matter and to be viewed as professionals. Each of the participants had periods of self-doubt and their
initial confidence was shaken by events in the workplace. Discipline was also problematic to some degree for each of the participants. The demands of their schedules and the rigor of life as a teacher resulted in reality shock for these first-year teachers. The first-year teachers each recognized the need to adjust their teaching behaviors, activities and standards in response to the demands of the context. Two of the three participants recognized that their initial expectations had been unrealistic and recognized the need to be more flexible in their approaches. The third participant was unable to meet his initial expectations but attributed this to his inaccurate perception of the effort required to attain his expectations rather than having unrealistic expectations. When asked about their successes, the first-year teachers in Solmon, Worthy and Carter’s (1993) study measured their success in terms of student learning. Two of the three participants felt that the initial groundwork had been laid for building the type of program they ultimately desired. The third participant came to a realization about the amount of effort it would take to achieve his expectations.

Stroot, Schwager and Faucette (1993) studied the experiences of three novice physical education teachers. Two of the participants were involved in formal mentoring programs. The third participant informally sought suggestions regarding instructional strategies from her university student teaching supervisor. According to the study's summary statement, mentoring has been recognized as an important component in the induction process for physical educators, but little research has been conducted on beginning teachers in these settings. The authors suggested that a collaborative induction team consisting of university faculty, mentors in the schools and beginning teachers
could facilitate communication and provide more understanding by bridging the gap between university settings and public school settings.

Napper-Owen and Phillips (1995) followed two graduates of the same teacher preparation program, through their first year of teaching immediately after graduation taking on the role of mentor observer. During this study observations were conducted weekly for one half day with each participant throughout the entire first year of teaching. The observations focused on observable teacher behaviors and integrating subject matter knowledge with classroom instruction. Class instruction was videotaped at least once a month and analyzed for observable teacher process behaviors using the Physical Education Teacher Assessment Instrument (PETAI) created by Phillips and Carlisle (1983). Napper-Owen and Phillips (1995) found that "the induction assistance encouraged accountability to the knowledge attained in the teacher preparation program, in addition to making the teachers more reflective and analytical about their teaching" (p. 305). Both participants in this study had initial concerns about isolation and support from peers, but reported increased levels of satisfaction as a result of induction assistance (Napper-Owen & Phillips, 1995). The authors suggested "beginning teachers will profit most from induction assistance if the mentor is available to observe the classroom at least weekly, if not more frequently" (Napper-Owen & Phillips, 1995, p. 325).

Napper-Owen (1996) then followed these same teachers through their second year of teaching and noted that their concerns and issues had shifted in their second year. “The teachers felt more secure in their teaching abilities and engaged in new teaching strategies that enhanced their professional development” (p. 104). Class management
time increases during the second year were attributed to conscious attempts to enhance program outcomes. Peter admitted that the station approach he was using to teaching with during his second year “took more time to keep students under control and thinking about safety” (p. 118). Cathy was trying to hold her middle school students accountable for their own actions, therefore “she took more time at the beginning of the school year to teach students about routines and classroom expectations” (p. 119). As she planned more skill-oriented lessons requiring additional student organization she spent more time waiting for students to gain control of themselves and holding them accountable to the established classroom protocols.

The second year teachers showed progress in development of instructional behaviors. Peter was better able to adapt lessons to meet the needs of his students and he improved his feedback to students. Cathy reduced her presentation time and her sixth-grade lessons reflected a more skill-oriented approach to teaching, rather that a sport games approach. She also reported having a better understanding of how to establish routines at the beginning of the year and that it was easier for her to plan units during the second year. Both teachers were more confident in their teaching during the second year.

Smyth (1998) studied two first-year teachers involved in a yearlong internship with eased entry into the physical education teaching profession. Novices had a small number of class preparations and increased their teaching responsibilities as the year progressed. Her study indicated that it was important for novices to have access to
teaching colleagues and a trained mentor in their subject area and grade level. She also suggested that teachers’ school districts could work in cooperation with college and university faculty to provide continued support for novices.

Williams and Williamson (1998) held monthly meetings with eight, first-year physical educators with the format left open to discuss the needs and concerns of the beginning teachers. None of these beginning teachers had formal mentoring programs in place through their schools or districts. Strategic compliance was found to be the most frequently used social strategy when faced with teachers or administrators resistant to change. Williams and Williamson (1998) indicated, "it is apparent that newcomers need guidance and support, yet this was sorely lacking in the school environment" (p. 86). They also stated that support for mentoring programs in general education is well documented in the literature, but in physical education there was little documentation of the success of this process.

Curtner-Smith (1998) explored the influence of a university’s core physical education teacher education (PETE) program on the perspectives and practices of two first-year elementary school physical education teachers in examining how this influence was mediated by the teachers’ biographies and entry into the workforce. He found that it was possible for teacher educators to induct recruits who had entered teacher education programs with coaching orientations through the use of a behavioristic PETE program developed from the knowledge base on effective teaching. Ron and Paul were able to overcome their biographies and innovated the physical education programs at their respective schools.
Curtner-Smith (2001) reported on how one American university’s physical education teacher education program influenced the perspectives and influenced Ed, a first-year high school physical educator. His study explored how the influence of the physical education teacher education (PETE) program mediated Ed’s biography and entry into the workforce. Lawson’s (1983a; 1983b) hypotheses on physical education teacher education guided his data collection and analysis. Curtner-Smith (2001) found that features of Ed’s biography led to the formation of a teaching orientation, which then facilitated his full induction by his PETE program. Upon entering the workforce Ed was determined to teach as he had been trained even as he faced serious situational constraints.

Support through Computer Networks in the Physical Education Literature

The use of computer networks in physical education emerged in the research literature a few years after they had been used in general education. Tannehill, Berkowitz, and LaMaster, (1995) studied a group of teachers who were members of the Franklin County Association of Physical Educators. They were electronically linked with nine doctoral students involved with a seminar focused on Collaboration and Professional Development Schools from The Ohio State University. Tannehill et al. (1995) examined the impact of electronic mail and newsgroup technology on these teachers, the problems they encountered, and their perceptions of this type of communication relative to their feelings of isolation, their work with children and youth, as professionals and as part of
the larger Franklin County Academy of Physical Educators. Results of this study indicated that these teachers considered electronic communication as a viable means of alleviating their feelings of isolation. The communications link provided by this project was the most valued part of this study to these teacher participants.

LaMaster (1996) demonstrated that email and reflector groups were effective in providing peer help and support to pre-service physical education teachers during their student teaching experiences. Participants in her study viewed using email as a planning resource and a way of being able to stay connected with other physical education teachers concerning problems as reasons for pursuing email communication in the future.

Wittenburg and McBride (1998) constructed a web site and used e-mail to enhance physical education student teaching experiences through use of the internet. The e-mail system facilitated frequent communications between the university supervisor, the cooperating teachers and student teachers in Texas who often complained of feeling isolated during their student teaching experiences. This communication network provided support and expanded the learning environment beyond the cooperating teacher and university supervisor to also include feedback from multiple peers at various teaching sites. Use of a hotline telephone number for questions about the web site was also suggested. The authors did not see the internet as a replacement for actual observation and assessment of the student teachers' performance, but rather as an enhancement to the student-teaching experience. They suggested that use of the interactive web site that was both informational and developmental in nature may result in more reflective first-year practitioners.
Pennington (1998) explored how USPE-L, a physical education listserv, was being used by its subscribers and the influence it had on K-12 physical education teachers. He used an on-line email survey and follow-up phone interviews along with his investigator's notes as sources of data collection. Data analysis from this study included quantitative descriptive statistics and a qualitative inductive content analysis. His findings revealed two overarching themes—benefits of participation with the listserv and factors limiting participation. Five categories of listserv participation benefits emerged from the raw data units. These categories were presented and defined by Pennington:

(1.) The opportunity to interact with other professionals - the opportunity that the USPE-L listserv provided K-12 teachers to interact with other professionals through giving and/or receiving information.

(2.) Feelings of support and encouragement - the feelings of support and encouragement as a result of teachers' participation on the USPE-L listserv.

(3.) Immediate access to other professionals - the feelings of immediate access to other professionals not available through other professional development methods.

(4.) New ideas - teachers developing new ideas for use in their teaching and/or programs. This category contained two subcategories, curricular content ideas - the curricular content ideas used by teachers in their lessons and/or programs, and different methods and/or teaching practices-new ideas used by teachers in relationship to different teaching methods and/or practices.

Four factors limiting participation also emerged from his raw data units. These categories were presented and defined.

(1.) Frustration with other subscribers' lack of technology skills - the frustration that teachers experienced with other subscribers' lack of technology skills.

(2.) Lack of professionalism - teachers' feelings of discouragement from participation on the listserv because of the lack of professionalism.

(3.) Repetition of topics - the frustration that teachers experienced with the same topics of discussion being repeated over and over.

(4.) Lack of time - teachers' feelings of frustration as a result of the lack of time for participation (Pennington, 1998, p. 99-104).

Conclusions from Pennington's (1998) study indicated that most teachers read listserv messages daily, yet much of the interaction among teachers took place behind the scenes through private email that originated from a publicly posted message on the listserv. A second conclusion was that a majority of teachers reported the listserv provided them with information they were able to use in their teaching. A third conclusion indicated that the listserv appeared to be best described as a "tool" for assisting teachers with their professional development goals and/or activities, however, subscribing to the listserv in and of itself should not be considered professional
Pennington's final conclusion was that teachers appeared to have experienced reduced feelings of isolation resulting from participation on the listserv because teachers felt connected to other teachers outside of their school.

Morley and LaMaster (1999) launched an electronic bulletin board project for preservice physical education teachers with the intent of enhancing the students’ technology experiences and examining internet use as a supplement to traditional classroom experiences. They used Web Course Tools (WebCT), a software package that facilitates the creation of WWW-based educational environments, to break down geographical barriers to collaboration and communication among students at a Midwestern university, a southern California university and inservice physical education mentors from all regions of the country. Approximately every two weeks throughout the semester the professor from the Midwestern university would post a discussion topic that had been decided upon collaboratively among the professors and mentors. Participants then discussed the topics in their small group forums by posting messages to the bulletin board. The bulletin board was well used during the semester with the WebCT course site, which was access controlled by a password so only participants could access the site. Their WebCT course site was accessed over 7,500 times with approximately 2,755 messages read and 530 posted. Data indicated that the students from the Midwestern university who were receiving academic incentives to participate were more active with the WebCT tools than students from the southern California university who were optionally participating. Students considered WebCT easy to use and enjoyed the general forum.
Berkowitz (2000) investigated the effects of inservice training on the technology practices and attitudes of physical education teachers. She provided inservice technology training to physical educators through a series of workshops covering 11 different technology topics. Some of the technology topics covered were: emailing, heart rate monitors, digital cameras, camcorders, word processing, gradebook and fitness testing software, uses of technology in instruction and uses of technology for assessment. Workshop participants were grouped into technology teams to help build a sense community and peer support both during the workshops and while at their own work sites. Participants communicated via email to other workshop participants, colleagues and the researcher between workshop sessions. The fact that communication was the number one use of technology in this study indicated that it is important for teachers to communicate with others. “Using technology, as a means of communication could become critical for physical education teachers as a way to implement technology and advocate for their programs” (p. 123). Other uses of technology by physical educators participating in this study, in rank order, were: Management of such information as grades using grade book software or Excel spreadsheet software and locker room organization using Excel spreadsheet software; student learning experiences and teaching, which were overlapping areas; and planning and assessment, particularly in terms of locating resources and evaluating internet sites for use. Barriers to use and infusion of technology into physical education teaching found in this study were access and time.
Summary

The review of literature examined research in areas of beginning teacher concerns, need for induction assistance, mentoring beginning teachers, attrition and retention, adult learning styles and problem based learning, inquiry and dialogue, support through computer networks in the general education literature, induction and assistance in physical education, support through computer networks in the physical education literature. This review of the literature has been provided to give the readers a better understanding of the concerns of beginning teachers, and more specifically beginning physical educators. The need for induction assistance was established, with additional justification from the literature on attrition and retention. Strategies of mentoring beginning teachers and beginning physical education teachers were explored to gain insights into strategies that had been used in general education, and those which had provided some indication of success with beginning physical educators. This literature review also examined issues within sections such as structure of mentoring programs, length of programs and mentor selection as well as issues related to the mentoring process.
CHAPTER 3

METHODOLOGY

Qualitative research uses multiple methods involving a naturalistic approach to the study of subject matter. Qualitative researchers study in the natural setting "attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 1994, p. 2). A variety of empirical materials may be used in qualitative research such as case study, personal experience, introspection, life story, interview, observational, historical, interactional, and visual texts to describe meanings in individual's lives, as well as moments that are routine or problematic (Denzin & Lincoln, 1994).

In an article intended as a tutorial Locke (1989) reviewed the literature on qualitative research and discussed issues relating to the use of qualitative research in sport and physical education. He stated that qualitative research had a future in sport and physical education but that it was the kind of future that remained in doubt. By 1996, Silverman indicated that the use of qualitative research, particularly the interpretive genre, had increased greatly in physical education over the past decade. Qualitative research is now generally accepted as a legitimate research tool in sport and physical education (Graber, 2001).
Theoretical Framework

The theoretical framework guiding this study was occupational socialization based on writings in the general education literature by Lortie (1975) and Van Maanen and Schein (1979) in addition to the work of Lawson in the physical education setting. Lawson has written extensively on the process of occupational socialization (Lawson, 1983a, 1983b, 1986, 1988, 1989, 1991, 1992; Lawson & Stroot, 1993). Stroot and Williamson (1993) reported that occupational socialization was the most prevalent model reported in the physical education literature for studying the teacher socialization process.

Lortie (1975) studied the occupational socialization of doctors and lawyers to inform his research on teacher socialization. He suggested that there were certain basic components found in all systems of occupational induction. He identified these components as: formal schooling, mediated entry, and learning while doing. He proposed the idea that there were three phases of occupational socialization, which were anticipatory socialization, professional socialization, and organizational socialization.

Lortie’s (1975) research data led him to believe that ideas formulated in one’s early years of schooling did not seem to be fundamentally changed through training in pedagogy. He questioned the impact teacher education could have on inductees. He saw teacher socialization as a complex social process of interactions between experienced teachers and beginning teachers. Lortie (1975) stated that there was a need for “greater adaptability, more effective colleague relationships and more sharing in issues of knowledge and expertise” (p. 221).
Van Maanen and Schein (1979) explained in their model that newcomers to an organization must cross three inclusionary boundaries before successful induction occurs. Inductees must cross: a functional boundary in which they must be able to accomplish the tasks of their role, a hierarchical boundary wherein members come to understand the hierarchical distribution of rank and who is responsible for the actions of whom, and an inclusionary boundary in which they must become a part of the social fabric of the organization, moving from the periphery toward the center of things.

According to Van Mannen and Schein (1979) when newcomers were asked to take on an organizationally defined role they responded in some way to the three features of that role (knowledge base, strategy and mission). They suggested that newcomers either take on a custodial stance in which they accept the status quo or they will take an innovative stance in which they actively seek to alter the knowledge base, strategic practices, or historically established ends.

Van Maanen and Schein (1979) also explained how newcomers are socialized has an impact on their socialization into an organization. They analyzed six dimensions of ways newcomers are socialized into an organization. The dimensions analyzed were:

1. Collective vs. individual socialization processes;
2. Formal vs. informal socialization processes;
3. Sequential vs. variable socialization processes;
4. Fixed vs. variable socialization processes;
5. Serial vs. disjunctive socialization processes;
6. Investiture vs. divestiture socialization processes (p. 232).

Based on the interaction of socialization tactics Van Maanen and Schein (1979) made three propositions. They proposed that, “A custodial response will be most likely to result
from a socialization process which is sequential, variable, serial, and involves divestiture processes” (p. 253). Their second proposal was that “Content innovation is most likely to occur through a process which is collective, formal, random, fixed, and disjunctive. Their third proposition discussed the redefinition of the mission or goals of the role itself. They proposed that role innovation, the most extreme innovation, was “most likely to occur through a socialization process which was individual, informal, random, disjunctive and involves investiture processes.

Lortie’s (1975) three-stage model provided the basis for Lawson’s model of physical education teacher socialization which was published in two consecutive issues of the *Journal of Teaching in Physical Education* (Lawson, 1983a, 1983b). The relationship between teacher education, entry into schools, socialization in the schools and longevity was examined. He saw the socialization of physical education teachers as a life-long process. The initial article addressed the first two phases of occupational socialization examining the relationship of the subjective warrant, recruitment and teacher education. The second article (Lawson, 1983b) addressed the third phase of occupational socialization and issues of retention. The completion of pre-service education was as an important boundary passage and Lawson reminded readers that this point in time is when socialization promises to be most potent.

Based on Van Mannen and Schein’s (1979) analysis of socialization processes, Lawson suggested that the socialization process of physical education teachers was likely to be individual, informal, disjunctive, divestiture, random and fixed. He suggested that beginning physical education teachers, “when confronted with organizational
socialization that is linked to a custodial orientation, new teachers must engage in short
term compliance and impression management” which can be shed after two or more
years of teaching. He indicated that even with beginning physical educators who have an
innovative orientation there is a tension between role-taking and role-making that may
persist during this induction period.

Lawson (1986) reviewed selected work on occupational socialization. Some
implications he found for the design of physical education teacher education programs
follow: (1) Improvements in teacher education may hinge on the students we recruit. (2)
Practicing teachers may be more influential with recruits than the teacher educator. (3)
Developing a shared technical culture in teacher education and teaching practice must be
assigned a high priority. (4) The induction of physical education students into teaching
requires systematic dismantling of the students’ subjective warrants through teacher
education programs. (5) The technical culture that is developed must be applied in
teacher education as well as in the field. (6) There has to be quality control with the use
of standards in physical education teacher education programs. Programs will have to
make the investments to improve, or those programs that do not measure up must be
eliminated; (7) Careful management of the first two years of transition into teaching are
critical in nurturing the professional development of the new teacher. Linking universities
and schools is an important linkage for lasting relationships; and finally, (8) Lawson saw
mastery of problem-setting and problem-solving in varying work organizations as
important abilities for future physical educators to have.
A theory was proposed by Lawson (1986) suggesting there were five overlapping types of occupational socialization related to the physical education induction process: societal, sport, professional, organizational and bureaucratic. Societal socialization was described as the process through which people in a given social system acquire the dominant rules and meanings that are so taken for granted as to be called common sense. From his perspective sport socialization consisted of two parts, socialization into sport, which was the selection and becoming involved in a sport and socialization via sport in which participants acquire consumer preferences and lifestyle patterns. He described professional socialization as the process by which people were recruited into physical education acquiring the knowledge, values, sensitivities and skills endorsed by the profession. He compared such knowledge and skills to Lortie’s (1975) “shared technical culture”. Organizational socialization was defined as the process by which physical educators learned the knowledge, values and skills required by the work organization. Since most physical educators were hired by large bureaucratic organizations, organizational socialization for these teachers was considered to be bureaucratic socialization. Lawson (1986) stated that a custodial rather than a humanistic ideology customarily resulted from bureaucratic socialization, however some physical education recruits were found who were interested in changing existing physical education programs (Lawson, 1986, 1988).

Aligning his ideas with those of Van Maanen and Schein (1979), Lawson (1989) suggested that different socialization tactics were linked to three different work orientations. He indicated that new teachers may develop a custodial orientation, aimed at
protection and preservation of existing policies and practices in the school and physical education. Lawson (1989) also suggested that some new teachers may develop either of two kinds of innovative orientations: content innovation, in which the new physical educator changed selected ways teaching was done; or role innovation in which physical education and the role of the physical educator was revolutionized in the school.

**Philosophy of Mentoring**

A responsive (reactive) stance was taken by the researcher in this study. She listened to the first-year teachers’ concerns and solicited their input as to the issues needing to be addressed. The researcher then responded to those needs, rather than taking a proactive stance and making assumptions that she already knew what the participants’ needs were and what was best for the beginning physical education teachers in this study.

The researcher’s philosophy of mentoring was based on the premises of adult learning theory and styles of learning. Adults decide what they need to know and are interested in learning. There is a sense of immediacy of application to adults’ learning (Knowles, Holton & Swanson, 1998). By immediately applying their learning, adults create knowledge through transformation of experience (Kolb, 1984). Learning is more problem centered and contextual for adults than it is for children. Beginning teachers are capable of being reflective on their teaching practice and to some degree are able to self-analyze their teaching. By asking participants about their concerns and what they want to
improve in their teaching the researcher’s intent was to address concerns of the beginning teachers that were particularly relevant to them at the time and had some degree of immediacy in needing to be addressed in their individual teaching contexts.

Researcher’s Role

The role of the researcher in this study was as a participant observer, mentoring the four beginning physical education teacher participants by providing support and assistance using the three mentoring strategies of on-site observation, telephone conferencing (phone mentoring) and telementoring. The researcher visited each of the beginning physical educators’ school sites and observed their teaching once each week for six weeks. She brought participants books and journal articles to read and located resources on the internet to assist them with their teaching and addressed concerns specific to each individual. The researcher also initiated communication with each participant once each week by telephone and by email. She was also a “listening ear”, providing emotional support for those participants who sought such an outlet. The researcher made it known to each of the beginning physical educators that they were free to initiate contact with her at other times of their choosing.

The researcher’s background and qualifications for mentoring were as follows: She had been a teacher in the Hillsborough County, Florida public schools for 12 years (five years teaching science, seven years teaching physical education). She had been a cooperating teacher in physical education for five years with the University of South Florida. The researcher received additional professional development in supervision
practices through university coursework and workshops. She had been a university supervisor of student teachers for two years. As a part of her graduate assistantship she had previously worked with the Peer Assistance and Review (PAR) program in Columbus, Ohio researching and developing observation instruments and professional development materials for PAR consultants and educators interested in adopting the PAR program model in their school districts.

Research Design

The research design used in this study was a multi-site case study, also known as a collective case study. In this type of design, case study methodology was applied to a number of settings or cases (Stake, 1994; 2000; Sturman, 1997). Creswell (1998) described a case study as “an exploration of a ‘bounded system’ or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context” (p. 61). The major data-gathering technique was participant observation with three formal and multiple informal interviews as well as review of documents for each of the four participants. The focus of this study was on beginning teachers' perceptions of the usefulness of three mentoring strategies (on-site observation, telephone conferencing, and telementoring) in their various teaching settings.

Case method research was used to identify both what is common and what is particular across the cases. “Qualitative case researchers orient to complexities
connecting ordinary practice in natural habits to the abstractions and concerns of diverse academic disciplines” (Stake, 1994, p. 239). The cases of were examples of some typicality, but also offered opportunities to learn (Stake, 1994; 2000).

Participants

Participants were solicited for this study by contacting student teaching supervisors from several local universities and cooperating teachers in the area. Contacts were asked if they knew of any recent graduates who were in their first year of teaching physical education in the area. Peer Assistance and Review (PAR) consultants were also contacted to see if they knew of any first-year physical educators who had not been matched with a consultant with expertise in the area of physical education. Information provided by the contacts was investigated and potential participants were contacted by telephone or email. Because of the on-site observation strategy component of this study, a stipulation was included that participants’ teaching sites needed to be within 60 miles, or about an hour’s drive, of the university from which this study was conducted. Participants needed to have access to a telephone at home and work. They each needed access to a computer with internet capabilities, as well as an internet browser, and an e-mail account.

Eight potential participants were identified and four were either excluded or declined to participate in the study. One potential participant was new to the district, but had taught previously for several years in another district, therefore he was excluded (telephone conversation 3/20/00). Another potential participant already had a PAR consultant and an adapted physical education mentor. He stated that with his other
extracurricular commitments, he did not feel he would be able to do the research justice (email correspondence 3/16/2000). A third potential participant felt that he was “in his own groove at his schools” and he “didn’t want the pressure of someone observing him at his schools” (email correspondence 3/19/2000). A fourth potential participant declined to participate in this study due to time constraints of coaching and teaching private lessons (email correspondence 3/14/200).

Four other potential participants did meet the criteria of the study; they volunteered to participate and signed letters of informed consent. Each participant’s principal also submitted a signed letter indicating support for the first-year physical educators’ participation in this study.

All of the participants were first-year physical educators; none of them had physical education mentors. The participants were two males and two females. Each of the participants’ teaching settings was different; one taught at a rural middle school, a second at a suburban middle school, the third taught in an urban middle school, and the fourth participant taught in a suburban high school.

Two participants had been members of a cohort group in a year-long Master of Education (M.Ed.) program in physical education teacher education, at a large land-grant university in the mid-west. A third participant had graduated with a Bachelor of Science degree from a public state university in an adjacent state 11 years previous to this study. The fourth participant graduated with a Bachelor of Science degree the previous year from a local private university.
Data Collection

Data were collected with the cooperation of the four participants during the time period of April 10, 2000 through June 8, 2000 which was at the end of their first year of teaching. Data were gathered for each participant from the following sources: three semi-structured interviews, informal interviews, transcribed field notes from each of the six observations, six telephone conferences which were audio-taped with the knowledge of the participants then transcribed verbatim. Also there were six researcher initiated email messages and 12 additional participant initiated email messages which were saved to computer discs, researcher notes, and teaching artifacts from the participants such as class handouts, block plans, lesson plans, assessment sheets, tests, quizzes and pictures of the participants teaching facilities. Data collected from these sources were used for adding depth and richness to descriptions and triangulation among information sources, contributing to credibility.

Interviews

Data collection began with a semi-structured interview with each participant. An interview guide was used to assure that topics of interest were addressed in the interview, but yet allowed for exploration of other potentially relevant themes that the participant may have wanted to introduce (Glesne, 1999). The initial interview and two follow-up interviews were completed during the study (see Appendix B and C) The initial interview explored the teachers' background information, information about the teaching setting, teaching concerns and issues the teachers would like to explore through mentoring. The two follow-up interviews, (one mid-way through the study, and one at the end of the data
collection period) were conducted to elicit the beginning teachers' perceptions of the usefulness of three mentoring strategies, and for exploration of emergent themes.

Informal interviews occurred before or after observations or semi-structured interviews. Typically these conversations were about background information of the participant, follow-up questions from previous conversations or points of clarification related to other data sources.

**On-Site Observations**

The purpose of the on-site observation visits was to help the researcher understand the realities these teachers faced on the job (O’Sullivan, 1989) and to gain first-hand knowledge of the participants’ teaching skills, teaching style and school context. The on-site observations also allowed for triangulation of data with other data sources. “Observation entails the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for the study” (Marshall & Rossman, 1999, p. 107). Methods of inductive observation, which were used in this study, have achieved recognition in the scientific community. Among these methods are: anecdotal recording, critical incident study, all-inclusive observations (the most acceptable in this category is participant observation), and dialogue analysis (Cheffers 1977). Cheffers (1977) suggested that inductive systems "materialize and attain form only after a series of observations have been made" (Cheffers, 1977, p. 19).

Six observations were made at each participant’s school during the six-week data collection period. The focus of the observations were primarily driven by concerns identified by participants during the initial interview, those mentioned in brief informal
interviews or discussed during phone mentoring sessions. The researcher typically observed two classes per visit. Participant observation and anecdotal recordings in the form of hand-written field notes were kept during the on-site observations. Field notes were reviewed shortly after the observation, typically when the researcher returned to her car. At that time sentences were completed and any details that had not been written down were added while they were fresh in the researcher’s mind. The field notes were transcribed within a week of the observation. The observation model used in this study most closely resembles Acheson and Gall’s (1987) three-step model of planning conference, observation and feedback conference. Planning and feedback conferences, if they occurred at the school site, were typically no longer than 10 minutes due to teaching schedules. The exception was Betsy who during about half of the visits had a planning and conference period after the observation, allowing for feedback conferences of up to an hour following an observation. Decisions about which classes to observe and the focus of those observations were determined collaboratively with the beginning teachers following the initial interview. Observations were also arranged based on concerns or issues the teachers wanted to address and scheduling feasibility on the part of both the participants and the researcher.

**Telephone conferencing and telementoring**

A weekly telephone conference (phone mentoring) and a weekly telementoring session were initiated by the researcher to share resources, and address concerns,
identified issues, or problematic situations for the study participants over the course of this six-week study. Participants had the option of telephoning or emailing the researcher at other times.

All telephone conferences were audiotape recorded. The protocol for each of the telephone conferences was first to make participants aware that their conversation was being recorded. Next the researcher provided open-ended prompts such as “What’s been happening for you?” or What’s happened since the last time I was out at your school”? The teachers would then talk about their issues or update the researcher on their progress. The researcher would then follow-up with the participant about specific issues previously discussed. Once these topics were exhausted the researcher would re-visit the participants’ self-identified concerns to elicit any additional information or comments. The researcher would then proceed to another open-ended question prompting participants about any other topics they would like to discuss or needed to tell the researcher about. Often arrangements for the next observation were made at this time; the researcher then thanked the participant and ended the session with common greetings such as good-night or good-bye. Telephone conferences were transcribed verbatim using word processing. Transcriptions of telephone conferences ranged from 123 lines to 768 lines in length with the average being 282 lines.

The telementoring strategy consisted of email correspondence with participants to address concerns and identified issues in their teaching setting, as well as sending web addresses as resources to assist the participants in their teaching. Each telementoring email message prompted participants to respond to the researcher with their feedback.
about the websites and their usefulness. The telementoring strategy was organized so participants could request information, ask questions, or discuss issues as they occurred. They were told that the researcher was available by telephone or via email for emotional support through sharing of their successes or simply venting their frustrations. Email correspondence with participants was saved to computer discs.

**Archival documents and artifacts**

The participants were asked to submit copies of archival documents such as unit plans, lesson plans, assessment rubrics, written quizzes and class handouts for triangulation purposes. Artifacts, such as photographs of facilities, bulletin boards and posters on gymnasium walls, were also collected for triangulation and context purposes.

**Data Analysis**

Data were analyzed using grounded theory with constant comparative methodology (Strauss & Corbin, 1994). The constant comparative method of grounded theory means (a) comparing different people, (b) comparing data from the same individuals with themselves at different points in time, (c) comparing incident with incident, (d) comparing data with category, and (e) comparing a category with other categories (Charmaz, 2000).

Strauss and Corbin (1994) discussed how grounded theory methodology has increasingly been used by researchers in practitioner fields such as education because an important feature of grounded theory is "fitness". This means that a grounded theory is closely related to the daily realities of what is being studied. Another attractive feature of
grounded theory is that it is very fluid. “Grounded theory embraces the interaction of multiple actors, and emphasizes the temporality and process; indeed having striking fluidity” (Strauss & Corbin, 1994; p. 279). Informal interviews, archival documents and artifacts, email correspondence, telephone conversations, and researcher notes supplement information from formal interviews and observations, providing greater depth and richer description from the back and forth interplay among data pieces (Glesne, 1999; Strauss & Corbin, 1994).

This study used more recent modifications of grounded theory. These modifications of grounded theory methodology acknowledge that in addition to emergent theories from the data, when researchers approach their research, there are "sensitizing possibilities of their training, reading and research as well as explicit theories that might be useful if played against systematically gathered data" (Strauss & Corbin, 1994, p. 277). The openness and flexibility of grounded theory methodology allows researchers to respond to and change with the times leaving the way open for further development of theories. An example of one of the newer changes is constructivist grounded theory, assisting researchers in understanding the participants’ meanings, much like symbolic interactionism from the interpretive approach. Understanding and interpreting meanings using grounded theory has the potential for development of additional new theories.

Constructivist grounded theory celebrates firsthand knowledge of empirical worlds, takes a middle ground between postmodernism and positivism, and offers accessible methods for taking qualitative research into the 21st century. Constructivism assumes the relativism of multiple social realities, recognizes the mutual creation of knowledge by the viewer and the viewed, and aims toward interpretive understanding of subjects’ meanings (Charmaz, 2000, p. 510).
Interviews and telephone conferences were transcribed word for word. Tapes were reviewed within 48 hours and transcribed within a week of when they were recorded. Following transcription, the researcher listened to each tape and checked it against the word processed transcript for accuracy. Observation notes and researcher notes were converted from hand written notes to word-processed format. Written field notes were reviewed within 48 hours and transcribed within a week of when they were collected. The entire corpus of data was re-read searching for common themes and coding categories. Data were initially hand-coded then entered into a computer assisted qualitative data analysis (CAQDA) system for further analysis.

Computer assisted qualitative data analysis (CAQDA) was used to analyze the qualitative data. The specific CAQDA program that was used is the non-numerical unstructured data indexing searching and theorizing (NUD*IST) software program, a Qualitative Solutions and Research (QSR) product (Richards & Richards, 1994).

Transcriptions of interviews and telephone conferences as well as other supporting documents were entered into the system. They were coded as free nodes based on patterns and themes that emerged from the data and themes previously documented in the literature. Resources provided to the participants were documented in a spreadsheet. Data related to this topic was then analyzed using constant comparison and document analysis exploring utilization of resources by the participants.

Ethical Issues

Although the qualitative research interviewing process used by the researcher is not value free, questions were asked in such a way so as not to lead the participant to
respond in a particular way. I risk criticism of being an "insider," because I was the mentor in this study, have been a public school physical educator, and was doctoral student at the same university from which two of the participants graduated. Two of the participants in this study were undergraduate students in a course I taught in their program. I acknowledge my subjectivity, and have made efforts to be self-aware and manage the impact of self on my research by using techniques such as bracketing my thoughts before the study began, keeping a researcher’s journal, and working with a critical friend (Glesne, 1999; Patton, 1990).

Each participant received and signed a human subjects’ consent form (IRB # 00E0090) prior to the onset of the investigation. All participation was voluntary. The researcher made efforts to protect the privacy of the participants by using pseudonyms and limiting who had access to the raw data. Participants were made aware of the people who had access to the research data. Data for this study were collected during the 1999 - 2000 school year.

Trustworthiness of Data

According to Lincoln and Guba (1985) trustworthiness of naturalistic research is quite basic. The researcher needs to address the following questions:

How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of? What arguments can be mounted, what criteria invoked, what questions asked that would be persuasive on the issue (p. 290)?

Triangulation is a process the researcher can use to “guard against the accusation that a study’s findings are simply an artifact of a single method, a single source, or a single investigator’s biases” (Patton, 1990, p. 290). Multiple sources of data were collected for triangulation purposes. Richardson (1994; 2000) suggested an alternate term
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Data Collection</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What were the concerns of the first-year physical educators in this study</td>
<td>Observations, Interviews, Transcripts of telephone calls, Email Correspondence,</td>
<td>Constant Comparison</td>
</tr>
<tr>
<td></td>
<td>Collected Documents</td>
<td>Inductive Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Document Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cross Case/Site Analysis</td>
</tr>
<tr>
<td>2. What resources were utilized to address the concerns of the first-year teacher?</td>
<td>Observations, Interviews, Transcripts of telephone calls, Email Correspondence,</td>
<td>Constant Comparison</td>
</tr>
<tr>
<td></td>
<td>Collected Documents</td>
<td>Inductive Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Document Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cross Case/Site Analysis</td>
</tr>
<tr>
<td>3. What was the perceived usefulness of the three mentoring strategies in addressing the first-year teacher’s concerns?</td>
<td>Interviews, Transcripts of telephone calls, Email Correspondence, Collected Documents</td>
<td>Constant Comparison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inductive Analysis</td>
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<tr>
<td></td>
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<td>Document Analysis</td>
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<tr>
<td></td>
<td></td>
<td>Cross Case/Site Analysis</td>
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</tbody>
</table>

Table 3.1 Linking Research Questions to Methodology
“crystallization” be used rather than the term triangulation as “we recognize that there are far more than ‘three sides’ from which to approach the world” (Richardson, 1994, p. 522).

Other strategies contributed to the trustworthiness of the data. A critical friend was consulted throughout the study to keep my biases in check. Patton (1990) urged researchers to “strive neither to overestimate nor to underestimate their effects but to take seriously their responsibility to describe and study what those effects are” (p. 474). Prolonged engagement is another indicator of trustworthiness of the data; the researcher recognizes that for a study of this nature, six-weeks of engagement in the research setting was not very long. Member checking, the process of taking the data or interpretation back to the people, was used throughout this study. Transcripts were sent to each participant asking them to verify the accuracy of the data (Lincoln & Guba, 1985; Patton, 1990). Written field notes and researcher notes were maintained. These were used to cross-check data collected with other evidence and to add richness to the descriptions. Audiotapes of interviews and telephone conferences were maintained for referential analysis. The researcher was able to refer back to the tapes for analysis purposes. Transcripts of data were read and reread, along with listening to the original audiotapes multiple times searching for negative cases, or alternative perspectives in the data. Reviewing the audiotapes and rereading transcriptions has also been done for possible alternative explanations (Marshall & Rossman, 1999).
CHAPTER 4
FINDINGS

The purpose of this study was to identify the concerns of first-year physical education teachers, to examine the utilization of resources in response to those concerns by the participants and explore the perceived usefulness of three mentoring strategies (observation, telephone conferencing and telementoring) for beginning physical education teachers. Three research questions provided the focus for this study.

1. What were the concerns of the first-year physical educators in this study?
2. What resources were utilized to address the concerns of the first-year teacher?
3. What was the perceived usefulness of the three mentoring strategies in addressing the first-year teachers’ concerns?

The chapter begins with a description of each of the schools and the participants. Findings and emerging themes for each participant are organized to respond to individual research questions to enhance readability of the document.

Rural Middle School Setting – Omar

Description of the school

Grades five through eight are taught at Bruteville Middle School, which is located in a rural farming community in a Midwestern state. The current Bruteville Middle School facility had been open for two years at the time of this study and replaced the
previous middle-school building on an adjacent site. The former middle-school building was converted into an alternative school. The current middle-school building is located on the same school grounds as the alternative school and the community high school.

The average enrollment at Bruteville Middle School, during the 1999-2000 school year was 616 students with 98 (16 percent) of the students having disabilities (Ohio Department of Education, 2000). The race/ethnicity of 614 of the students was described as White (ODE, 2000). Race/ethnicity was not declared for two students. The student attendance rate at Bruteville Middle School was 94.9% (Local Report Card, 2001). The Bruteville Middle School teachers’ attendance rate was 92.5%, as (LRC, 2001).

The state required 6th grade proficiency tests covering five areas: Citizenship, Mathematics, Reading, Writing and Science (See Table 4.1). The percentage of Bruteville students who passed the Citizenship test was 74.3 percent (Local Report Card, 2001). Bruteville students passed the Mathematics portion of the proficiency test at a rate of 57.4 percent (LRC, 2001). The percentage of Bruteville students passing the Reading test was 57.8 (LRC, 2001). Bruteville students passed the Writing portion of the test at a rate 88.2 percent (LRC, 2001). The Bruteville students had a passing rate of 58.1 percent on the Science proficiency test (LRC, 2001). The percentage of Bruteville Middle School students who passed all of the 6th grade proficiency tests was 39.0 (LRC, 2001). Refer to Table 4.1 for a comparison of state pass rates on the various proficiency tests. Sixth grade scores are presented for Bruteville and the two other middle schools while 9th grade scores are presented for Edison High School.
Table 4.1 Proficiency Test Scores – Pass Rates for the Four Schools in This Study

<table>
<thead>
<tr>
<th></th>
<th>Bruteville Middle</th>
<th>Smokey Mountain Middle</th>
<th>Graham Middle</th>
<th>Edison High</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship 6th grade</td>
<td>74.3</td>
<td>70.0</td>
<td>38.3</td>
<td></td>
<td>70.1</td>
</tr>
<tr>
<td>Citizenship 9th grade</td>
<td></td>
<td></td>
<td></td>
<td>94.2</td>
<td>89.1</td>
</tr>
<tr>
<td>Mathematics 6th Grade</td>
<td>57.4</td>
<td>64.3</td>
<td>158</td>
<td></td>
<td>54.4</td>
</tr>
<tr>
<td>Mathematics 9th Grade</td>
<td></td>
<td></td>
<td></td>
<td>93.7</td>
<td>81.3</td>
</tr>
<tr>
<td>Reading 6th grade</td>
<td>57.8</td>
<td>53.0</td>
<td>23.0</td>
<td></td>
<td>53.2</td>
</tr>
<tr>
<td>Reading 9th grade</td>
<td></td>
<td></td>
<td></td>
<td>96.3</td>
<td>95.0</td>
</tr>
<tr>
<td>Writing 6th grade</td>
<td>88.2</td>
<td>78.7</td>
<td>69.4</td>
<td></td>
<td>79.1</td>
</tr>
<tr>
<td>Writing 9th grade</td>
<td></td>
<td></td>
<td></td>
<td>98.4</td>
<td>96.4</td>
</tr>
<tr>
<td>Science 6th grade</td>
<td>58.1</td>
<td>58.4</td>
<td>20.2</td>
<td></td>
<td>54.6</td>
</tr>
<tr>
<td>Science 9th grade</td>
<td></td>
<td></td>
<td></td>
<td>95.8</td>
<td>85.5</td>
</tr>
<tr>
<td>All Tests 6th grade</td>
<td>39.0</td>
<td>39.0</td>
<td>8.2</td>
<td></td>
<td>35.2</td>
</tr>
<tr>
<td>All Tests 9th grade</td>
<td></td>
<td></td>
<td></td>
<td>90.0</td>
<td>75.9</td>
</tr>
</tbody>
</table>
The new middle-school facility had a gymnasium with a full-sized basketball court and two basketball courts running the width of the gymnasium which could be separated by a curtain that rolled down electrically from the ceiling. Two floor-to-ceiling sets of bleachers were closed up against one wall. A stage, closed off by sliding panels, occupied the opposite wall. There were six basketball goals in the gymnasium. Omar, the physical educator at Bruteville, commented on the facility saying, “It’s not necessarily top of the line, but they’ve done some great things with it, and everything works” (Interview, 4/10/00, 46-47).

Across the hallway from the gymnasium was a multipurpose room, which doubled as the wrestling room. Omar described the multipurpose room as large enough for 30 students to do their work in physical education class very easily. There were also boys’ and girls’ locker rooms and two drinking fountains along the hallway. A moveable marker board remained in the hallway outside of the locker rooms. Poster-sized rosters affixed to the marker board served as the attendance and “dressed/participating” check-in system. Omar’s office was located inside the boys’ locker room. He had a desktop computer with an internet connection in his office.

There was a multi-use grassy area and an asphalt hard court behind the gymnasium, which were used for outdoor activities. Omar could use other outdoor spaces, such as the football field and track by coordinating with the high-school physical education teachers, but he did not typically use these facilities.
Much of the physical education equipment was older than the building itself because the equipment had been brought over from the old middle school. Omar found the equipment to be adequate, but wanted to add different kinds of equipment to provide more varied activities for his classes.

Description of the participant

Omar was a White male, who grew up and attended school in the community where he now teaches. He was 24 years old at the time of this study. The principal of the school had been his high school principal. Omar was the only full-time physical education teacher at the only middle school in this rural farming community. He coached football and wrestling at the school where he worked and had a small landscaping business on the side. Omar earned his bachelor’s degree in Sport and Leisure Studies from a large mid-western public university. He completed his Master of Physical Education (M.Ed.) course work as well as his elementary and secondary student teaching experiences. At the time of this study Omar was in the process of completing his final project to finish his M.Ed. degree. He was licensed to teach physical education in the state where he was employed.

Omar knew the previous middle-school physical education teacher personally and had heard that he was going to be leaving the position. Because he still had many community connections in the area, Omar knew when applications were first being accepted for the position. He interviewed for the position and was hired for the start of
school in the Fall term of the 1999-2000 school year. He began teaching at Bruteville Middle School in August of 1999 and had been teaching almost eight months when this study began.

Omar was part of the related arts team, which included teachers of physical education, art, music, industrial arts, home economics, computer and careers. The related arts team had 30-minute meetings three times a week to address common concerns. This group of teachers shared students when they moved to the various classes during six-week rotations in the school’s annual schedule. Students were scheduled in six-week rotations through the “Related Arts” classes over the course of the school year. Physical education classes were scheduled as follows. Fifth grade had 55-minute class periods daily for two, six-week blocks of the school year. Sixth grade met for 53-minute classes daily for two, six-week blocks of the school year. The seventh and eighth grades each met for 78-minute classes daily for one six-week block during the school year. Omar’s daily schedule is provided in Table 4.2

<table>
<thead>
<tr>
<th>Time</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 7:33-8:24</td>
<td>5th grade physical education (girls)</td>
</tr>
<tr>
<td>2. 8:24-9:17</td>
<td>6th grade physical education (boys)</td>
</tr>
<tr>
<td>3. 9:17-10:33</td>
<td>Planning/Conference</td>
</tr>
<tr>
<td>4. 10:33-11:51</td>
<td>7th grade physical education (co-ed)</td>
</tr>
<tr>
<td>5. 11:51-12:21</td>
<td>Lunch</td>
</tr>
<tr>
<td>6. 12:21-1:03</td>
<td>Duty (tutoring time)</td>
</tr>
<tr>
<td>7. 1:03-2:19</td>
<td>8th grade physical education (co-ed)</td>
</tr>
</tbody>
</table>

Table 4.2 Omar’s Daily Schedule
The fifth and sixth grade physical education classes were single-sex classes while the seventh and eighth grade classes were co-ed. Omar taught the fifth-grade girls’ physical education class and a male special education teacher taught the fifth-grade boys’ class. Omar taught the sixth-grade boys’ physical education class and a female special education teacher taught the sixth-grade girls’ class. Omar taught the seventh and the eighth grade co-ed classes without an additional teacher.

Omar’s school district was required by the state to assign a mentor to him. Since there were no other physical educators in the building his assigned mentor was the school guidance counselor. Omar commented, “He’s been in a couple of times to see me. He hasn’t been in as much as he would like to, but he’s always there and he stops me in the hallway sometimes and asks how I’m doing” (Interview, 4/10/00, 190-192). Because Omar’s mentor had to assume the duties of guidance counselor and dean of students when the previous guidance counselor retired, little time was available for mentoring. They often met as chance encounters while passing in the hallways (Interview, 4/10/00, 193-194). In Omar’s opinion there was “a small mentoring program” but he felt his mentor didn’t know what was going on in physical education. He reported that “it’s not a great one-on-one thing that I can just go and tell him what had happened in class and ask him what he thought” (Interview, 4/10/00, 197-198)

Omar was able to perform the various tasks required of teachers in his school and independently carry out his teaching duties. He taught physical education classes, was an active member of the related arts team, and supervised lunch room duty. He also attended to administrative responsibilities such as assigning student grades, completing daily
reports for students with behavioral difficulties and conferenced with parents. Omar also coached Bruteville’s football and wrestling teams.

Familiarity with the school district operations, long term association with school administrators and his knowledge of the community assisted Omar with comprehending the administrative structure of his district as well as contextual factors of his school setting. He understood the intertwined relationship between the school and community as his teaching facility was also used as a community recreational facility in the evenings and weekends.

Omar had the support of his principal and his mentor, the guidance counselor, who let him know that they liked what he was doing with the physical education program and were confident in his abilities both in teaching physical education and coaching. The guidance counselor stopped to talk with Omar in the hall asking him how classes were going, as he was giving the researcher a tour of the school’s facilities at the end of the first observation. The guidance counselor then made comments to the researcher indicating his confidence in Omar’s teaching and coaching. When the researcher returned to the main office escorted by Omar to sign-out of the building, the principal talked with us praising Omar and the changes he had made to the physical education program (Field notes from after observation 4/11/00). On other occasions Omar told the researcher about meetings with the related arts team and collaboration among the group. He also discussed the consensus opinion district physical educators had come to during a professional development day meeting agreeing to update the curriculum and to build an articulated curriculum among the elementary, middle-school and high school programs (Telephone
Omar was becoming a part of the school community by getting involved in several activities at the school and with teaching colleagues both at his school and across the district.

Suburban Middle School – David

Description of the school

Smokey Mountain Middle School is located in a suburb of a metropolitan city in a Midwestern state. Grades six through eight were taught at Smokey Mountain Middle School. The school had been open since 1992 and shared school grounds with an elementary school.

The average enrollment at Smokey Mountain Middle School, during the 1999-2000 school year was 744 students with 66 (8.9 percent) of the students having disabilities (Ohio Department of Education, 2000). Twenty-three students were described as Limited English Proficient (ODE, 2000). The race/ethnicity of 613 of the students was described as White, 70 as Asian or Pacific Islander, 32 as Black, 13 as Hispanic, and 14 students were described as Multiracial (ODE, 2000). The student attendance rate at Smokey Mountain Middle School was 95.9 percent (Local Report Card, 2001). The Smokey Mountain Middle School teachers’ attendance rate was 95.7 percent (LRC, 2001).

Smokey Mountain Middle School students participated in the state’s required 6th grade proficiency testing. Seventy percent of the Smokey Mountain students passed the Citizenship test. The percentage of Smokey Mountain students passing the Mathematics portion of the test was 64.3. Smokey Mountain students passed the Reading test at a rate
of 53.0. The percentage of Smokey Mountain students who passed the Writing test was 78.7. Smokey Mountain students passed the Science test at a rate of 58.4 percent. The percentage of Smokey Mountain Middle School students who passed all of the 6th grade proficiency tests was 38.0 (LRC, 2001). Table 4.1 presents comparisons of school and state averages.

Daily physical education class periods at Smokey Mountain Middle School were each 50 minutes long. Students wore uniforms during class, which were a school tee shirt and darker school-colored shorts.

The gymnasium was an open space with a domed ceiling. There were no doorways at the ends of the gymnasium, rather the gymnasium simply opened into the hallways. The gymnasium was the length of a full-sized basketball court, and a width of two side-by-side basketball courts. The gymnasium had hardwood floors and six basketball goals. There were floor-to-ceiling bleachers along one wall, which were kept closed to provide more space.

Adjacent to the gymnasium was a multipurpose room, which was separated from the gymnasium by a curtain that rolled down from the ceiling. This room was also used as the wrestling room, indoor baseball practice area and large equipment storage area.

The cafeteria area, known as “the commons”, was also located adjacent to the gymnasium area on the opposite side from the multipurpose room. When meals were not being served the tables were folded up and stored along the perimeter of the space, which
created a large open area that was sometimes used as a physical education teaching space. Locker rooms and additional small equipment storage areas were located off of a hallway at one end of the gymnasium.

The outdoor facilities included a football field with a rubberized track around the field, a soccer field and two softball diamonds. There were also other grassy areas that were not specifically marked fields. During fitness units, the Smokey Mountain physical education faculty members worked in cooperation with a nearby community gym to meet with physical education classes at this community location three days per week, with classes held the other two days at school.

Description of the participant

David was a White, male who was teaching in a suburb of the city where he attended university. He was 24 years old at the time of this study. David was one of four physical education teachers at Smokey Mountain Middle School.

David earned his bachelor’s degree in Sport and Leisure Studies at a large mid-western public university. He earned a M.Ed. in physical education with an additional certification in health and was licensed to teach. David’s teaching duties were divided between health and physical education. He taught four classes of health and two physical education classes each day. David’s daily teaching schedule is provided in Table 4.3.

According to David’s annual schedule one group of students had physical education classes during the fall semester, and then he taught a different group of students during the spring semester of the school year. Teaching units of approximately
<table>
<thead>
<tr>
<th>Time</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>8:10-8:30</td>
<td>Homeroom</td>
</tr>
<tr>
<td>1. 8:30-9:10</td>
<td>Health</td>
</tr>
<tr>
<td>2. 9:10-9:50</td>
<td>Health</td>
</tr>
<tr>
<td>3. 9:50-10:40</td>
<td>Health</td>
</tr>
<tr>
<td>4. 10:40-11:20</td>
<td>Health</td>
</tr>
<tr>
<td>5. 11:20-12:30</td>
<td>Lunch/Planning</td>
</tr>
<tr>
<td>6. 12:30-1:20</td>
<td>8th grade physical education</td>
</tr>
<tr>
<td>7. 1:20-2:10</td>
<td>8th grade physical education</td>
</tr>
</tbody>
</table>

Table 4.3 David’s Daily Teaching Schedule

four weeks in length (20 lessons) were repeated each semester. The daily physical education classes David taught to eighth-graders, and met during the last two periods of the school day. David felt he had been hired specifically because he was licensed to teach both health and physical education. He said that it was his ability to teach health that secured the position for him. He was hired for the start of the 1999-2000 school year and had been teaching about eight months at the beginning of this study. David reported that the administration had hired two new physical educators to change the direction of the physical education program from an undisciplined “roll-out-the-ball” type program to a more structured curriculum-oriented program (Interview, 4/11/00, 53-55).

He had been assigned a mentor by his school district as was required by the state. His building mentor was another health teacher. David reported that she helped him with whatever he needed. The principal and assistant principal had each evaluated David’s teaching once during his first year. Though he had no assigned mentor in physical
education, David commented, “The athletic director and some of the other coaches had been helpful with teaching tips and activity ideas” (Interview, 4/11/00, 85-102).

David carried out his teaching duties in both health and physical education. He prepared and taught lessons and performed administrative duties such as handling tardy to class slips, contacting parents and evaluating students for a term grade. He had taken on additional responsibilities of coaching football and wrestling (Interview, 4/11/00, 89-90) as well as working an extra after-school activity in which coaches of all the sports teams conducted a special program during May enabling sixth-grade students to try a sport for a week to see if they liked it. This program provided an after-school activity for the students and helped recruit new members for the school’s teams. David conducted the wrestling portion of the sixth-grade after school sports program. He also helped throughout the year in the school store at the end of each school day with an ongoing fundraising activity for the sports teams (Researcher field notes 5/4/00).

He understood the administrative structure in his school and that the principal was the authority with the athletic director also wielding a great deal of power especially with the coaches, teams and physical activity facilities. David had also come to understand some of the politics of the school system such as being cautious about speaking your mind too soon (Interview, 4/11/00, 95-96). With his teaching schedule split between health and physical education he had a reduced sense of belonging in either teaching area. David was assigned a health classroom, which had a computer with internet access however, when he was not teaching health classes other teachers used the room.
(Researcher field notes 4/13/00). He did not have an office or teacher space in the physical education area and had no permanent workspace to correct papers, do planning or other work on the computer at his school (Interview 5/9/00, 173-180). David was not privy to conversations or decisions made among the other physical educators that occurred between classes throughout the day and had no specifically assigned teaching area in physical education which somewhat isolated him from the other physical educators. He had to use whatever area the other physical education teachers were not using on any given day. This was particularly problematic on inclement weather days when it was either raining or too cold to go outside for instruction.

The other physical education teachers had a set of numbers painted on the floor outside of the locker rooms as a system for taking the daily class attendance. David did not have a set of attendance numbers, as there were not enough sets painted on the floor and there was no room in the hallway to paint additional sets. He therefore was left to devise a separate attendance system from the other physical education teachers. He stood in the hallway with a clipboard that held his class rosters and checked-off students as they came out of the locker rooms (Observation 4/13/00). David recognized that the full-time physical educators had more control over the indoor teaching spaces and attendance spots then he did and learned to accept this and work with the situation as best he could.

Alice – Urban Middle School

Description of the school

Graham Academy is an alternative urban middle school located in the inner city of a large metropolitan community in a Midwestern state. All of the students’ parents
chose to send their children to Graham through the school lottery held by the school district. Grades six through eight were taught at Graham Academy. The school was built in the early 1970s but had only been operating as an alternative school since for one year. Grade levels were divided into “houses” to give teachers and students a chance to build closely knit “teams” (School Profile, 1999-2000). The focus of the Graham Academy curriculum was on foreign languages and music. Graham’s students were required to take three years of a language (School Profile, 1999-2000). Students were also required to wear uniforms to school, however there were no uniforms for physical education class. Students were simply asked to change into activity clothes for physical education.

The average enrollment at Graham Academy during the 1999-2000 school year was 546 students with 10 (1.8 percent) of the students having disabilities (Ohio Department of Education, 2000). The race/ethnicity of 13 of the students was described as White, and 523 described as Black, (ODE, 2000). The student attendance rate was 93.0 percent (Local Report Card, 2001). The Graham Academy teachers’ attendance rate was 92.5 (LRC, 2001).

The state’s required 6th grade proficiency tests were administered at Graham Academy. The percentage of Graham Academy students who passed the Citizenship test was 38.3 (LRC, 2001). Graham students passing rate on the Mathematics portion of the test was 15.8 percent. Graham Academy students who passed the Reading test at a rate of 23.0 percent (LRC, 2001). The percentage of Graham students who passed the Writing test was 69.4 (LRC, 2001). Graham Academy students passed the Science test at a rate of
20.2 percent (LRC, 2001). Sixth grade students enrolled at Graham Academy who passed all five of the required proficiency tests were 8.2 percent (LRC, 2001). Table 4.1 provides a comparison of school pass rates with state averages.

The physical education facilities included a gymnasium the size of one basketball court with age-hardened rubberized flooring. The gymnasium had two smaller basketball courts with the length equal to the width of a basketball court. There was a curtain that could be rolled down from the ceiling to divide the gymnasium, however this was not used as both physical education teachers stated that they were committed to team teaching. As the gymnasium did not have proper acoustics, bouncing of balls and students talking created a great deal of noise. There was a small set of bleachers (five rows) along the length of one wall of the gymnasium. One or two rows of the bleachers were typically pulled out for students who were not participating in physical education class. A moveable wall along the opposite side from the bleachers divided the gymnasium from the cafeteria. This wall was never opened during physical education classes.

The school shared grounds with a community center that was no longer in use so there was a large outdoor green space available for use. An asphalt court with basketball goals and a tall three-sided fence that served as a backstop were the only designated outdoor activity areas.

Locker rooms were located at one end of the gymnasium with the girls’ locker room located on the second floor and the boys’ locker room located on the first floor. Each physical educator’s office was located in the sex-appropriate locker room. The
offices doubled as equipment storage spaces. There was also a small storage area and a teacher desk space, which was kept locked, adjacent to the gymnasium. The teachers had access to computers that were connected to the internet in the Media Center.

According to Alice the first-year physical education teacher at Graham Academy, there were problems finding substitute teachers and class coverage for the school. If there was no substitute teacher available an administrator sent the class of students to the gymnasium for the physical educators to supervise, and for the students to play. Because of the focus on foreign languages and music at Graham Academy there were many student rehearsals, performances and field trips. Alice complained grade-level teams and other special area teachers did not inform the physical educators when these special functions were to occur. The unpredictability of these situations contributed to difficulties in organizing and implementing a coherent physical education curriculum.

Description of the participant

Alice was a White female who moved to the area from an adjacent state with her family in late summer of 1999. She was 33 years old at the time of this study. During the Spring and Fall she held a second job on weekends and worked full-time in the Summers as a white-water rafting guide in an adjacent state which she called her home state. Alice earned a bachelor’s degree in physical education from a small public university in her home state 11 years prior to this study. She substituted for approximately eight years but was never able to secure a full-time physical education teaching position in the area where she had been living. Alice returned to school to become a licensed practical nurse in hopes of finding full-time work. She realized that she missed teaching and still wanted
to pursue a full-time teaching position in physical education. Alice and her family relocated to the area where this study was conducted in order for her to find a physical education teaching position. When she first arrived in the area and applied for teaching positions with the local school district, the academic year had already begun. She had hopes of substituting during the current year and securing a full-time physical education position the next school year. She was surprised that there was a full-time physical education position available, and that she was offered the position as soon as the district approved her hiring. She was licensed to teach in the state where she was employed.

Each day Alice taught six class periods of physical education and was also assigned a sixth-grade lunch duty period. All teachers in the school were also on duty at dismissal time. Alice had her students in class daily for one semester, and then taught another group of students during the second semester of the school year. She taught two classes of each grade level on Monday, Wednesday and Friday and two classes of each grade level on Tuesday and Thursday. The Monday, Wednesday and Friday classes had almost twice the number of students in each class (27-36 students) as compared with the Tuesday and Thursday classes (15-22 students) due to music class scheduling. “Unified arts” classes were 42 minutes each, while academic classes were taught in 84-minute time blocks. Teachers included on the unified arts team taught physical education, music (band, strings and choir), art, computers and foreign languages. Table 4.4 provides Alice’s schedule. Alice was one of two full-time physical educators at Graham Alternative School. She was not hired until November of the 1999-2000 school year and
had been teaching at the school about five months when this study began. According to Alice, after the previous teacher left the school, there had been a series of substitutes until she was hired. Alice assumed physical education teaching duties for grades 6-8 as well as basketball coaching, tutoring, as well as lunch and hallway duties. When required by the administration she also took responsibility for an absent teacher’s class which was called “team coverage”. She attended to administrative duties such as following-up on discipline issues, evaluating students for purposes of assigning grades and corresponding with students’ families.

A Peer Assistance and Review Consultant was assigned to Alice through a district wide mentoring program. The consultant came out to her school regularly to observe her teaching and conference with her. Her consultant was a language arts teacher. Alice felt that her consultant helped her with class management issues but that she couldn’t help her with specific physical education situations.

<table>
<thead>
<tr>
<th>Time</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:00</td>
<td>Planning time (Home base)</td>
</tr>
<tr>
<td>1. 8:03-8:45</td>
<td>8th grade physical education</td>
</tr>
<tr>
<td>2. 8:48-9:30</td>
<td>8th grade physical education</td>
</tr>
<tr>
<td>3. 9:33-10:18</td>
<td>7th grade physical education</td>
</tr>
<tr>
<td>4. 10:21-11:02</td>
<td>7th grade physical education</td>
</tr>
<tr>
<td>5. 10:06-11:47</td>
<td>6th grade lunchroom supervision duty</td>
</tr>
<tr>
<td>6. 11:50-1:03</td>
<td>Lunch/Planning/Conference</td>
</tr>
<tr>
<td>7. 1:03-1:43</td>
<td>6th grade physical education</td>
</tr>
<tr>
<td>8. 1:46-2:30</td>
<td>6th grade physical education</td>
</tr>
</tbody>
</table>

Table 4.4 Alice’s Daily Schedule
Her White male co-teacher had been teaching for five years, and had been at this school for three years. Alice described the physical education program before she arrived as both classes playing one big game together, or “open gym” where the students just played what they wanted to or sat on the side.

Alice said she could go to her co-teacher with day-to-day questions about school policy and appropriate forms, although often when she did ask him questions he did not know the answers. She stated that he did not even have a copy of the district benchmarks for physical education.

When Alice was hired, the two physical education teachers decided that they would work together and team-teach. Since the school year had already started when she arrived, she followed the lead of her co-teacher. Each morning when they arrived at school, they would decide together on the activity for the day. Frequently Alice’s co-teacher wanted to have “open gym and just let the students play”. On most other days both classes would play together in “one big game” of the selected activity (Interview, 5/11/00, 48). The teachers would manage the activity and officiate.

Alice was a persistent woman who believed in working to improve her physical education program. During this study she began advocating for policy changes with school administrators by printing off and delivering information to the principal that she located from the NASPE-L listserv regarding other schools’ implementation of physical education uniform policies. She and her co-teacher sat down with the principal and discussed their reasoning in support of students wearing physical education uniforms.
A few weeks later the policy was approved by the principal and Alice began seeking bids from local vendors to purchase the uniform shorts and tee-shirts.

Betsy – Suburban High School

Description of school

Edison High School was the only high school located in this affluent suburb, of a large metropolitan city in the Midwest. The school was well known in the surrounding area for its students’ high academic performance. The building was older, but well maintained. The high school shared a campus with a middle and an elementary school. The average enrollment at Edison High School was 748 students in grades 9 through 12, during the 1999-2000 school year. There were 67 (8.9 percent) students with disabilities (Ohio Department of Education, 2000). The race/ethnicity of 702 of the students was described as White, and 31 students were described as Black, (ODE, 2000). The attendance rate at Edison High School was 94.5 percent (Local Report Card, 2001). The Edison High School teachers’ attendance rate was 95.3 percent (LRC, 2001).

The state required all students to pass 9th grade proficiency tests to receive their diploma. Edison High School students had a cumulative passing rate of 90.0 % as compared with the state pass rate of 75.9 percent for the 1999-2000 school year (LRC, 2001). Proficiency tests covered five areas: Citizenship, Mathematics, Reading, Writing and Science. The percentage of Edison High School students who passed the Citizenship test was 94.2 (LRC, 2001). Edison students passed the Mathematics portion of the test at a rate of 93.7 percent (LRC, 2001). The pass rate percentage for Edison students on the
Reading test was 96.3 percent (LRC, 2001). Edison students passed the Writing test at a rate of 98.4 percent (LRC, 2001). The percentage of Edison students passing the Science portion of the test was 95.8 (LRC, 2001). The graduation rate from Edison High School was 97.8 percent as compared with the state graduation rate of 80.7 percent (LRC, 2001). See Table 4.2 for comparisons of this school’s passing rates with state averages.

The physical education facilities at Edison High School included a hard wood floored gymnasium with a width equal to a full-length basketball court and a length equal to a little more than the width of two basketball courts. Additional lines for one full-sized basketball court were painted on the floor in the center of the space. There was a dividing curtain that could be rolled down from the ceiling to divide the teaching space, which was kept up most of the time. The floor-to-ceiling bleachers were kept closed along one side of the gymnasium. The opposite side of the gymnasium also had floor-to-ceiling bleachers but two or three rows were kept pulled out for students to sit on for attendance and instructional purposes. There was access to an upper section of bleachers from a “shelf” or balcony area that was also used for storage, and as a multi-purpose/indoor practice area by some of the school’s varsity teams such as wrestling and baseball. Locker rooms for males and females were at opposite ends of the gymnasium on the same side as the balcony, with the same-sexed physical education teacher’s office located in locker room. Each physical education teacher’s office had a computer with Internet
access. Outdoors facilities included a football/soccer stadium surrounded by a five-lane rubberized track, baseball/softball fields, tennis courts and a large garage/storage shed that had been converted to a weight training/fitness facility.

**Description of the participant**

Betsy was a White female who was born in one suburb and lived in another suburb of the area where she taught. She was 24 years old at the time of this study. Betsy was the only female physical education teacher at Edison High School. She was also the assistant girls’ soccer coach at a high school located in another school district. Betsy earned her bachelor’s degree in physical education from a small local private university the previous summer and was certified to teach in the state where she was employed. She did not apply for teaching positions upon graduation from college because she was due to deliver her first child at the end of summer. She chose to stay home with the baby for a few months after giving birth. Betsy substituted in nearby school districts for two months then accepted the position and took on the physical education teaching duties at Edison High School in March. At the time of this study she was the replacement for another physical education teacher who had gone on maternity leave.

Betsy assumed the teaching duties of the teacher who was on leave. She was responsible for a home room, teaching physical education classes, and open gymnasium duty during lunch. Betsy attended faculty meetings and communicated with parents. She
also carried out administrative duties such as evaluating students for assigning grades, completing progress notes and other paper work such as tardy slips, referrals and assignment of Saturday school detentions.

Betsy learned the specific administrative structure of her school site and understood who reported to whom including which areas each administrator was responsible for, especially as related to student discipline (Telephone conference 5/24/00, 184-200, 5/31/00, 157-171). She also was clear that Marvin, the other physical educator, had power in the school because of his longevity of 30 years at the site (Interview 4/13/00, 182-197).

She was not assigned a mentor at her school site or by the school district because she was replacing a teacher who was on leave. She would ask Marvin about day-to-day details she needed to know. She identified several people who had been supportive of her and who she could go to for help if she had any questions. Among these were the principal, his secretary and Marvin, the male physical educator. She indicated that she could ask questions of teachers in the hallways who were also helpful.

Marvin was a White, male who would be retiring at the end of the school year. Betsy said she was told she would be considered for Marvin’s job if she chose to apply for the position. She initially believed that if she were already in the temporary position, there would be a greater likelihood she would be hired permanently. While her application for the open physical education position was pending she felt off-balance not knowing whether to begin planning for next year or preparing to leave (Informal
interview, 5/10/00). After a couple of months had passed, Betsy admitted she held little hope that she would get the job since the vacated position was held by a male and the female would be returning from maternity leave (Informal interview 5/10/00). She was notified that she had not been hired for the position. Betsy would be leaving her current teaching position at Edison but had secured another position at the school where she coached soccer for the following year.

<table>
<thead>
<tr>
<th>Time</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>8:00-8:10</td>
<td>Homeroom</td>
</tr>
<tr>
<td>1. 8:10-9:00</td>
<td>9th grade physical education</td>
</tr>
<tr>
<td>2. 9:04-9:54</td>
<td>Planning</td>
</tr>
<tr>
<td>3. 9:58-10:48</td>
<td>Conference</td>
</tr>
<tr>
<td>4. 10:52-11:42</td>
<td>Planning/Lunch</td>
</tr>
<tr>
<td>11:46-12:28</td>
<td>Lunch duty (open gym)</td>
</tr>
<tr>
<td>5. 12:32-1:22</td>
<td>9th grade physical education</td>
</tr>
<tr>
<td>6. 1:26-2:16</td>
<td>Upper level physical education</td>
</tr>
<tr>
<td>7. 2:20-3:10</td>
<td>9th grade physical education</td>
</tr>
</tbody>
</table>

Table 4.5 Betsy’s Daily Schedule

Betsy taught four physical education classes each day, three classes of 9th grade physical education and one class of upper level physical education. She supervised “open gym” daily during the 4th period lunch and was also assigned homeroom responsibilities each morning. She had a planning and a conference time during back-to-back periods in her schedule each day. Betsy’s daily schedule is provided in Table 4.5.
Betsy’s perception was that physical education was not highly valued at this school and the focus in physical education classes was more on games and recreation than on learning skills or strategies. She felt that they [administrators, faculty, parents and students] were more concerned with performance in academic classes and on standardized tests than in physical education class.

Marvin, Betsy’s co-teacher was a White, male who would be retiring at the end of the school year. Betsy said she was told she would be considered for Marvin’s job if she chose to apply for the position. She initially believed that if she were already in the temporary position, there would be a greater likelihood she would be hired permanently.

While her application for the open physical education position pending she was off-balance not knowing whether to begin planning for next year or preparing to leave (Informal interview, 5/10/00). After a couple of months had passed, Betsy admitted she held little hope that she would get the job since the vacated position was held by a male and the female would be returning from maternity leave (Informal interview 5/10/00). She was notified that she had not been hired for the position. Betsy would be leaving her current teaching position at Edison at the end of the school year but had secured another position at the school where she already coached soccer for the following year.
R. Q. 1. What were the Concerns of the First-Year Physical Educators in this Study?

Concerns of the first-year physical educators were found to be distributed among three broad categories, discipline, instruction and content. Results in this section reflect the specific concerns as self-identified by the participants. They are presented in rank-ordered sequence as prioritized by each participant.

Omar’s Concerns

When asked what concerns he had about his teaching during this first year, Omar ranked his concerns as follows: (1) discipline, (2) curriculum (3) integration with the classroom. Two additional concerns Omar discussed with the researcher but did not rank were, wanting to use more skill assessment sheets, and being more organized for his classes [planning].

Discipline

For Omar, discipline was his top priority. He was clear that “The biggest concern is the discipline” (Interview, 4/10/00, 206).

Just the handling of overall discipline when a student misbehaves. I’m trying to keep the students on track, keep my cool, and keep things going, while staying with my teaching objectives. A lot of times misbehaviors get you rattled and you’re worried so much about the discipline that you forget about all the things that you were going to teach and about helping the other students (Interview, 4/10/00, 224-229).
Observations of Omar’s classes substantiated his comments. Students’ misbehaviors were primarily verbal in nature such as calling out inappropriate comments, name calling amongst themselves or making light of an activity, rather than putting forth their best effort.

Examples of the typical misbehaviors in Omar’s classes are presented next. During a co-ed eighth grade acrosport and tumbling activity, a male student called out “that’s gay”. Several other male students often threw their bodies around on the mats during practice time or tried the stunt once or twice and sat down, rather than attempting to correctly perform the skill (Observation, 4/18/00). In a male, sixth-grade basketball lesson one student called out in a loud voice, for no apparent reason “this sucks” (Observation, 4/24/00). Misbehaviors by females were more passive in nature such as non-participation for the entire class period, standing while talking with others on the field/court, sitting down on the field or removing themselves from the activity and sitting down (Observation, 4/11/00; 4/18/00; 5/18/00). In a seventh grade co-ed class during a game of Ultimate Frisbee students could be heard calling each other “cheaters” and “fags”. One male student, Charles, called out in a loud voice for all to hear “this kid’s a moron, he’s stupid”! He then proceeded to take off the flag-belt that was used to designate the team he was on, and threw it at the wall. Next, he picked up the belt and tied it around his neck. When no one paid attention to him, he took the belt off from around his neck and threw it to the floor. Another male student in the class then called Charles “a pinhead loser nimrod”. At this point Omar stopped the activity and gave the students a water break. Charles left the area with the class and sat down on the floor next
to the wall in the hallway. After the break Omar transitioned the class into another activity. Once the rest of the class was engaged with the next activity Omar then talked with Charles and convinced him to put his flag belt back on properly and return to the activity (Observation 4/11/00).

Students who particularly “rattled” Omar (Informal interview 4/25/00) were those, such as Charles, whom he called “white card kids” (Informal interview 4/25/00). These students were having some behavioral problems and were part of a behavior monitoring program supervised by the assistant principal. Students in this program carried a white index card with them each day to their classes and the teacher would write a comment about the student’s behavior during class and sign the card. At the end of the day the card would be returned to the assistant principal for review. The “white card kids” were having behavioral problems in school, but not to the extent or severity that they needed to be sent to the alternative school (Informal interview 4/25/00).

Omar reported that he had a discipline policy in place earlier in the year for his physical education classes that was styled after soccer officiating, first misbehavior - yellow card warning, second misbehavior - red card out of the class activity, but that it was not effective. He did not think he had put enough organization into the system or had taught it to the students well enough. Omar had difficulty writing down all the infractions and corresponding disciplinary consequences. He confessed that he had not always recorded disciplinary actions on students’ card. Omar also had a difficult time trying to get to know all of his students and enforce the discipline policy he had created at the same time. He saw the system as too time consuming in the beginning and abandoned the
discipline system before this study began. He had replaced the original discipline system and was experimenting with a simple set of guidelines and expectations that he reviewed with his classes. He reported using a flexible set of consequences that he felt fit the situation (Phone Interview; 4/17/00, 135-146).

**Curriculum**

Another area of concern Omar identified was updating the curriculum. He reported that the last curriculum update had been in 1987. Omar said that there had been discussion with the high-school and elementary-school physical educators during an in-service day earlier in the school year, about needing to change and update the curriculum. Ideas discussed during that in-service day related to developing better articulation of the curriculum as students progressed from elementary school to middle school and then onto the high school. The group of physical educators would meet again over the summer. (Interview 4/10/00 234-239; Telephone conference 4/17/00, 462-503).

Omar also wanted to develop the middle-school physical education program into a community program with activities that students could use out in the community. He wanted students to understand that physical education was not “just coming in once a day and playing. It’s a lifestyle of being active and figuring out where you can be active in the community” (Interview, 4/10/00, 256-257).

**Integration.** Omar felt that the classroom teachers were very focused on proficiency tests and he was concerned that physical education was not always linked to topics covered in the classrooms. He was looking for ways to integrate school-wide topics and policies into his physical education classes.
Organization

Omar said he would like to improve his teaching by being “a little more organized going into classes” (Interview, 4/10/00, 275). He thought classes would run more smoothly if he were more organized. His lesson plans were essentially the daily components of a block plan. There was minimal description of class activities, how explanations or information were to be presented in class or how tasks were to be performed by the students. There was no designation of time frames or teaching cues in his lesson plans.

Assessment

Omar was concerned with not being able to quickly assess students’ skill levels in order to develop appropriate lessons for his students. He indicated that it was taking him a couple of days of observing students in games to assess their skill level in order to begin developing appropriate lessons and for determining grades. He said that he wanted to “use more skill sheets and more skill assessments to try to get a better handle on where the students are and do it [assessing skill level] a little bit quicker” (Interview, 4/10/00, 286-287).

David’s Concerns

The primary concerns that David identified by rank order were: (1) planning, (2) student discipline and (3) his attendance procedure. Motivating students emerged as a fourth concern during phone mentoring sessions.
Planning

David explained a typical unit in the Smokey Mountain physical education curriculum, and discussed how he was not always well prepared for teaching his physical education lessons. The units in David’s physical education curriculum were typically four weeks in length. He explained that he thought in terms of a unit when planning, but that he worked primarily from a block plan. The first week of the unit was focused on the introduction of rules and skills with the remainder of the unit more focused on tournament play. During game play, there was a central theme, strategy or focus of the lesson for each day. There were detailed lesson plans for the first week of the unit, while plans for lessons that included more game play were less detailed than the first week of the unit. During the fitness unit students worked on individualized workout programs on Mondays, Wednesdays and Fridays, which had been developed at the beginning of the unit, and participated in cardiovascular fitness games on Tuesdays and Thursdays.

David said that he would try a game and if it worked and went well he would write it up as a lesson after the fact so that he could use it again in the future. He discussed how his planning had “fallen off”, he was “not putting as much effort into planning the lessons as he did at the beginning” of the school year and he was not writing high quality lessons to his fullest capability (Interview, 4/11/00, 110 – 112). He thought the lack of effort in planning was the cause of many of his other problems, such as being “unsure or unprepared for things to go wrong” (Interview, 4/11/00, 120). He gave an example of “not being prepared with a rain plan” for the inclement weather on the day of
our interview (Interview, 4/11/00, 119-121). David admitted that he had been putting more effort into planning his health lessons than his physical education lessons. He had to split his planning time between the two subject areas, as well as set-up equipment and teaching area space for his physical education classes during that time. He felt that he put more effort into planning his health lessons because he felt more comfortable with the material in physical education and he didn’t have as much training in teaching health (Interview, 5/9/00, 200-205).

Discipline

David surmised, “I have problems with discipline because for some reason I’m not putting my foot down with the students” (Interview, 4/11/00, 132-134). He perceived that because he was “young and outgoing,” he was “starting to become friends with the students” (Interview, 4/11/00, 131-134). He felt he was trying to please the students and himself. David found the students were beginning to joke around and do other things that they should not be doing during class (Interview, 4/11/00, 131-134).

An observation of David’s class (Observation, 4/13/00, 3-15) revealed students standing around at the beginning of class, gathered at the end of the hallway talking loudly with their friends. David attempted to silence the class by asking nicely that they get quiet. He began instruction and although the volume of talking had dropped, students continued chatting with their friends, not listening to the teacher, while instructions for the day’s activities are given. After two minutes of David talking over the students’ chatter, the class settled down and was quieter, he asked the class what maximal heart
rate was and the students all tried to respond at once. He then asked the class to calculate their own target heart rate based on the formula he had written on a small marker board that he had propped up on a chair. The students talked out loud as they tried to calculate their target heart rate zone. He encouraged students to check their heart rate throughout the class to see if they were in their target heart rate zone. Next, David told the students that they would be playing team handball today and began to explain the rules of the game. Students continually interrupted with “what if” situation specific questions before David had an opportunity to finish his explanation. He said he “wanted to be able to hold the students’ attention longer while teaching his physical education classes” (Interview, 4/11/00, 148–150).

**Attendance procedure**

David was concerned with the lack of an organized method for taking attendance in his physical education classes. He wanted to change his attendance taking system. The other physical education teachers used the two sets of numbers painted on the floor along the wall in the corridor outside of the locker rooms. Because David had a split teaching assignment between health and physical education, and his class was the third physical education class taught during the last two class periods of the day, there was no set of painted numbers for him to use for attendance taking purposes. Instead, his system was to stand in the hallway between the boys’ and girls’ locker rooms and mark in his grade book students who were present and dressed appropriately as they came out of the locker room. He didn’t feel that this was a very efficient system, but he didn’t know what else to do (Interview, 4/11/00, 119-128).
Motivating students

During some of the cardiovascular games and the speedball unit, David was seeking techniques for motivating students who were not actively engaged in the class activities. Small groups of students would congregate on the field to socialize rather than play their designated position or stay in their zone on defense. Also, after several minutes of activity the pace of the game slowed dramatically. He indicated that he had tried verbal prompts and briefly playing in the game with the students, but some remained unmotivated (Telephone conference, 5/11/00, 139-157; Observation, 5/16/00, 17-23). David was interested in other ideas or motivational strategies to keep students more actively engaged in class activities and for ways to reach those students who thus far had remained unmotivated.

Alice’s Concerns

When Alice was asked to rank her concerns she prioritized them as follows: (1) “dress and participate” (2) “have an activity for non-participants” (3) “have disciplinary actions for students who were hitting others” (Interview, 4/12/00). Consistency between Alice and her co-teacher related to enforcement of class policies and developing a better discipline plan were also mentioned as concerns, but they were not ranked. A concern that emerged during the study was, understanding her students from an urban environment.
Dress and participate

Alice was concerned with the low level of active participation among her students. When students did participate they were often not dressed appropriately. Alice said she would like to see a physical education uniform policy instituted to match the general policies of the rest of Graham Alternative requiring that school uniforms be worn. Physical education class was the only place in the school where students did not wear a uniform. Alice’s concern was that the students were wearing jeans, very baggy clothing or their school uniform during physical education class (Interview, 4/12/00, 216-219).

Activity for non-participants

Alice was also concerned about how she could involve the students who were not actively participating during physical education class time. She wanted them to at least be cognitively involved in the lesson through a writing assignment related to the class activity (Interview, 4/12/00, 155-160).

During observations of Alice’s classes the researcher saw students sitting on the bleachers or if the class was outside, sitting under a tree in the shade listening to portable compact disc players with headphones. Other non-participants sat and talked or applied make-up, while some watched the class activities as spectators occasionally calling out comments to those students who were participating (Observation, 4/19/00).

Disciplinary action

Students hitting and shoving each other was yet another of Alice’s concerns, particularly among the sixth-grade students. The researcher observed students hitting one
another and a male student chasing another student the first student swinging a wiffleball bat, attempting to hit another with the bat, and then threw the bat (Observation, 4/19/00, 25-28).

Alice had a set of class rules in place. There were routines for such things as attendance, gathering for directions or instruction and use of the locker rooms when coming to class and leaving for the next class. When students were involved in a severe rule infraction or had accumulated a series of minor infractions which advanced them to the step of consequences which required sending them to the office, she felt administrators did not take strong enough disciplinary actions. Alice wanted to see some disciplinary actions taken by school administrators that would curtail the types of activities witnessed by the researcher. She thought that part of the problem related to the issue was the uneven size of the classes. The Monday, Wednesday and Friday were quite large (27-36 students) as compared to the Tuesday and Thursday classes (15-22 students). Alice stated, “I’d like to see a better balance, so that we can have more supervision” (Interview 4/12/00, 168-169). She thought if the class sizes were more balanced that the physical education teachers would be better able to supervise the students.

Working with students in an urban setting. Alice was concerned with her inability to appropriately address her students’ behavioral issues in class. When asked during the midpoint interview of this study if there were any other areas of concern or other things she’d like to work on improving in her teaching Alice responded,

Yes, it’s the urban setting, I would really like to work on that because I don’t really understand these kids and there are things that they do that I don’t think they should do. I don’t feel that I address these issues appropriately. I would really like to work on that (Interview, 5/11/00, 14-20).
Students were observed by the researcher using foul language, as well as hitting and shoving each other (Observation, 4/19/00, 43-50). Alice wanted to understand her students’ backgrounds and the related issues they brought to school with them better. She also believed that putting a skill instruction based physical education program in place along with a discipline plan that held students accountable for their actions would help address the students’ behavioral issues more appropriately.

Consistency

Another concern for Alice was consistency related to establishment and enforcement of physical education class policies within the school setting. There was conflict between Alice and her co-teacher, because she enforced class policies consistently while her co-teacher did not. For example, Alice’s students would ask her why they had to change their clothes in order to participate in class activities and the other class did not. Her students would ask why they had to get into squads and be quiet for attendance when the other class was allowed to sit in the bleachers and talk while their teacher called out names from the roll book. She said, “I want to work on consistency between the two of us and making sure we are both doing the same thing all the time. I’d like to come up with a better discipline plan” (Interview, 4/12/00, 219-222).

Alice wanted to sit down with her co-teacher and together develop a discipline plan with meaningful consequences so they both felt comfortable and would consistently enforce. She had not been able to get him to agree on a time and place to meet so they could discuss modifications of the current discipline plan or the creation of a new plan.
Betsy’s Concerns

Betsy expressed concerns she had about her teaching during the initial interview. In an effort to address the concerns that she saw as most pressing, the researcher asked Betsy to rank her areas of concern. Betsy placed her concerns in the following order: (1) content knowledge, (2) discipline, and (3) “make things more interesting” (Interview, 4/13/00, 377-386).

Content knowledge

Betsy was concerned with her lack of content knowledge about some of the units she was required to teach. Betsy stated that she would like to improve her knowledge of different sports. She felt her knowledge and skills in soccer were strong, calling herself a “huge soccer buff” (Interview, 4/13/00, 340-341). She said she was comfortable with “the main sports”, but lamented “those sports were only played for a few weeks. In the schools, they also concentrate on units such as racquetball and badminton” (Interview, 4/13/00, 353-354). Betsy admitted that she knew nothing about badminton, except how to hit the birdie. I had to sit down with Marvin for him to go over the rules, regulations and how to teach this skill and about easier ways to teach another skill. The same thing happened with floor hockey (Interview, 4/13/00, 343-355).

She was teaching a unit on fitness, track and field when this study began and had upcoming units in golf, tennis and softball yet to teach. She reported that she had played
the activities she would have to teach but did not have very many activities to do with the class on these topics and was not very confident in her ability to teach them (Interview, 4/13/00).

**Discipline**

Betsy’s second stated concern was with discipline, specifically, “being taken advantage of by the students” (Interview, 4/13/00, 226-227). The students had been in the previous female physical education teacher’s class for the first half of the year, but when she had to take her maternity leave sooner than expected students were left with several substitutes over the three or four weeks before Betsy was hired to finish the school year. She used the set of rules that had already been in place for Edison’s physical education program. She said, “I came in really gung-ho, wanting to get things going. You know, have fun, but be strict, but have fun at the same time” (Interview, 4/13/00, 233-234). Betsy indicated that she tried being nice, being mean, and being strict. She felt she had tried all different aspects of discipline. She perceived that 80 percent of the students respected her but, “It’s the 20 percent that I’ve got to do something about” (Interview, 4/13/00, 242). She reflected on her discipline skills,

I’ve really got to decide what works and what doesn’t. I have realized this year that different things work for different students, and I really have to be aware of what works for each of them and constantly use those strategies. Consistency is one of my big things, I don’t have consistency, when it comes to saying NO and sticking to it, I have a hard time (Interview, 4/13/00, 368-376).
Betsy mentioned that there was another issue related to discipline at the very end of the initial interview for this study. When she was asked if there was anything else she would like to share with the researcher about herself or her school setting. She said,

One thing I’ve noticed, that I haven’t mentioned yet is, and I’m sure this happens in a lot of high schools, especially at the ninth grade level, but, some kids get teased unmercifully, and I’m not sure how to handle it yet. I don’t want to make it a more embarrassing situation for the one who’s getting picked on and I don’t want to make it a confrontation with the one who’s doing the picking on, but . . . I don’t know how to handle it, so that’s another concern” (Interview, 4/13/00, 395-405).

Making things more interesting

Betsy was concerned with “making things more interesting” for her students. (Interview, 4/13/00, 384-385). She said the students were “getting bored” in class (Interview, 4/13/00, 276-277).

Betsy indicated that the previous teacher had not left any lesson plans, which she said “wasn’t a real problem” (Interview, 4/13/00, 277-278). She felt that she had to keep referring to Marvin “when it came to how he was keeping his students busy” (Interview, 4/13/00, 278-280). Betsy consulted regularly with Marvin, who had been teaching for 30 years and was within weeks of retiring, about what units to teach and how she should go about conducting lessons.
Betsy typically jotted down a topical outline on a quarter of a sheet of an 8 ½ inch by 11 inch paper, which she would carry on her clipboard throughout the day. She prepared one outline for her 9th grade classes and another one for her upper level physical education class. These outlines consisted of a few words on each line, which were a sequential progression of reminders and activities for the class period. She wrote the outline during her daily planning and conference times (2nd and 3rd periods). Her first period class would be at the end of her planning sequence, doing the activities that her other classes had done the day before. She planned one day at a time with no comprehensive unit plan or without any regard to benchmarks or a curriculum plan. If there was a shortened period or inclement weather the stand-by activity for the class was “Matball”. Through listening and further dialoguing with Betsy, the researcher came to understand Betsy’s comments from the initial interview (Interview, 4/13/00) as dual concerns of planning and also content knowledge as previously addressed.

R.Q. 2 What Resources Were Utilized to Address the Concerns of the First-Year Teachers?

This question explores what resources provided by the researcher, if any, were utilized by the beginning physical education teachers once resources were made available to them. Resources to address the participants’ concerns were in several different formats, including books, copies of articles, templates on computer discs, copies of forms used by other teachers and emails containing World Wide Web links, Physical Education
newsletters and information from physical education listserv archives. Information about available resources was shared using the three of the mentoring strategies. Participants also saw the researcher as a resource for “situational information”. Appendix F lists the resources made available to each of the participants. Further explanations regarding utilization of resources in addressing the participants’ concerns are discussed next.

Resources Utilized to Address Omar’s Concerns

Omar’s self-identified concerns were discipline, curriculum, integration, organization, and assessment resources to address these concerns were supplied to Omar for his consideration by the researcher. Additional resources for supporting beginning teachers or resources based on topics Omar raised during informal interviews were brought to his attention. The next section presents the resources to address each area of Omar’s concerns.

Discipline

On-line resources in the form of web sites on discipline and behavior management were provided in the first email after the initial interview in which Omar stated discipline as a concern. Physical education specific web site URLs were recommended for PE Central and PE Links 4 U. The web sites provided were the You Can Handle Them Web site: A discipline model for handling over 100 misbehaviors at school and at home and Classroom Management Resources. A listing of web sites specific to beginning teachers’ concerns was offered as sections of these sites addressed discipline and behavior management. The web sites presented were The National Association for Beginning
Teachers Resource Center, Beginning Teacher’s Toolbox, New Teacher’s Resources, and Beginning Teacher Book Recommendations. Information about the book Positive Behavior Management Strategies for Physical Educators (Lavay, French & Henderson, 1997) including purchasing information via the Human Kinetics web site was sent to Omar in another email. Although Omar thought he had copies of a time-out sheet and non-participant “On the sidelines sheet” shared with him by his cooperating teacher during his elementary student teaching experience (See Appendix F) he hadn’t been able to find them in his materials. He was given another sample copy of each of these sheets, which were obtained from his former cooperating teacher. Throughout the study there was no evidence that Omar utilized any of the above resources for finding information related discipline, although he reported that he would implement use of the “On the Sidelines” sheet during the next school year.

Curriculum

Following an observation, Omar was presented with a copy of an article titled “A singular scheme for scheduling middle school physical education activities” (Laubach, 2000) from the journal of Teaching Elementary Physical Education on revising the scheduling of activities within the middle school curriculum. This article was offered to address Omar’s concern about updating the physical education curriculum. He reported that he read the article, but that he didn’t think the physical education teachers would be meeting again until the end of summer. Omar chose not to address his concern about the curriculum during this study, but would wait until he could meet with the other physical educators in the summer.
Omar had indicated that he wanted to include additional units in the curriculum during the next year. Information about on-line equipment catalogs and on-line ordering of physical education equipment was sent to Omar in an email toward the end of the school year when he was getting ready to place his physical education equipment order. Though Omar spoke specifically about utilizing the Gophersport website for ordering equipment for next year, and he was interested in information on grants found on the website. There was no evidence that these resources were used during the term of this study (Interview, 5/23/00, 97-105).

Integration. Information about the book *Interdisciplinary Teaching Through Physical Education* (Cone, Werner & Cone, 1998) was sent through an email to assist Omar with integrating physical education with other subject matter content. This book was available at the library of the university where he was completing his Master’s degree. The State Department of Education web site address with the link to the Proficiency Standard Outcomes was sent to Omar in an email to better help him integrate topics with the classroom teacher by having a common focus to help students improve achievement. In the final interview of this study Omar mentioned that he had viewed the Department of Education site and found it “a little more difficult to sort through, but he indicated that he thought “it would be useful in some of the standards” and that he would “get a lot of detailed and very important information” (Interview, 5/23/00, 330-335). Although there was evidence implying that he had incorporated ideas of using cross
curriculum content that addressed the state standards such as incorporation of mathematics and science concepts into his lessons, evidence of intended connection to state standards was vague.

Ideas for integrating physical education concepts with other subject areas such as mathematics, science, technology and school-wide themes were suggested by the researcher. Omar implemented mathematics terms such as parallel, perpendicular, symmetrical and different types of angles on the same day in the very next class (Observation, 4/25/00, 57). He was also observed using terms he decided to integrate beyond the researcher’s examples during an observation the next week (Observation, 5/4/00). In the gymnastics/acrosport unit he utilized names of muscles and bones as well as force and center of gravity concepts from science during a basketball lesson (Observation 5/4/00). Ideas were provided to help integrate school-wide rules related to creating posters with the physical education rules corresponding with the school-wide rules and posting them in the gymnasium. This suggestion was to address his concern about discipline as well as more fully integrating school-wide rules into his physical education classes. (Telephone conference, 4/24/00, 195-213). In another effort to integrate physical education with the rest of the school Omar wanted his physical education rules to align with school-wide rules and to have them posted in the gymnasium where they would be clearly visible. Possibilities of where to display the posters with class rules, such as affixed to the closed bleachers, were discussed during the
phone mentoring session, but rejected because the gym was used by the community and Omar thought they would be taken down or destroyed by the outside groups using the gymnasium (Telephone conference, 4/24/00, 182-213).

Another idea the researcher shared with Omar related to his expressed concern about the need for the physical education curriculum to be updated. He was encouraged to use his final project topic materials related to developing an intramural program and expand some of these ideas into developing a community-based physical education program. Omar acknowledged that the idea was a good one and although he did not utilize this resource during the study which was at the end of the school year, he indicated that he planned to implement the intramural program the next year.

Organization

Web addresses of two popular physical education resource sites were sent to Omar via email on finding lesson ideas to help him feel more organized going into classes. These web sites were PE Central and PE Links 4 U. Omar had seen the PE Central website previously when he was in college but now he was utilizing it in different ways, “its different looking at it there [in college] as a possible resource, and now it’s an actual resource and it is specific to what I’m doing. That was a change” (Interview, 5/23/00, 322-325). He saw PE Central as a resource for ideas on addressing behavioral and instructional issues specific to middle school teaching environments like the one he was teaching in now. There had been a change in Omar’s perspective when he looked at PE Central now; he saw the website as a relevant resource that he utilized for finding lesson plans (Interview 5/23/00, 326). Invasion games and components of an
obstacle course that Omar utilized during his lessons were located on PE Central (Observation 4/11/00, 5/18/00). Information on a book Teaching Middle School Physical Education, (Mohlsen, 1997) which could be used for lesson ideas was also provided via email. This book was available through the university library where Omar was completing his Master’s program. Omar indicated that he owned this book and utilized it by referring back to it for lesson ideas (Informal interview 5/4/00). It was not apparent to the researcher whether or not changes in Omar’s plans or teaching resulted from use of this resource.

A suggestion was made in an email that Omar could also search the NASPE-L listserv archives for lesson plan ideas. A link to the appropriate section of PE Central was provided. After one of our observation sessions Omar was given the email address of one of his former activity instructors so that he could contact her for further information on volleyball and basketball activities and lesson ideas. On the same day a copy of Physical Education Handbook (Schmottlach & McManama, 1997) was shared with Omar as another possible resource for his lesson planning. Information for purchasing this book on-line was also offered in a follow-up email. There were no indications that Omar had followed-up with his former instructor and although he reported utilizing lesson plans from PE Central it was not clear whether these ideas came from the Lesson Plans section or the NASPE-L listserv.

Also, in an effort to help Omar get more organized prior to teaching, a computer disk of his was converted from Mac to PC format by the researcher at the university so he could use the documents contained on the disc at his school site. The disc held materials
from courses he had taken at the university including papers and lessons he had created for class projects that he thought he could use with his students. Omar indicated that he was able to open the disc and utilize the materials that it contained. He said, “I didn’t realize how much good stuff I had on that disc” (Interview, 5/4/00). A sample inventory on an Excel spreadsheet computer disc was also provided to Omar after an observation (5/18/00) as an example of how he could organize his physical education inventory and equipment ordering process. As there were only about two weeks remaining until the end of the school year and the end of this six-week study, the computerized inventory spreadsheet was not utilized during this study. Omar indicated that he would consider using the computerized inventory during the next year.

Assessment

Suggestions and ideas on assessment were offered to Omar through several of the phone mentoring sessions (Telephone conference 4/17/00; 515 /00). Assessment ideas suggested for his gymnastics/acrosport unit included videotaping routines so he could review them for assessment purposes at a later time, creating rating scale sheets for assessing student-created routines, creating small-group teams and using team scoring of routines to move toward sport education concepts. Omar created rating scale sheets for assessing the student-created gymnastics/acrosport routines and had the routines videotaped in order to be able to review them at a later time (See Appendix G). Omar had a student who could not participate in physical education because of an injury do some of the videotaping of the gymnastics/acrosport routines. Omar reported utilization of these
assessment strategies. He was observed using the assessment strategies he developed and implemented with his classes by the researcher (Observation, 5/8/00; 5/11/00). Reflective discussion about ideas for improvement and how he might change the gymnastics/acrosport assessment process for the next year occurred during the next phone mentoring session (Telephone conference, 5/15/00). Development of an assessment sheet for flag-football included skills to be assessed as well as possibilities of assessing game play and tactical strategies were also discussed. Omar did not develop the additional assessment sheets during the football unit but said he would like to develop them for next year.

Resources Utilized to Address David’s Concerns

Resources were utilized to address David’s specifically stated concerns of planning, discipline, attendance procedure, and student motivation. Based upon comments made in the informal interviews resources for supporting beginning teachers were also brought to David’s attention. The next section presents the resources utilized in each area of David’s concerns.

Planning

When the study began David was in the midst of his fitness and cardiovascular games unit. He reported during a phone mentoring session (Telephone conference, 4/19/00) that he was well situated and had enough resources for the remainder of the current unit. He indicated that he could use additional resources for planning his next unit, which was speedball. Resources presented to assist David with planning his
speedball unit were the web site address to the PE Central archives, a copy of the speedball chapter from the *Physical Education Handbook* (Schmottlach & McManama, 1997), and a recommendation that he review the soccer chapter from the *Tactical Games Approach* book (Griffin, Mitchell & Oslin, 1997) for similar tactics and strategies that could be used in speedball. He was also provided with the web site addresses for the publishers of the two books that had been recommended, Allyn-Bacon and Human Kinetics [See Appendix F).

After reviewing the suggested materials for the speedball unit David reported that he had looked over the speedball chapter in the *Physical Education Handbook* and utilized it to review the skills of the game, for demonstration purposes and to make decisions about which skill and rules of the game to include in his unit. He perceived that the speedball chapter didn’t have very many drills or activities for practicing skills. He planned for and utilized the sport education model (Siedentop, 1994) throughout the unit, including a tournament. He included various roles for students such as equipment managers, coaches, statisticians and officiating teams. He also planned for and utilized the tactical approach (Griffin, Mitchell & Oslin, 1997) in practice lessons early in the unit for teaching on the ball and off the ball movement (Observation 5/09/00).

At this point in the study a suggestion was made that he join the NASPE-L listserv or the PE-Forum listserv to get ideas from other physical educators. Web site addresses for joining these listservs were sent to David via email. He joined the
NASPE-L listserv and later in the study specifically identified the listserv as the main resource for new lesson activities and ideas using the telementoring strategy for his speedball unit (Interview, 5/9/00, 146-147).

While observing one day (4/20/00) the researcher arrived while David was setting up equipment outside for the day’s lesson when it began to rain. He did not have an inclement weather lesson plan. David and the researcher brainstormed lesson ideas that would still address his focus on cardiovascular fitness activities in a small indoor space. David and the researcher looked at the available teaching space, which was only part of the utility gym/wrestling room due to large equipment being stored in the room, and came up with the idea of working out to a fitness tape. He had available to him some space in the multipurpose room a television, a VCR, and he remembered that the department members owned a Tae-Bo tape which would provide students with a cardiovascular work out. The rain stopped and the lesson continued as previously planned outdoors. This experience was a catalyst to help David realize that he needed to be prepared with a back-up plan and that he could use different activities to teach his intended objectives for the day in an indoor space. During the next two phone mentoring sessions (Telephone Conference 5/2/00, 5/11/00) the researcher and David engaged in dialogue that prompted him to mentally process the preparation of a back-up plan or rainy day plan in case of inclement weather. The brief dialogue with the researcher after observations and through phone mentoring helped David with problem solving and his ability to discover his own solutions by verbally processing problems he experienced. He
then developed an appropriate lesson plan for inclement weather as a back-up plan and was observed using this lesson plan (Observation, 5/25/00).

Resources in the form of suggestions and ideas that emerged or were expanded through discussions during phone mentoring sessions were related to David’s lesson planning efforts, discipline, attendance systems, and motivating student participation. David discussed how he was more motivated to plan better when he knew he would be observed.

Web site addresses of American Alliance for Health, Physical Education, Recreation and Dance and the Ohio Association for Health, Physical Education, Recreation and Dance were also offered to him as organizations that would have professional development materials available. The web site address for the state Department of Education with a link to the proficiency test learning outcomes was sent to David via email for help in planning cross curriculum lessons that would address proficiency test learning outcomes through physical education lessons. A copy of the PE-News Summary, an email newsletter from PE LINKS 4 U, was forwarded to David as another source of ideas and ongoing additional resources for planning. He did not report utilizing these resources during the course of this study.

Resources for on-line equipment catalogs were sent to David in an email as a suggestion that he might find them useful when he began his planning for the next school year. There were also lesson plans on these websites using equipment sold by the vendors. Web sites were provided for Sportime, Gopher Sport and US Games. David
specifically mentioned that the on-line catalogs were very good resources for budgeting and buying equipment (Interview, 5/31/00, 109-110). There was no evidence that this group of resources were utilized during the time of this study.

An email was sent with some resources related to topics raised during informal interviews. The URL for Healthy People 2010 was sent to David with a recommending that he consult the web site for the most current and up-to-date information when planning lessons for both his health and physical education students next year. During the final interview David indicated that the researcher’s emails containing the various web site addresses had prompted him and served as a motivator because “it got me back to looking on the internet”, he commented that he had “vacated that resource” for a while (Interview, 5/31/00, 25-26). David had returned to utilizing the internet, particularly the NASPE-L, as a resource to address his planning and teaching concerns (Interview 5/9/00, 146-147).

Discipline

To address his physical education specific discipline concerns web site URL’s were provided for PE Central, and PE Links 4 U. Web site addresses for The You Can Handle Them Web Site: A discipline model for handling over 100 misbehaviors at school and at home and Class Management Resources were offered to help David with his concerns about discipline. Other web sites which addressed multiple issues, including
discipline, the specific needs of beginning teachers were also provided; these were: *The National Association for Beginning Teachers Resource Center, Beginning Teacher’s Toolbox, New Teacher’s Resources*, and *Beginning Teacher Book Recommendations*.

A suggestion was made, hinting that the end of the school year might be a good time to think about how he would like to do things differently next year in terms of rules, routines and expectations. The researcher suggested that he create a list of five or six general rules stated in a positive manner to give students information about what is expected. The researcher also recommended that he view the list of rules physical educators had posted in a section of the *PE Central* Web site called “Creating a Positive Learning Environment” for ideas of what other physical educators use with their classes. There were no indicators that David had incorporated information from these websites into his teaching.

**Attendance Procedure**

David did not like the attendance system he was using and was searching for another system he could use. Ideas were offered by the researcher during a phone mentoring session about possibilities of using a board with cards or a self-check-off system that might be portable and therefore more feasible for his situation. He thought it was too late in the year to change the current system and indicated that he would consider a system similar to the ones we discussed, specifically use of an index card or a self-check system, for the next school year. David chose not to address this concern during the course of this study.
Student motivation

During the speedball unit, which was the last unit of the school year David was having some difficulty with the students’ motivation levels. Students were gathering together and standing in groups on the field instead of actively participating in the day’s lesson. The researcher made a suggestion during a phone mentoring session (Telephone Conference 5/21/00) of taking the unmotivated students aside individually and talking to each of them in an effort to discover why each person was not actively participating in class. Other ideas briefly offered to David during an observation session and discussed in greater detail during a phone mentoring session were, remaining in close physical proximity to certain students with low motivation. The researcher also suggested that along with verbally prompting them to provide coaching for them on positioning and what to do in particular game situations. She proposed that using these strategies might help to improve their active involvement in the game. David was observed utilizing the strategies discussed to help motivate students another day during his speedball unit (Observation, 5/25/00). He positioned himself closer to students were not actively engaged in the game and used verbal motivation to prompt and encourage them to participate more actively. He interjected himself briefly into the game in order to model position play for the students.

The researcher asked David to consider the possibility that students did not know where they should position themselves on the field. Additionally, David could place cones to designate visible areas of the field where the players needed to be positioned.
The officiating team was also gathering in a group on the field and standing still rather than moving to get into position to effectively make the appropriate calls. In order to address this situation, a suggestion was made during a phone mentoring session (Telephone Conference 5/21/00) that perhaps the officials needed to be shown positioning and strategies on the field just as the players had been taught. A recommendation was made that the officiating team might maintain a triangle or a box shape among their team members. David chose not to put cones on the field but did utilize the ideas of working with the officiating team with positioning. He placed himself on the field where he could assist the officiating team with proper positioning to best observe the game and make appropriate calls (Observation, 5/25/00).

Another suggestion was to have students collect statistics for half of a class period and referee the other half of the class period to help hold their attention and keep them motivated to participate in the class activity and get some physical activity, rather than collecting statistics for one whole class period and then officiating the next day. David did not want to disrupt the tournament schedule and chose not to utilize this suggestion.

David saw the researcher as a “resource for situational advice”, “a motivator”, “a source of information and ideas”, and as someone with whom to “share dialogue and problem-solve” (Interview, 5/24/00). In light of his perceptions, the researcher could be seen as a resource for the first-year teacher. However, he lamented the lack of time to talk during on-site observations, “we only had a few minutes to talk [after an observation] because of the schedule. There’s not much breadth in that short conversation” (Interview,
Although David would have wanted to spend more time talking about various other topics from the observations immediately afterward, the teaching schedule and after school obligations working at the school store and coaching did not permit time for these conversations. Topics of those brief on-site conversations that occurred while he was setting up equipment for class, between classes while the students were changing clothes, in the few minutes transitioning to the school store or coaching set-up included reminders to wait for quiet and until he had students attention to give instructions or key points (referred to as “take a knee”) and providing student with a second opportunity to count their heart rate during cardiovascular games. For example when David’s class was working with cardiovascular fitness games and the students were checking their heart rates. Some of the students were having difficulty finding the correct place on their neck to check their heart rate and were missing David’s signal to begin counting. The researcher suggested that David give the students two chances to begin counting their heart rate. David utilized the researcher’s suggestion during the next class on the same day (Observation 4/13/00, 136-137) and reported during a phone mentoring session that within a few days of practice 85-90 percent of the students were able to find their heart rate and get a count on the first try (Telephone conferencing 4/19/00, 14-31).

The observations served as an accountability check for David. Working with the researcher using the observation strategy helped David to shift the focus of his teaching toward student learning. He reported that the researcher’s demonstration of what to watch for as indicators of student comprehension helped put him in the shoes of the students, rather than focusing on the goals of the lesson (Interview, 5/9/00, 68-73). David said,
“Being observed again made it a lot more pressing to me to be a better physical education teacher, I haven’t had that feeling since I left [the university]” (Interview, 5/9/00,196-199). The recommendation was made that he should plan as though he were being observed everyday, and that his observers were his students with the objective for him being to plan to maximize student learning.

Resources Utilized to Address Alice’s Concerns

Resources to address Alice’s specifically stated concerns, of dress and participate, activity for non-participants, disciplinary action, consistency, and understanding students in an urban setting were shared by the researcher for Alice’s consideration. Additional resources for supporting beginning teachers in the area of discipline or resources related to topics Alice raised during informal interviews were also brought to her attention. The next section presents the resources utilized in each area of Alice’s concerns.

Dress and participate

The researcher suggested that Alice might consider joining the NASPE-L listserv and/or the PE-Forum listserv to read ideas from other physical educators across the country or around the world ways to address issues of students who did not dress properly for class or would not participate in class activities. She was also interested in other schools’ policies requiring students to wear uniforms. Students at Graham wore school uniforms in all other classes but not in physical education. For safety reasons, and to help ensure that students would wear clothing that allowed for engagement in full range of movement activities, Alice wanted students to wear a uniform consisting of
school shorts and a tee-shirt in physical education classes. She needed information on other schools’ policies to convince school administrators that the physical education uniform policy would be appropriate for Graham’s students. Web site addresses for joining these listservs were provided to Alice. She joined the listserv and reported reading the postings. The researcher also subscribed to the NASPE-L listserv and noted that Alice posted a response to another subscriber’s posting (5/4/00). Alice utilized information from the NASPE-L to provide information to her principal advocating for implementation of a policy that would require students to wear uniforms during physical education classes. When Alice was giving tips and feedback to individual students who were at bat during a lesson on softball batting stance and swing, a student was waving the bat around and nearly hit her in the head while she was giving an explanation to the student. A suggestion was made that she hold the head of the bat that was in the students’ hands while she was talking with them so they could not swing and hit her with the bat. During the same lesson students were having difficulty performing the batting swing in the way that Alice had asked. Additional cue words to help make the skill more comprehensible to the students were offered to Alice by the researcher. Alice immediately implemented the researcher’s suggestions (Observation 5/11/00).

**Activity for non-participants**

The researcher gave Alice a copy of an “On the Sidelines” worksheet created by a cooperating teacher whom the researcher had worked with as a university supervisor (See Appendix F). She utilized the sheet given to her during this study by having students who did not dress appropriately for class or were not participating complete the “On the
Sidelines” worksheet silently during class. Prior to implementation of the worksheet non-participating students would just sit on the bleachers or stand off to the side when the class was outside talking to other non-participating classmates, doing their nails, fixing their hair or listening to music using headphones brought to class (Observation, 4/19/00; 5/2/00). Utilization of the “On the Sidelines” sheet helped increase the number of students dressing for class and participating in lesson activities (Observation, 5/11/00, 5/18/00, 5/24/00). After a student had completed three “On the Sidelines” worksheets Alice made copies of them and mailed them to the student’s parent. Alice had also located another similar sheet from PE Central. She planned on making more customized modifications of the worksheet over the summer for implementation the next school year.

**Disciplinary action**

On-line resources in the form of web sites about discipline and behavior management were provided in the first email after the initial interview when Alice identified discipline and low active participation as her concerns (See Appendix F). The web sites offered were the *You Can Handle Them* web site: *A discipline model for handling over 100 misbehaviors at school and at home* and *Classroom Management Resources*. A listing of web sites URL addresses specific to Beginning Teachers’ Concerns was also sent via email correspondence, as sections of these sites addressed discipline and behavior management. The web sites presented were *The National Association for Beginning Teachers Resource Center, Beginning Teacher's Toolbox, New Teacher's Resources*, and *Beginning Teacher Book Recommendations*. Information about the book *Positive Behavior Management Strategies for Physical Educators* (Lavay,
French & Henderson (1997) including purchasing information through the Human Kinetics web site was sent to Alice in another email. Alice reported that she had looked over some of these websites but was not specific as to which, if any, information from the websites she used.

Working with students in an urban setting. Alice expressed a concern about teaching in an urban setting and not understanding her students’ actions and behaviors during an interview at the midpoint of this study. The following World Wide Web addresses for resources related to urban teaching issues were sent via email for Alice’s reading and consideration: 1) ERIC Clearinghouse on Urban Education, 2) Choices in Preventing Youth Violence from the Institute for Urban and Minority Education, Teachers College, Columbia University which was also given to her as a printed out copy. She indicated that she would look at the website and read the article. She was not asked if she used this information and there was no evidence that she utilized information from these resources in her teaching during this study.

Consistency

A telementoring email message sent by the researcher just after midnight (email 5/1/00) to Alice contained information from the NASPE-L archives about wearing uniforms in physical education class, baseball/softball activities and a web site address for Human Kinetics publishers referencing the book *Positive Behavior Management Strategies for Physical Educators* (Lavay, French & Henderson (1997). Alice responded in an email later that day “I think your timing is perfect” (email 5/1/00, 6:16pm). She
reported that she had been faced with a dilemma when she went to work that morning regarding inconsistencies between her and her co-teacher causing confusion for the students. Her co-teacher had wanted to immediately put all the students together into one large softball game. She told him she did not think that would work with the sixth grade students and that they needed to teach them how to throw properly first. She stood her ground and organized both classes of students to practice throwing and catching in small groups; He conceded. Alice was then able to utilize some of what she had learned from reading the softball chapter of the tactical approach to teaching games book (Griffin, Mitchell and Oslin, 1997) and discussions she had with the researcher regarding small sided games to begin innovating how physical education lessons were conducted at Graham Alternative Middle School.

Content and Curriculum

Alice requested assistance in locating resources to use planning her upcoming softball and flag football units. She was provided with the web site address for the P E Central archives, a copy of the Flag football chapter from Physical Education Handbook (Schmottlach & McManama, 1997), and a suggestion that she read through the softball chapter from the Tactical Games Approach book (Griffin, Mitchell & Oslin, 1997). She had asked for information particularly on batting technique, so a copy of an article from a recent issue of Strategies “Stride is the key to hitting” (Bennett & Yeager, 2000) was provided.
Alice reported in an email that she would be using the web site resources sent by the researcher for her planning over the next two weeks (email, 5/1/00). During the next two observations (Observation, 5/02/00, 5/11/00) the researcher was able to see that Alice had put the resources that were shared with her into practice in all of her classes, particularly tips from the NASPE –L listserv archives and the article “Stride is the key to hitting” (Bennett & Yeager, 2000). Alice reported utilizing information from the listserv archives for obtaining flag football rules and softball batting ideas (Interview 5/11/00, 184-185). When the two teachers’ classes did play modified softball games later in the unit, Alice heeded the suggestions provided by Griffin, Mitchell and Oslin (1997) insisting that they organize the students into small-sided games, rather than one class playing against the other class.

She also indicated in the same email that she was using the web sites to find more information on flag football, which was the next unit she would be teaching (email, 5/1/00). After the next observation (5/2/00), Alice and the researcher reviewed the district benchmarks and discussed activities to accomplish the expected district outcomes. Alice successfully implemented the lesson plans that she had developed The researcher made observations on two days during this unit. Alice had prepared written lessons with objectives, planned activities and supporting laminated pass pattern sheets. The grip and throwing a forward pass were demonstrated. The students were divided into small groups, obtained their needed equipment, began by reviewing throwing and catching the ball, moved on to practicing the forward pass and then culminated with working on running and throwing pass patterns (Observation 5/18/00). During the second observed lesson of
the flag-football unit, Alice’s class and her co-teacher’s class were introduced to the
concept of place kicking together with Alice providing the explanation and her co-teacher
demonstrating the skill. Students from both classes were then divided into small groups,
obtained their equipment and began working on kick-off skills to begin a flag-football
game. The lesson progressed into a modified game called kick-off and return.
(Observation, 6/1/00). During phone mentoring sessions Alice reflected on her lessons
discussing the implementation process and the generally positive student response to the
lessons (Telephone conference, 5/16/00; 5/22/00).

While discussing district benchmarks, the issue of proficiency testing was raised
by Alice. She commented that teachers were pushed to help raise test scores by including
concepts from the tests in their lessons. Students at Graham had low scores on the
proficiency tests as compared to the state average (see Figure 4.1) The web site address
for the state Department of Education with a link to the proficiency test learning
outcomes was provided for help in planning cross-curriculum lessons in efforts to assist
with raising scores. A copy of the PE-News Summary, an email newsletter from PE
LINKS 4 U, was forwarded to Alice as another source of ideas and ongoing additional
resources. There was no evidence that she utilized these specific resources.

Other supporting resources were presented for Alice’s consideration relating to
passing comments she had made about tasks she was working on such as equipment
inventory and ordering for the next school year. Resources for on-line equipment
catalogs were sent to Alice as a suggestion that she might find them useful when she
began planning and when she was ready to order equipment. Web sites were provided for *Sportime*, *Gopher Sport* and *US Games*. There was no evidence that she utilized these resources for ordering equipment.

The URL for *Healthy People 2010* was provided via email with the suggestion that she may wish to consult the web site for the most current and up-to-date information when planning lessons for her students for next year. Web site addresses for Allyn & Bacon and Human Kinetics, publishers of the two suggested books, and to our professional organization AAHPERD along with the state association link that would have other professional development materials were also emailed to her. Again, there was no evidence that she utilized information from these web sites.

During an informal interview Alice had expressed an interest in pursuing a master’s degree part-time while she was teaching (Informal interview, 4/12/00, 25-26). The researcher brought her information about the program from the university through which this study was conducted, an application for graduate school admittance, information on the College of Education, a graduate school bulletin and a graduate catalog of courses were also included. She was also shown how to access the university’s website on a computer. Alice reported that she had used the library section of the University’s website to look up information although she did not specifically indicate what information she found (Informal Interview 5/11/00).

The researcher suggested to Alice that the end of the school year might be a good time to think about how she would like to do things differently next year in terms of rules, routines and expectations. Perhaps she might consider creating a list of five or six
general rules stated in a positive manner to give information to the students about what is expected. She was referred to a list of rules physical educators had posted in a section of the PE Central Web site called “Creating a Positive Learning Environment” for ideas of what other physical educators use with their classes. Although she did not utilize this resource during the course of this study she indicated that she would review these over the summer in preparation for the next school year.

Betsy – Suburban High School

Resources Utilized to Address Betsy’s Concerns

Adequate resources were located to address Betsy’s specifically stated concerns, content knowledge, discipline, and “making things more interesting”. Topics of interest addressed during informal interviews stimulated discussion of additional resources that were brought to her attention. The next section presents the resources utilized in each area of Betsy’s concerns.

Content knowledge

Betsy had wanted to strengthen her content knowledge and provide variety in the lessons she presented to the students so they wouldn’t get bored. The researcher had suggested she read the Softball chapter from the Tactical Approach book (Griffin, Mitchell & Oslin, 1997). She read the chapter and used it to plan a lesson, which included small-sided games and incorporated the tactical approach. She implemented the lesson and reported that it “was an absolute bomb” (Telephone conference, 5/4/00, 32). Although the researcher encouraged her to try another lesson using the tactical approach
even offering to come out to the school to assist her with the lesson, Betsy declined and abandoned her attempt to implement the tactical approach. However, Betsy did continue her attempts at implementing of small-sided games. Her use of small-sided games was observed during indoor soccer games (Observation, 5/17/00). She continued accessing websites during her planning periods, initially introduced through the telementoring strategy, and used them to broaden her content knowledge by reading about skill technique and key points of teaching the various skills. Her reading at this time was primarily focused on golf, tennis and softball. Physical Education specific web site URL’s were recommended for PE Central and PE Links 4 U. Web site resources offered for Betsy’s consideration in her golf unit were: Golf, Golf Illustrated, I Golf, and Golf On-line. The researcher also suggested that Betsy read the Golf chapter from the Tactical Games Approach book (Griffin, Mitchell & Oslin, 1997). Although Betsy reported reading the book and looking at the web sites for golf, she primarily relied on Marvin’s expertise because he was the golf coach at Edison High School. She utilized activities and video resources that he supplied to her for the golf unit.

Betsy discussed in phone mentoring sessions that physical education did not seem to matter at Edison, all that mattered there were the core academic subject areas. The web site address for the Ohio Department of Education with a link to the proficiency test learning outcomes was provided for help in planning cross curriculum lessons to attempt having better communication with subject area teachers and an increased valuing of physical education in the school. A copy of the PE-News Summary, an email newsletter
from PELINKS4U, was forwarded to Betsy as another source of ideas and ongoing additional resources. Resources for on-line catalogs were sent to Betsy as a suggestion that she might find them useful when she began planning for the next school year at her new school. Web sites were provided for Sportime, Gopher Sport and US Games. The URL for Healthy People 2010 was provided via email with the suggestion that she consulted the web site for the most current and up-to-date information when planning lessons for her students for next year. She indicated that she saved the website addresses in her files; however she did not utilize these resources during this study.

**Discipline**

Betsy did not want students to take advantage of her because she was only about seven years older than most of her students. She wanted to be more consistent with her student discipline and follow through with consequences. After dialoguing with the researcher about discipline during phone mentoring sessions (Telephone Conference, 4/26/00, 5/3/00) Betsy came to the realization that she was “the adult in charge” and she had to separate herself from the students rather than being friends with them (Telephone Conference, 5/3/00, 222-228). She began utilizing the researcher’s suggestions by drawing clearer boundaries between herself and the students such as dressing less like the students, wearing collared shirts and more professional shorts, rather than street clothes (which might indicate to the students there was no need to change clothes for class), jeans, or soccer shorts and tee-shirts. These small changes helped her set herself apart
from the students (Observation 5/16/00). Also, by not discussing personal topics with students such as what she did on the weekend or responding to student questions about what kind of beer she liked she became more consistent with enforcement of school and class policies that were already in place such as assigning detention, contacting parents, discussing outcomes of disciplinary referrals with administrators. She also began keeping better documentation of student’s who did not dress for class or participate in class activities.

Web site addresses were suggested to address Betsy’s concerns relating to discipline including, *The You Can Handle Them Web Site: A discipline model for handling over 100 misbehaviors at school and at home* and *Class Management Resources*. Other web sites which addressed multiple issues, including discipline and the specific needs of beginning teachers were also provided; These were: *The National Association for Beginning Teachers Resource Center, Beginning Teacher’s Toolbox, New Teacher’s Resources*, and *Beginning Teacher Book Recommendations*. The researcher suggested to Betsy that the end of the school year might be a good time to think about how she would like to do things differently next year in terms of rules, routines and procedures. Perhaps she might consider creating a list of five or six general rules stated in a positive manner to give information to the students about what is expected. She was referred to a list of rules physical educators had posted in a section of the *PE Central* web site called “Creating a Positive Learning Environment” for ideas of what other physical
educators use with their classes. She reported looking over the websites and saving the addresses in her files but there was no evidence that she utilized these specific website resources during this study.

Planning: Keeping things interesting

Many of the resources offered to address Betsy’s concern about her lack of content knowledge could also be used for planning to keep things interesting for the students. Web sites related to units Betsy was teaching were suggested by the researcher to help pique the interests of her students by providing current information in a format that might be more appealing to them. Books with newer approaches to teaching, which have been documented by authors (Griffin, Mitchell & Oslin, 1997; Siedentop, 1994) as being more engaging than traditional approaches for secondary level students, were also shared with her.

Resources presented for Betsy to consider in planning her Softball units were the web site address to the P E Central archives, Team Discovery’s web site, a copy of the Softball chapter from the Physical Education Handbook (Schmottlach & McManama, 1997), and a suggestion that she read through the Softball chapter from the Tactical Games Approach book (Griffin, Mitchell & Oslin, 1997). As reported in the previous section of this report Betsy attempted to utilize the tactical approach in her softball unit but abandoned her efforts to continue using this approach other than the concept of utilizing small-sided games.
Tennis web sites provided as resources for Betsy’s consideration were: Tennis One, Tennis Instruction, Tennis, Tennis Server, Tennis Express, Successful Doubles, and Learn Sports. Again, she reported looking at the websites and utilized drills from some of the pages by printing them out and offering them to the students to try. She commented that the students did not want to do drills; they wanted to play the game (Informal interview, 5/9/00). She was not specific as to which websites the drills had come from.

The researcher also suggested that Betsy might consider joining the NASPE-L listserv and/or the PE-Forum listserv to get ideas from other physical educators across the country and around the world. Web site addresses for joining these listservs were provided to Betsy. There were no indicators that she joined either of these listservs or utilized the associated archives. Web site addresses for Allyn-Bacon and Human Kinetics, publishers of the two suggested books, and to our professional organization American Alliance for Health, Physical Education Recreation and Dance along with the Ohio Association for Health, Physical Education, Recreation and Dance link that would have other professional materials were also emailed to Betsy. She acknowledged receipt of the above general resources and reported putting them in her files. However there was no evidence that she used them during the course of this study.

R. Q. 3. What is the Perceived Usefulness of the Three Mentoring Strategies in Addressing the First-Year Teachers' Concerns?

The four participants were asked during interviews at the midpoint and end of the study to reflect on the perceived usefulness of the three mentoring strategies in
addressing their concerns as a first-year teacher. Each participant first discussed the individual mentoring strategies [observation, telephone conferencing, and telementoring] then talked about the combination of the three strategies.

Omar- Rural Middle School

Observation strategy

Omar stated that the observation strategy was very useful to him (Interview, 5/1/00, 66-67). Using a Likert scale format, he ranked the observation strategy as 9 out of 10 at both the midpoint and at the end of this study, with 0 being not at all useful and 10 being extremely useful on the scale. He said, “The observations helped a lot with hands-on activities” (Interview, 5/23/00, 117). Omar continued, “When I’m involved in an activity working with the students it’s nice to have someone coming in from the outside looking in to give me feedback and to see if I’ve overlooked anything” (Interview, 5/23/00, 118-121). He also thought that the observation strategy helped to get someone else’s view on issues such as safety and productivity (Interview, 5/23/00, 117-125). Omar felt that the observations took him back to when he was doing his student teaching. “You knew you were being watched so you were just a little bit more aware of what you were doing” (Interview, 5/1/00, 39-42). He also became more analytic about his teaching while the researcher was observing.

With someone else there it made me think more and look deeper into what I saw in the classroom. I was asking myself, ‘Am I seeing the same things that she [the researcher] is seeing’? The observation strategy helps me keep in mind that I need to be watching all the time. Once I got to know my students, I would find myself looking more at the activity rather than at the students and what they were getting out of the activity. The observations have prompted me to look more closely to
see exactly what’s going on. I think by having someone in there observing it helps me to keep more focused so that I come back to looking at the students and what they are achieving from the activity (Interview, 5/23/00, 139-162).

Although the researcher was able to visit Omar’s school each week for an observation there often was not enough time for an appropriate post observation conference given scheduling issues. Feedback on observations of Omar’s teaching was typically a few brief comments after the observation that were expanded on and discussed later during phone mentoring sessions.

Phone Mentoring Strategy

Omar explained that the phone mentoring was extremely useful as a tool to help reflect on his teaching and to bring in some new ideas and suggestions about things that he had not thought about before. He rated the phone mentoring strategy as a 10 at the midpoint and 9 out of 10 at the end of the study. “It helped with so many things just to be able to touch base with somebody and to know that you had somebody qualified, someone who had been there, to bounce ideas off of and to get a different perspective” (Interview, 5/23/00, 258-262). Omar thought that being able to talk through specific concerns, helped him deal with students who were not participating, those who were not behaving appropriately, or students who were using inappropriate language. He gave an example of how he was able to talk through developing an assessment sheet for the gymnastics/acrosport unit he was teaching with his physical education mentor. In a later conversation he was able to discuss revisions that could be made to the sheet to give more specific feedback to the students about their performance.
During a phone mentoring conversation you can talk more in depth about situations and it’s a little more laid back. You’re outside of the situation looking in again, which is a little easier to make a diagnosis than being right in the middle of the situation (Interview, 5/23/00, 445-450).

Omar felt that the best thing about the phone mentoring was having someone who had been “in the same shoes who would know some of the answers or know some of the situations” in which he was involved (Interview, 5/23/00, 213-216). “We’re humans and when things go wrong we want somebody to talk to and we want somebody to understand what we’re talking about” (Interview, 5/23/00, 206-207).

Telementoring strategy

Omar indicated that he had spent some time looking at the different web sites and that they were very useful. At the midpoint of the study he rated the telementoring strategy as a 9 and during the final interview he rated telementoring as 10 out of 10. He said,

I wonder sometimes why I didn’t find some of these sites. With all the other things that we’re doing, plus planning and trying to get things done right away it’s not always useful to just sit down and try to find different sites. It’s [the telementoring strategy] really a great method of giving someone some useful tools. If you have four or five sites to choose from, at least one or two are going to give you some good ideas, so I think that’s the most useful part (Interview, 5/23/00, 304-313).

Omar specifically mentioned PE Central, the state Department of Education site and the Gopher Sports site as being useful to him.

Omar said that he had visited the PE Central website a few times in college as a possible resource but that it was different now looking at the site as an actual resource.
He felt that *PE Central* covered many areas of teaching and provided detailed information, such as lesson plans, and resources for buying books and equipment.

Another web site that Omar had visited was his state’s Department of Education (DOE) site. He did not think he would use the state (DOE) site as regularly as *PE Central*, but still thought he would be able to obtain much detailed and very important information from the state DOE site. He said the variety of sites made the telementoring strategy great (Interview, 5/23/00, 370-371).

**Combination of the three mentoring strategies**

During the midpoint interview (Interview, 5/1/00) Omar rated the combination of the strategies as a 10 and at the end of the study (Interview, 5/23/00) he rated the combination of the three strategies as a 9 out of 10, with 0 being not at all useful and 10 being extremely useful. In this study he felt that the timing of the mentoring sessions with the various strategies was a drawback. He thought the mentoring sessions were too close together to be able to digest the information and make changes by the next session. Although Omar felt the timing of the sessions needed to be adjusted, he still thought the combination of the three mentoring strategies was extremely useful. He explained, “I think with any mentoring strategy, as with any teaching strategy, we’re finding that one way isn’t the greatest for everyone”. “The combination of strategies doesn’t limit you to just using one source” (Interview, 5/23/00, 437-438).

“[For] people who are really efficient with computers the telementoring works well. Observation helps by having someone else’s insight with given situations, and the phone mentoring works well to just sit down and chat about it [the situation] and bounce ideas off of one another” (Interview, 5/1/00, 191-198).
“The three mentoring strategies work really well to fill in loop holes that one of the
strategies might leave by itself” (Interview, 5/23/00, 400-401). “The three strategies used
together round out the whole mentoring process” (Interview, 5/1/00, 198-199).

David – Suburban Middle School

Observation strategy

David stated that having an experienced physical educator come out to observe
him was “really helpful” (Interview, 5/9/00, 57). He rated the observation strategy as 8 or
9 out of 10 with 0 being not at all useful and 10 being extremely useful, at the midpoint
interview and as a 9 during the final interview of this study. He clarified his thinking by
explaining that he would not rate the observation strategy as a 10 because he thought
“that although mentoring is a good way to teach someone how to be a physical education
teacher, the only way they can do it is by going through some problems on their own and
learning how to cope with problems” (Interview, 5/31/00, 83-85).

He said the researcher saw things that “I probably wouldn’t have picked up on as
a beginning teacher” (Interview, 5/9/00, 58-59). David felt that the observational strategy
was very helpful in bringing back the small things he knew to do, but that he did not do
consistently. The small things that David referred to that he had used were getting the
students attention, getting the students to quiet down, “taking a knee” and even reminders
to include a closure portion to the class to review and settle the class before sending
students inside to the locker rooms (Interview, 5/31/00, 55-61).
During the initial interview of this study David expressed that he was having difficulty with discipline because the students want to “joke around” and were “doing other things that really shouldn’t be going on” while he was teaching (Interview, 4/11/00, 133-134). During an observation (4/13/00) the researcher noticed the students were all standing around David talking with their classmates and not paying attention to David while he was giving instructions, and again during the closure portion of class. The researcher suggested that he have the students “take a knee” in other words kneel down on one knee, sit down or squat down when David had the students gathered in for instructions or at the close of class. He could use the “take a knee” procedure so that the students would be still while he was giving instructions or explanations, and he could see all the students better to monitor their behavior more effectively (Telephone conference 5/11/00, 190-218).

David commented that he found the methods the researcher used to help highlight specific situations for him to be aware of during class useful, “because up until now, I’ve been too focused on the goal of the lesson. I’m not putting myself in the shoes of the student” (Interview, 5/9/00, 68-71). “I had just been wanting to get through the material and accomplish what I had set out to do” (Interview, 5/9/00, 76-77).

**Phone mentoring strategy**

David did not like talking on the phone. He admitted his bias and discomfort with talking on the phone during an interview at the midpoint of this study. At that time he rated the phone mentoring strategy as a 4 or 5 on a 10-point scale. To ease his discomfort with the telephone conferencing during the second half of the study, David and the
researcher identified a planned time for the phone mentoring sessions. When there was a set time for the telephone conference David felt that he could be more prepared with questions for the phone mentoring, and not have the conversation be so spur-of-the-moment (Interview, 5/9/00, 124-129). During the final interview for this study he rated the phone mentoring strategy as 6 or 7 out of 10 points. He felt the phone mentoring strategy was much more useful knowing when the phone call would come (Interview, 5/31/00, 94-95).

David was able to see the benefits of the phone mentoring strategy “as a good way of providing mentoring if something came up on a day when [the researcher] hadn’t been out at the school observing” (Interview, 5/9/00, 94-95). He also saw the phone mentoring as another way to receive feedback and as a motivator for himself because “I could tell you that things [a suggestion or idea] had worked and we could go from there” (Interview, 5/31/00, 81-82). David felt phone mentoring was “still personal, you can still have a conversation and get things [issues or situations] talked through and decided on” (Interview, 5/9/00, 96-98). He saw limitations if phone mentoring was used as the only mentoring strategy because the researcher “wouldn’t have seen what was going on and wouldn’t have formed her own objective point-of-view” about the teaching situation (Interview, 5/9/00, 119-120).

**Telementoring strategy**

David viewed the telementoring strategy as a very good way of getting resources, information and additional viewpoints on a given topic. David commented that he
“hadn’t thought of the listservs as a way of finding information” (Interview, 5/9/00, 139-142). He thought telementoring was an effective way to locate teaching and disciplinary strategies.

He rated the telementoring strategy as 6 or 7 at the midpoint interview and 4 or 5 of 10 during the final interview of this study. David perceived the telementoring strategy as a “one-way street” in terms of receiving information; he did not see telementoring as a “conversation” (5/9/00, 157-158). Some limitations he saw with the telementoring strategy were that “very seldom would two people be on-line at the same time to get questions answered” and “teachers were in and out of their classrooms so they were not near their computers to receive help in solving their problem” (5/31/00, 125-126).

David had some difficulty with convenience of computer access. The computer he used at work was in his health classroom, he did not have access to that computer during his physical education classes because of the distant location of his health classroom at the other end of the building.

There was initial confusion about accessing the web sites sent to David via email correspondence. It seemed he expected to be able to click on the web site address from within the email and have it link directly to the web site. The email software package used by the researcher (Eudora 4.0) did not have the capability of creating hyperlinks. David needed to copy the address from the email and paste it into the URL address space on his browser to be able to assess the web sites that were sent to him.
Combination of the three mentoring strategies

For David, the combination of the three mentoring strategies “fit together” and “covered the entire spectrum of what a teacher would need” (Interview, 5/31/00, 149, 171-172). He saw the observation strategy as “providing a common ground for the mentor and beginning teacher,” the phone mentoring provided “an additional outlet for new resources, new ideas or even motivation for the beginning teacher,” and “the resources from the telementoring completed the package” (Interview, 5/31/00, 150-155). He rated the combination of the three mentoring strategies as 9 out of 10 at both the midpoint and final interviews of the study because he thought that “no matter how good the mentoring strategy, teachers had to learn some things on their own and by being given advice from another teacher” (Interview, 5/31/00, 211-212). David felt that the three strategies combined together “provided probably the most complete mentoring available” (Interview, 5/9/00, 189-190).

Alice – Urban Middle School

In general, Alice felt that the three mentoring strategies were very useful to her because she had so many ways to reach somebody to communicate and share ideas. She had been out of school for over 11 years and did not feel that she had all the resources [e.g. up-to-date books and website addresses] at her disposal that someone coming straight out of school might have. She felt that it was good for her to be able to get resources from someone and to have someone helping her (Interview, 5/11/00 55-66).
Observation strategy

Using a rating scale with 0 being not at all useful and 10 being extremely useful, Alice rated the observation strategy as a 10 during both the midpoint and the final interview. Her perception of the observation strategy was,

I get instant feedback; I know what’s going on right then. I have somebody there who’s seeing things that I might not be seeing and making comments about those things. This helps me pick up on things and I can use that feedback to adjust immediately for my next class (Interview, 5/11/00 85-89).

An example of the usefulness of the observation strategy for Alice was that she could quickly implement feedback given to her by the researcher.

On another observation day during Alice’s flag football unit, she was having difficulty circulating through the class to all the students in order to observe their throwing technique. She was moving randomly about the field going to whichever students called her over to “come look at my throw”. The researcher suggested that Alice might make more efficient use of her time by observing each student in one small group and then moving to the next small group and assuring the other students that she would be with them to observe their throws shortly. Alice implemented the researcher’s utilization suggestion during the next class and after class commented on how much the new observation technique had helped (Observation 5/19/00).

Alice commented that the observation strategy could be more useful to her if there was time in her schedule for discussion afterward. “It would be nice if after an observation session there was time available, ten minutes perhaps, where you could sit down and actually talk” (Interview, 5/11/00 92-100).
Phone mentoring strategy

Although Alice didn’t think of herself as a “telephone talking person”, she liked the idea of having the telephone as one of the mentoring strategies (Interview, 6/8/00, 179). First, she spoke about how she found phone mentoring useful to bring up issues that she would not necessarily discuss in person with the researcher.

Phone mentoring is also useful because I don’t have that eye-to-eye contact with my mentor [the researcher]. A lot of things you get frustrated with and just wonder what are they going to think of me when I say this. You don’t have to see that instant look of disappointment or excitement. You just hear their calming voice, and it helps you think through your problem, which is mostly what you’re looking for rather than someone to solve the problem for you. You just want somebody to listen to it, maybe give some pointers, but not actually solve it. Let me solve the problem; just hear my problem (Interview, 6/8/00, 114-125).

She went on to discuss further how phone mentoring was useful to her as a means of emotional support.

I think the biggest help was when I would have a bad day, I was able to call and talk all the way through the situation to my mentor [the researcher] on the phone and that helped me feel better, take deep breaths, just relax and say it’s going to be a new day tomorrow (Interview, 6/8/00, 183-188).

Alice also saw phone mentoring as a useful means of getting questions answered quickly.

“If there was something that went on that day or something I needed help with right away, I could call, talk and get that concern taken care of right then and there.” (Interview, 6/8/00, 179-183). She saw the phone mentoring strategy as a resource that was available to her between the researcher’s observation visits.

When the person can’t be there to observe, but yet I’m having problems, I still have a resource to go back to, my mentor [the researcher]. She can talk me through the situation and give me feedback and ideas. That way I’m not just left
hanging waiting until she comes back to observe again, I’ve got another avenue. That’s why phone mentoring is helpful (Interview, 5/11/00, 104-110).

Alice rated phone mentoring a 10 on a scale of 0-10 with 0 being not at all useful and 10 being extremely useful (Interview, 5/11/00, 130; 6/8/00, 210).

Telementoring strategy

Alice indicated that the computer telementoring strategy was probably her favorite of the three mentoring strategies. She rated telementoring as 10 out of 10. Her comments from the midpoint and final interviews in this study provide insights as to why telementoring was her favorite of the three mentoring strategies.

When I graduated in 1988 the internet wasn’t that big back then (Interview, 6/8/00, 234-235). I like telementoring for the convenience. If you can’t reach your mentor, you can get on the computer with your thoughts at the time. You don’t have to wait for that next phone call or visit; you can get your concern sent out to your mentor in an email. It’s in black and white and the mentor [researcher] can refresh your memory to help you remember what you wanted to talk about (Interview, 5/11/00, 144-158).

Alice spoke more specifically about the usefulness of resources that had been provided to her through the telementoring strategy. “I was made aware of resources on the internet that are so useful, such as PE Central and NASPE-L listserv where I can talk to other physical educators, find out what they are doing and get responses from them so I don’t have to reinvent the wheel” (Interview, 6/8/00, 223-228). “If you’ve got a concern, you can pose it to the other teachers and maybe they’ve already solved the problem and worked it through before. They can give you instant feedback through the email system” (Interview, 5/11/00, 162-165). “I have used it [the internet] to get rules for
flag-football, batting ideas and batting pictures” (Interview, 5/11/00, 184-185). “I have also used the university’s library system to search for information” (Interview, 6/8/00, 243).

“I have used the NASPE-L listserv to get information about physical education uniforms. We want to have physical education uniforms for our school next year, so I have retrieved some information supporting uniforms and put the information in my principal’s box” (Interview, 5/11/00, 185-187). “The online resources, particularly the listserv, have been a wonderful addition for me” (Interview, 5/11/00, 169).

Combination of the three mentoring strategies

Alice became quite animated and excited when discussing the usefulness of the three mentoring strategies in combination during the final interview of this study. Her comments and explanations were quite clear and therefore are presented as direct quotes.

The three mentoring strategies together give you a complete resource. You have the mentor [researcher] coming into your class observing you and talking to you about what she sees happening in your classroom. On the telephone you have someone you can talk to about situations and issues that come up in class, you can ask her questions, and get instant feedback on the telephone. You can get more detailed in describing happenings that went on through your day. The telementoring, you have access to any time you have a computer (Interview, 6/8/00, 266-273).

Alice continued on with her explanation describing what would be missing if the mentoring strategies had been used individually.

If you only had observations, you would have to wait until your mentor came out for the next observation to have your concerns addressed. You would have all these concerns, and you are so busy as a first-year teacher. You would forget some of the issues you wanted to talk about with your mentor and you would not have access to her right when you needed help.

Only having the telementoring you would not have anyone coming out to your site observing you and seeing things that you may be doing wrong in your
classroom. Although you could pull activities up on the computer, you would not really know if you were putting these into use correctly. The telephone mentoring would be like the telementoring by itself, you can give explanations but your mentor cannot see what is actually happening in your classroom (Interview, 6/8/00, 307-328).

Alice rated the combination of the three mentoring strategies as a 10 on a scale of 0 to 10 with 0 being not at all important and 10 being extremely important. She concluded, “If you just had one mentoring strategy without the others it would be hard to choose which one would be the best. Having all three gives you a sense of security” (Interview, 6/8/00, 295-298).

Betsy – Suburban High School

Betsy perceived that all three of the mentoring strategies were definitely useful. She stated,

I was able to take the things I learned, apply them and get feedback from someone who knew what I was trying to achieve as an outcome. When it came to asking questions, I didn’t have to go to my principal or another teacher. I was able to refer to a professional in my same area and that really helped (Interview, 6/1/00, 25-30).

Betsy felt strongly that the observation strategy was the most useful of the three individual strategies. She stated,

Coming out of college you are observed all the time, then you get out into the real world, and it’s nice to have feedback from somebody to see if you are doing things correctly or using a technique to the fullest capabilities (Interview, 5/10/00, 21-25).

Betsy said, “The telephone mentoring was also helpful to just sit down and talk about it [teaching] and kind of get away from the situation. Think about it, talk about it”
(Interview, 5/10/00, 25-27). She indicated the telementoring was tough for her because of time, but that she knew that it could be very useful because of the millions of sites out there (Interview, 5/10/00, 28-30).

Observation strategy

Betsy was quite clear that the observation strategy was the most useful strategy to her. She liked that the researcher was able to visit her school and “see what she was doing” (Interview, 6/1/00, 99).

You were able to walk me through different situations, correct me if things were in question and give me support with issues I was concerned about … I thought the observation strategy was more thorough and a more one-on-one way to mentor (Interview, 6/1/00, 99-104).

She also commented, “Just having some feedback from someone who’s been there and has more content knowledge than I do was helpful. My mentor [the researcher] was someone who I could share problems with and she gave me ideas about how to solve them” (Interview, 5/10/00, 42-45). One example of a problem that Betsy recalled receiving feedback from the researcher about was how to include more instruction during a softball unit when the students did not want to spend time working on skills. The researcher suggested that Betsy try interjecting brief instructional segments between plays during softball games. Betsy reflected,

After you graduate from college it’s scary because you think, here I have 30 kids, 6 different times a day, sometimes I have 150 kids and you’re a little bit scared. This was my first professional situation outside of subbing and it was nice to know that once or twice a week I was able to talk to you. You were able to visit
me to make sure that everything was going well and to let me ask questions. You
gave very competent answers that I was able to understand and not something that
floated over my head (Interview, 6/1/00, 114-122).

On a rating scale of 0 – 10 with 0 being not at all useful and 10 being extremely useful
Betsy rated the observation strategy as being a 7 or 8 at the midpoint interview of this
study. Her reasoning for the rating of observation as the highest of the three mentoring
strategies was because it was “actual interaction”. She stated, “I can feed you a line on
the phone, but when you can actually see what I’m doing in person you can give me
better instruction and see where my weakness is and my strengths are” (Interview,
5/10/00, 89-93). She raised her rating of the observation strategy to a 10 by the final
interview. Reasons she gave for her rating at the end of the study were that the
observation strategy “covered all my concerns, we were able to sit down and have
discussions inside and outside of class. You were here once a week or week and a half,
that was extremely useful to me as a professional” (Interview, 6/1/00, 127-130).

Phone mentoring strategy

Betsy ranked the phone mentoring strategy as second to the observation strategy,
but she thought that the phone strategy was ranked almost as high as the observation
strategy “because we were able to sit and talk for an extended period of time . . .During
an observation we might have to stick to a schedule” (Interview, 5/10/00, 149-153). With
the phone mentoring “I could still be learning at home, outside of the whole school
setting, and that was nice” (Interview, 6/1/00, 140-142). At the midpoint of the study Betsy rated phone mentoring as a 6 out of 10, and at the end of the study she rated it as 9 out of 10 with 0 being not at all useful and 10 as extremely useful.

When Betsy was at home she set work and the school day aside. Her other obligations at home as a new mother and working with her husband to renovate their home, as well as her coaching responsibilities took her attention away from thinking about what had happened during the day or about preparing for the next day. Betsy said, “It seems like when I walk out of the school doors, school was gone until 7 o’clock the next morning” (Interview, 6/1/00, 142-143). “When I’m home, I’m away. I don’t even think about the day, about anything that’s gone on, but the telephone mentoring brings me back and gets me thinking about it” (Interview, 6/1/00, 116 –119). “I enjoyed being able to discuss things at home with someone who knew what I was talking about and it let me get my mind set back into PE” (Interview, 6/1/00, 198-201). “I brought you up-to-date on what was going on in the classes and it gave me a chance to vent or organize in my head what I’m doing the next day” (Interview, 6/1/00, 188-190). Some examples that demonstrate the usefulness of the phone mentoring strategy to Betsy are described next.

She explained that phone mentoring was very useful because it allowed her to talk about work issues. She said she “could jot down questions that she didn’t ask during the observation time then ask them on the phone. With a couple of the games you were able to follow-up quicker on the phone” (Interview, 6/1/00, 123-124). Betsy presented an example that referred to the field set-up for small-sided softball games, organized with
the home plates near the center of the field, batting toward the outer edges of the space so the teacher could more easily monitor four games at once. She commented, “when I used the cloverleaf set up of the softball fields, you were able to follow up quicker on the phone than you would have been able to in person, so I was able to get some quick feedback” (Interview, 5/10/00, 134-137). She also said the researcher reminded her about things to do, and talking about it on the phone helped her to remember when she was at school. For example, one issue discussed during phone mentoring sessions was making better use of the dry erase boards that were mounted on the wall at the entrance to each locker room (Telephone conference, 4/26/00, 262-263; 5/16/00, 130-133). Betsy complained that she was tired of the students asking what they were doing in class that day, whether or not they had to dress for class, and if they were going outside. The researcher suggested that if she used the dry erase boards to post this information daily, students’ questioning of Betsy on these matters might be reduced.

Phone mentoring discussions about discipline, specifically on the topic of her as the “Adult in Charge” acted as a catalyst for her to go through a problem-solving process of her own and make decisions about what consequences to put in place and steps to be taken in the follow through process. Betsy seemed to have shifted her thinking as indicated by her comments during a phone mentoring session (Telephone conference, 4/27/00) when she decided to put detention consequences in place, and even though it would be inconvenient for her to stay after school, she was willing to do it if it meant getting control of the class. She had come to the realization that “being their friend isn’t
the important thing, but keeping control of the class is. I’ve built a rapport with them and maybe I’ve done it backwards, but now I’m instilling the discipline and it has been easier that way” (Telephone conference, 4/27/00, 41-44). After an observation a few weeks later (Informal interview, 5/17/00) Betsy reported that students recognized that she would follow through with consequences.

On another day an incident occurred during an observation (Observation, 5/25/00) that required disciplinary action. A male student had a portable CD player with him in class during a softball game outside. He angrily shouted that his headphones had been broken and he was “going to get a gun and get him [another student]”. The researcher suggested that she talk to him about what had happened with the headphones. Betsy talked to the student in an attempt to calm him down. As we were walking back inside from the field Betsy said to the researcher that she would report it at the end of class. As soon as the bell rang she went to the main office and reported the incident (Observation, 5/25/00). She reported in the next phone mentoring session (Telephone conference, 5/31/00), before the researcher had an opportunity to prompt her about what had happened with follow-up on the situation, that she had already talked with the assistant principal about the incident, and that he had a conference with the student. In the final interview Betsy commented, “Toward the end of the study we started thinking on the same track. When you would bring up a subject, I had already taken care of it” (Interview, 6/1/00, 153-155).
Telementoring strategy

Betsy had internet access both at home and at her work site. She reported adequate time for planning at school, but very limited time at home to access the internet and WWW resources. A complication was that the school had put protective filters on the computers restricting access to certain types of sites. Betsy was not able to access her Internet Service Provider (ISP) site from school because of the filters on the computers. Also, because she was finishing out the academic year in another teacher’s place the school did not assign Betsy an email account of her own, nor could she access the previous teacher’s account because it was password protected. Therefore information and resources sent to Betsy at her home email account by the researcher were only accessed a few times. Betsy would access her email at home late at night, print off the email messages containing the information and resources from the researcher and bring them with her to work, where she would then access some of the sites during her planning time.

Betsy felt the telementoring strategy was also very useful because “the WWW sites are resources out there for everybody and I would not have known they were out there if it hadn’t been for you introducing me to this mentoring” (Interview, 6/1/00, 239-242). She explained,

It [the telementoring strategy] opens up a whole new world on the internet. There’s so much knowledge and content out there, and with you sending me certain things and web sites it allows me to branch out and find more resources that I can use in class (Interview, 5/10/00, 175-179).
During an interview at the midpoint of this study Betsy rated the telementoring strategy as 6 out of 10 with 0 being not at all useful and 10 being extremely useful. Justifying her rating of the telementoring strategy Betsy responded,

Telementoring is definitely useful for my professional development. I can take all the information that has been sent to me, download it or print it off and keep that forever in my files. I’ve already added a lot of the things that you have sent to me, I have softball files, tennis files, golf files and I add them [resources sent by the researcher] to my files, so that in the future I have information I can look back on, and now look at to improve my knowledge of the content. (Interview, 5/10/00, 165-170.)

At the end of the study Betsy had raised her rating of the telementoring strategy to 9 out of 10. Her perceptions of the usefulness of the telementoring strategy were reiterated during the final interview in this study.

The WWW resources go outside of anything you or I could know, they go outside of the local area, it’s everything that anybody can put on the internet and I enjoy that. Different ideas, new ideas, new strategies and techniques that I can implement with my class in the future or today, I think that’s very useful (Interview, 6/1/00, 252, 257).

When asked how the telementoring strategy could be made more useful to her Betsy replied,

The only way I can see that it could be more useful is if I had more time to get online. All the information I have needed for any of the units I’ve taught is in my email account, just waiting for me to pull them up (Interview, 6/1/00, 262-266).
Combination of the three mentoring strategies

Betsy explained her perception of the usefulness of the combination of the three mentoring strategies together, “It [the combination of mentoring strategies] covers every aspect of everything I’m doing” (Interview, 6/1/00, 300). She viewed the interrelated workings of the three mentoring strategies as follows:

Well, as a combination you can see me in person, see what I am doing and right there on the spot, we can talk about things that I’m doing well, or could do better or improve on. Through the phone mentoring we can follow-up quickly on what we talked about. You can remind me of things that we talked about that I was going to work on. The telementoring allows me to focus on specific areas that I’m working on. I think it encompasses every area of teaching. You see me in person, we talk about it there, we can talk about it again on the phone at a later date, and then I also receive resource material on the computer” (Interview, 5/10/00, 218-228).

For Betsy, having the observation strategy combined with the telementoring or the phone mentoring strategy provided some sense of accountability.

I could tell you [I was doing] anything on the computer and not be doing it in the classroom. With the observations you were able to see me. If you saw things that I was doing in my class that I couldn’t see then you could send me something, but you wouldn’t be able to do that if it was strictly telementoring” (Interview, 6/1/00, 319-325).

She continued, “Well, I think it was the same with the telephone. We could probably discuss the situation more liberally than just being on the computer, but I think without the observation it’s just not as complete” (Interview, 6/1/00, 328-331). Betsy rated the combination of the three mentoring strategies as “Definitely 10” out of 10, at both the midpoint and final interviews of this study. She commented, “I wish I could do
this every 5-10 years to catch myself up on the latest materials out there” (Interview, 5/10/00, 237-238). “I think it’s the perfect combination . . . I think the combination of the three is outstanding” (Interview, 6/1/00, 286-296).

Summary

Chapter 4 presented the four beginning physical educators results as related to the research questions. The first research question posed to the participants was: What were your concerns? Omar had concerns about discipline, curriculum, integration with the classroom, being more organized for his classes [planning] and wanting to use more skill assessment sheets. David was concerned with planning, student discipline, his attendance procedure and motivating students. Alice’s concerns were “dress and participate”, “have an activity for non-participants”, “have disciplinary actions for students who were hitting others” having consistent rule enforcement between her and her co-teacher, developing a better discipline plan than the one that was in place and understanding her students from an urban environment (Interview, 4/12/00; Interview 5/11/00). Betsy was concerned about her lack of content knowledge, discipline, and “make things more interesting” (Interview, 4/13/00, 377-386).

The second research question inquired into the utilization of resources for addressing the beginning physical educators’ concerns. Books, book chapters, journal articles, feedback from the researcher (face to face, through telephone conferences, and
via emails), websites and physical education listservs were used as resources by participants to address their concerns. Appendix F provides additional details about the resources provided and utilized by each participant.

Omar did not utilize any of the discipline resources provided to him. In the area of his curriculum concerns he reported that he had read “A singular scheme of scheduling middle school physical education activities” (Laubach, 2000) but would not be able to utilize the information until during the summer when he would meet with other physical educators from the district to revise the curriculum. Efforts were made by Omar to integrate physical education more with other subject areas. A researcher tip to include terms from other subjects was utilized by terms including terms from mathematics and science during a basketball and a gymnastics/acrosport unit. He reported viewing the State Department of Education website section on content standards with which there was also a vague connection with his utilization of this website in his lessons. He utilized invasion games and components of an obstacle course that were posted to the PE Central website. “Teacher tips” provided by the researcher were also utilized to address Omar’s concerns related to assessment. He chose to utilize teacher tips discussed with the researcher during phone mentoring sessions to create assessment sheets for student-created routine during his gymnastics/acrosport unit and videotaped the routines so he could review them later as needed.

Resources utilized by David to address his planning concerns were The Physical Education Activity Handbook (Schmottlach & McManama, 1997) to review skills he
would need to demonstrate to students during his speedball unit. He utilized *Teaching Sport Concepts and Skills: A Tactical Games Approach* (Griffin, Mitchell & Oslin, 1997) by reviewing the soccer chapter to locate activities that were then implemented into the early part of the unit to practice skills. Other resources he utilized as sources of lesson ideas and activities were *PE Central* and *NASPE-L* listserv.

David utilized several “teacher tips” provided by the researcher these included giving students a second chance to count their heart rate if they had missed the first count signal during the cardiovascular fitness games unit, using the “take a knee” signal for getting the students’ attention and quieting them and positioning himself near students who needed assistance with position play or motivation. He also utilized an inclement weather plan that was developed based on a discussion while he was setting up for class and it began to rain as well as follow-up dialogue during a phone mentoring session.

More researcher provided resources were utilized by Alice than any of the other participants. To address Alice’s concern of “dress and participate” she utilized the “On the Sidelines” worksheet (Appendix E) created by another teacher in the area and provided by the researcher. Alice located additional information from the *PE Central* website utilized to modify the worksheet. She also located information from the *NASPE-L* listserv and utilized this information to advocate with her principal that a student physical education uniform policy be put into place.

She utilized *The Physical Education Activity Handbook* to review softball and flag football skills that she wanted to include into her upcoming units. Other activity
ideas for these units were gathered from *PE Central* and the *NASPE-L* listserv. She read chapters from *Teaching Sport Concepts and Skills: A Tactical Games Approach* (Griffin, Mitchell & Oslin, 1997) and incorporated concepts such as students working in small groups and teaching skills and tactics through use of modified games. She also read a journal article “Stride is the key to hitting” (Bennett & Yeager, 2000) and utilized cue words from the article on a poster and as points of emphasis during softball batting lessons.

Alice worked with the researcher through phone mentoring sessions and an informal interview after the midpoint interview to help align district benchmarks with lesson plans she was developing for her flag football unit. When she finished developing this unit and accompanying lesson plans it was implemented with the students.

Researcher provided “teacher tips” Alice utilized included: a teacher safety tip suggesting that she hold the head of the softball bat while working with individual students so they wouldn’t swing and accidentally hit her with the bat. Also, when she was having difficulty providing feedback to all students during one class period, the researcher suggested a systematic circulation pattern for providing feedback to each of the students in the several small groups. She utilized this feedback circulation pattern in her softball unit and continued its use in her flag football unit.

Betsy utilized resources primarily on one topic. She printed-off sheets with tennis drills and activities from *PE Central* and several tennis websites the researcher had shared with her; these were utilized by distributing the sheets to her upper-level physical
education students to try. She read the softball chapter of *Teaching Sport Concepts and Skills: A Tactical Games Approach* (Griffin, Mitchell & Oslin, 1997), after implementing one lesson she rejected this approach other than the concept of using small-sided games.

She also used one researcher suggested “teacher tip” by interjecting brief comments between plays of the softball games to provide more of an instructional component to the activity.

Betsy did not use any of the discipline resources provided for her consideration however she did utilize teacher tips related to discipline shared with her by the researcher. Ideas Betsy utilized that had been shared with her by the researcher were: being more consistent with enforcement of rules and routines as well as recording infractions in her gradebook and “being the adult in charge” by separating herself from the students both in the clothing she wore to work and in types of conversations she engaged in with students.

Question three addressed the perceived usefulness of the three mentoring strategies (On-site observation, telephone conferencing and telementoring) by beginning physical educators who participated in this study. Participants varied in their perceptions of exactly how useful each individual mentoring strategy was, but all agreed that each mentoring strategy was at least somewhat useful. However, there was unanimous agreement among the participants that the combination of the three mentoring strategies was the most useful to each of them.
Participants’ personal learning styles and communication preferences were also revealed as the study progressed. None were exactly the same as the others. Some customization of mentoring strategies was required to meet each of the beginning physical educators’ mentoring needs.
The purpose of this study was to explore the perceived usefulness of three strategies for mentoring beginning teachers during their induction into the physical education profession. Mentoring strategies included in the study were on-site observation, telephone conferencing (phone mentoring), and telementoring. This chapter presents a cross case/site analysis of the findings by research question. The research questions guiding this study were:

1. What were the concerns of the first-year physical educators in this study?

2. What resources were utilized to address the concerns of the first-year teachers?

3. What was the perceived usefulness of the three mentoring strategies in addressing first-year teachers’ concerns?

Discussion and conclusions relating evidence from the present study to findings from the literature, and the theoretical framework of occupational socialization follow. Implications and recommendations from the current study concerning mentoring of beginning physical educators, providing feedback to student teachers and professional development issues for physical educators are presented in the final section.
Cross Case/Site Analysis

R.Q.1. What were the concerns of the first-year physical educators in this study?

The concerns of the beginning physical educators in this study paralleled many of the concerns expressed by beginning teachers and beginning physical educators described in the research literature. Participants in this study identified concerns grouped under the following themes: (1) discipline (2) instruction (3) content.

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<th>Discipline</th>
<th>Instruction</th>
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<td>- Getting organized</td>
<td>- Organizing</td>
<td>- Curriculum</td>
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<td>- Organizing</td>
<td>- Assessment</td>
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<td>David</td>
<td>- Discipline</td>
<td>- Planning</td>
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<td>Suburban Middle School</td>
<td>- Attendance procedure</td>
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<td>Alice</td>
<td>- Dress &amp; participate</td>
<td>- Planning</td>
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<td>Urban Middle School</td>
<td>- Non-participant activity</td>
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<td>- Disciplinary action</td>
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<td>- Understanding behaviors of urban students</td>
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<td>Suburban High School</td>
<td>- Teasing</td>
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Table 5.1 – Beginning Physical Educators’ Concerns by Theme

Problems of beginning teachers were categorized in Veenman’s (1984) review of literature were, in rank order discipline, motivating students, dealing with individual
differences, assessing student’s work, relationships with parents, organization of class work, insufficient and /or inadequate teaching materials and supplies and dealing with problems of individual students. Participants in the current study shared several of the same problems as those reported by Veenman (1984). All of this study’s participants had discipline problems they were concerned about. For instance Alice had students who were pushing, shoving and hitting each other and she had a difficult time even motivating her students to get dressed for activity and participate with the class. David was concerned with motivating students to stay on task and move during activities aimed at increasing cardiovascular fitness and in his speedball unit. Omar was focused on improvement of analysis and assessment of students’ skill performance work as was Alice. Betsy and Omar each had individual students with whom they were unsure how to work.

**Discipline**

All four of the participants were still experiencing discipline concerns, even though it was late in the school year. Discipline was reported as a common concern for beginning teachers in both the general education literature (Kent, 2000; Ryan, 1970; Veenman, 1984) and the physical education literature, (Cruz, 1991; Napper-Owen, 1992; Napper-Owen & Phillips 1995; Solmon, Worthy & Carter 1993).

Omar was “rattled” by student misbehaviors and would forget about all the things he was suppose to teach (Interview, 4/10/00, 224-226). He had abandoned the discipline system implemented at the start of the school year as he perceived it was too time consuming and he believed he had not organized or taught it well enough. Also, he had
not been consistent in recording students’ misbehaviors. He replaced his original discipline system with a short set of general guidelines and expectations. He was having difficulty with assigning exact consequences to specific rule violations. Omar was searching for a system that would allow flexibility in assigning consequences, yet help students clearly understand the appropriate behaviors he expected (Phone mentoring 4/17/00, 135-146). Even though he had a set of rules and routines that had been put in place and was initially taught to students, when the discipline system was not working he abandoned the system, rather than re-teaching and re-enforcing the rules and routines with his classes as suggested by Fink and Siedentop (1989). As the researcher was not present at the start of the school year, it was not possible to make any judgements on how well he introduced these rules and routines.

Alice reported that her sixth grade students were hitting and shoving each other. Eighth graders refused to dress for class or participate in lessons. There was much foul language used in class, students used physical education equipment inappropriately; for example one student was chasing another with a plastic bat trying to hit another student. She wanted disciplinary action taken by the administration; in her opinion, simply having time-out of class was not working (Interview, 4/12/00, 163-168). She felt that discipline issues were complicated because she did not understand how to work with students in an urban teaching environment. She had no previous field experiences or teaching experience in an urban setting. Students at Graham Academy were not like the rural
students with which she had previously worked. Alice perceived that she was not dealing with behavioral issues of urban students in her classes appropriately and did not know what to do about addressing this concern.

Griffin (1985) studied teaching in an urban multiracial physical education program and identified several contextual factors as “exerting a limiting effect on instructional quality in the physical education program” (p. 163). Among these factors were central office policies, school-based support for teaching and the unique qualities of urban, multiracial schools. Alice was dealing with the “corrosive effect of contextual factors” (Griffin, 1985 p. 163) on discipline and instruction in her physical education program. Teachers in Griffin’s (1985) study and Alice in the current study were “forced to deal with the problems of urban life every day because they affected the lives of many students and ultimately their performance and behavior in school” (p. 162). Alice’s situation was indicative of what Bain (1990) described in her review of the literature: “Teachers in inner-city schools often have particularly difficult teaching conditions in addition to dealing with multiracial student populations for which they have been inadequately prepared” (p. 770). Alice had difficulties motivating her eighth-grade students to dress and participate in the physical education class activities. They did not seem to think they needed to dress or participate because they had already taken the state’s proficiency tests and the end of the school year was near. They did not want to learn. Mike, a first-year physical educator in O’Sullivan’s (1989) study of teachers’ struggle for legitimacy, faced a similar situation when he had to cope with students who were about to enter junior high school and did not want to learn. He held them to
expectations for learning in physical education that did not exist the previous year. In Alice’s case her eighth grade students were preparing to enter high school. Many of her students like Mike’s were “too cool” to participate in physical education (O’Sullivan, 1989). Many of Alice’s eighth grade students did not even bother to change their clothing for the planned class activities. Because these 8th grade students chose not to “dress”, they could not participate according to the policy agreed upon by Alice and her co-teacher. However, his inconsistent enforcement of the “dress and participate” policy created additional discipline problems in Alice’s classes when students questioned why they had to “dress” for class or why they could not participate if they had not changed their clothes. Mitchell and Hewitt (2002) clearly identify not dressing as a form of disobedience, rather than simply a nuisance to be tolerated by the physical education teacher. Alice’s co-teacher had a “just let them play” attitude and there had been virtually no instruction or accountability prior to Alice’s arrival for progress in student learning in the physical education program. Alice had to deal with this uncooperative co-teacher in ways that resembled Jessie’s experiences as a first-year teacher in Stroot, Faucette and Schwager’s (1993) study of induction year teachers. Jessie also had to cope with an uncooperative colleague and negative experiences throughout her first year of teaching. She reported that “having someone else, a mentor with whom to relate was invaluable” (p. 382).

David had concerns about his attendance procedure. He stood by the locker room doors and checked-off student names from the class roster as they exited the locker rooms because there were not enough sets of numbers painted on the floor for him to use the
same system as the other physical education teachers at his school. David’s students
noisily milled about the end of the hallway while waiting for the rest of the class to
emerge from the locker rooms, often after the class period was suppose to have begun.
He was searching for a more efficient system.

David and Betsy were both young, outgoing teachers who had concerns about students becoming too friendly with them. They had been too lenient with disciplining their students earlier in the school year similar to Bob and Lisa who were participants in a study conducted by Cruz (1991). Lisa and Bob ignored their students’ misbehaviors or made “empty threats” and they failed to follow through. They also continued with the lesson over the noise of the students. David’s students were “joking around and misbehaving,” but David wanted to “please the students” and he was not “putting his foot down” (Interview, 4/11/00, 134-135). Betsy had tried to be nice to the students but this resulted in her being inconsistent with enforcement of rules and policies. She was concerned about “being taken advantage of by the students” (Interview, 4/13/00, 226). She said most of the students respected her but that it was “that 20% that I’ve got to do something about, because if I don’t the next two months are going to be miserable” (Interview, 4/13/00, 241-242). She was also concerned about the “unmerciful teasing” experienced by some of the ninth grade students (Interview, 4/13/00, 394-395).

For each participant discipline concerns were manifested in different ways which varied with the school context. Of all the participants Alice, who taught in the urban middle school, had the most disciplinary concerns. What seemed to underlie each of the beginning physical educator’s discipline issues were that rules, routines and expectations
“were treated in a less systematic manner with classrooms that were characterized by lack of clarity, inconsistency of application and lack of practice for important routines” (Fink & Siedentop, 1989, p. 199). Participants reported initially introducing the rules, routines and expectations to their physical education students at the beginning of the year, when they received a new group of students or when they first arrived at the school. However, the first-year teachers admitted that they had not practiced the rules, routines and expectations enough or consistently reinforced them with the students. Students tested limits of the rules such as when David’s students kept talking and being noisy while he was trying to teach or when Betsy’s students would talk disrespectfully to her and leave the gymnasium without permission. Students also played one teacher against the other when there were inconsistencies in enforcement of rules between teachers, as was the case in Alice’s teaching situation. When the teachers did not go back to practice and reinforce rules, or if teachers like Betsy and Omar tried to be flexible with students when attempting to enforce rules, inconsistencies arose or non-compliance was ignored until the teachers had reached their limit and had to take action.

Instruction

Instruction-related support was one of two broad categories identified by Gold (1996) in a review of the literature on beginning-teacher induction. Other studies of beginning teachers in physical education have also had instructional issues emerge as key components (Napper-Owen & Phillips, 1995; O’Sullivan, 1989). Planning, assessment/grading and content emerged as instructional concerns in the current study.
Planning. Of the four participants in this study, David had been the most concerned about his planning. He was concerned that his planning had “fallen off” and he was not planning to his fullest capability. Cruz (1991) also found that the four first-year physical educators in her study had drifted away from what they had learned in student teaching in terms of writing daily lesson plans. David reported that feedback from the researcher made him more accountable to what he had learned in his teacher education program similar to Peter who was described in Napper-Owen and Phillips’ (1995) study, who believed the feedback he received from his mentor throughout his first year made him more accountable to effective teaching and usage of knowledge he acquired in his undergraduate teacher education program. Document analysis of lesson plans submitted to the researcher indicated that David’s lesson planning was the most complete and detailed of the four participants. For example his speedball unit included a block plan with skills to be covered each day as well as a schedule of tournament play. He also used detailed daily lesson plans created with computer word processing software which contained general objectives, behavioral objectives, time frames, diagrams of field set-up and drill formations, exact equipment lists, teaching cues, however specific evaluation components were missing. Additionally David had finally created an inclement weather plan which he included along with, a team rotation schedule, offensive and defensive statistics and a daily posting of scheduled team play. David’s planning was most similar to Kelley’s as described in Stroot and Morton (1989). David, like Kelley, had a unit plan along with lesson plans that included detailed objectives, specific equipment needed for the lesson, detailed diagrams, verbatim statements and cue words.
Omar indicated that he wanted to be more organized going into classes. He used block plans that briefly listed objectives in short phrases, a list of activities, skills learned, skills needed, equipment needed and grading. He repeated the six-week block plan sequence with slight variations for each new group of students that rotated among the related arts classes to physical education throughout the year. Like the beginning teachers in Cruz’s (1991) study, Omar did not use written daily lesson plans for conducting classes. He indicated that he knew what he would be doing in the lessons because the sequence of lessons repeated every six weeks with a new group of students (Informal interview, 5/01/00). He drifted away from what he had learned in his pre-service teacher preparation and student teaching in reference to his daily lesson planning. Omar completed his block plan briefly describing class activities as did Joe and Jean, the public school teachers in Cruz’s (1991) study, by simply completing the blocks of their planning books, because no detailed daily lesson plans were required.

Alice was attempting to overcome a situation in which “open gym” and large-sided recreational games had been typical. She sought assistance in planning for skill development and student learning as well as matching lesson objectives to district benchmarks. Her softball unit showed use of resources provided by the researcher for her consideration, such as grouping students for small sided games, creating a poster with step-by-step directional cues for skills and providing feedback to students using appropriate verbal cues.

In her next unit, Alice planned more thoroughly for flag-football, which included detailed daily lesson plans matched to district benchmarks. She included an introduction
to the daily activity, lesson objectives from the district benchmarks, sequenced daily activities, and a list of equipment and materials needed. She attached photocopied pages from activity books with class organization and game rules to her lesson plans. Alice and her husband had even come out to the school on the weekend and used their own lawn mower to cut the grass on the playing fields. They then hand sprinkled lime with cans to create the appropriate lines and field markings for her students’ upcoming lessons. Alice was attempting to overcome the “throw out the ball” style of teaching, as was Lisa in Stroot, Faucette and Schwager’s (1993) study, by finding and using sources of support such as the researcher in this study for specific physical education setting issues and her Peer Assistance and Review (PAR) consultant in efforts to become the teacher she wanted to be.

Betsy planned one day at a time. During her planning period each day Betsy made a list of brief phrases on a quarter sheet of paper that was carried on a clipboard as a reminder of topics to be covered. Her planning was reminiscent of Bob (Cruz, 1991) at the end of his first semester of teaching in that he “resorted to simply listing the activities and not until the day on which he planned to teach them” (p.224). Betsy was initially concerned with “keeping the students busy” and “not wanting the students to get bored,” similar to the type of planning described by Placek (1983) where student feedback influenced teacher planning. One key area of teacher concern, when planning, was student enjoyment. All teachers in Placek’s (1983) study were concerned that students would not like physical education classes. Teachers’ statements expressed concerns such as “classes not being fun or exciting” and “playing something they (students) wanted to
play” (p. 48). Discussions with the researcher through the course of this study assisted Betsy in beginning to shift her thinking more toward student learning rather than student enjoyment. She planned and taught a lesson using the tactical approach to work on place hitting the ball (Phone mentoring, 5/3/00, 27-96) and she was observed giving strategy tips to students between softball plays, providing short instructional segments to improve students’ skills in making outs (Observation 5/9/00). Betsy also used the previous instructional strategy as an example of the usefulness of the observation strategy during an interview at the midpoint of this study (Interview, 5/10/00, 48-53).

Betsy and Omar did not use detailed daily lesson plans at all during this study. Alice had started without using daily lesson plans at the beginning of our mentoring, but she had gradually worked toward writing more detailed lesson plans that were completed for the entire unit by the completion of the study. She found that the lesson plans helped her with teaching skill-based lessons rather than just playing games. Ironically, David who was the most concerned about his planning of the four participants in this study had a unit plan, block plan and detailed lesson plans for each day. His lessons were instructionally focused and skill-based which supported student learning. For beginning physical educators, use of daily lesson plans can help assure that the progression of the lesson is maintained and the teachers stay on task. Also lesson planning helps to provide a measure of confidence and security for the teacher (Stroot & Morton, 1989).

Assessment/Grading. Omar focused on development and implementation of an assessment instrument for his students during their gymnastics/acrosport unit. He developed an assessment sheet and used it in coordination with videotaping students’
gymnastics routines for evaluation purposes (See Appendix G). He expressed interest in developing variations to this assessment sheet for other units as well as wanting to develop other skill assessment sheets for student use during the next school year. During his gymnastics/acrosport unit Omar attempted to hold to the measurement and evaluation strategies taught in his teacher preparation program and he was using authentic assessment strategies. Matanin and Tannehill (1994) reported that the only contextual factor found to influence student assessment was how other physical educators in their building assessed students. In this case, Omar’s isolation, being the only middle-school physical educator in the district, may have helped him in breaking the cycle of perpetuating questionable assessment practices.

David did not specifically discuss issues related to assessment or grading during this study. These topics did not appear to be pressing concerns for him. The researcher witnessed David assessing his students using observation and questioning during on-site observation sessions (Observation, 4/27/00; 5/4/00; 5/9/00; 5/16/00). This was similar to the methods of evaluating student progress used by Kelly, Kathy and Gary for assessing students, discussed in Stroot and Morton (1989).

Students in Alice’s classes were assessed on appropriate attire for class, participation, and performance on unit tests. Alice’s concerns about “dress and participation” related to grading, in that students’ grades were lowered when they did not dress appropriately for class or participate. Her method of assessment was much like the methods Matanin and Tannehill (1994) found to be typical of factors included when grading physical education students such as attendance, effort and attitude. Because she
was not able to change how students were assessed she felt that if she could motivate
students to dress appropriately for class and actively engage in activities of the day she
could assist them in preserving their grade. After she implemented use of the “On the
Sidelines” worksheet (Appendix E) Alice felt there was improved compliance with the
“dress and participation” policy and increased active engagement in class activities
especially with her 6th and 7th grade students. She said,

“They’re great! They’ll do it [“On the Sidelines” sheet]. They’ll fuss and ask
“why do I have to do this”? Well, you’re not dressed. “Why am I sitting over”? Well,
you’re in time-out because you couldn’t behave yourself. They’re not
giving me any grief over it [“On the Sidelines” sheet](Phone mentoring, 5/14/00,
175-178).

Alice felt information from the completed sheets provided her with additional
documentation for communication with students’ families. After a student had completed
three “On the Sidelines” sheets, Alice reported that she made copies of the completed
sheets and mailed them home to the student’s family which also assisted with compliance
to the “dress and participate” policy.

Betsy’s grading procedure was similar to the one Alice had in place with the bulk
of the grade attributed to dressing appropriately for class and participation (Matanin &
Tannehill, 1994). Betsy’s issues with grading emerged from her concerns with lack of
consistency in documenting notes excusing students from participation. She had provided
students with progress notes informing them of their current grade in physical education,
which was based on appropriately dressing for class, participation and unit quizzes. Some
students were quite angered with their progress notes that indicated lowered grades due to
unexcused nonparticipation days. Students demanded an accounting of why they had
been marked in the gradebook for an unexcused non-participation. Within the next few
days students brought notes from home indicating past dates they had been sick or injured
asking Betsy to excuse the student. After calling selected parents to verify authenticity of
some notes she believed were fraudulent, Betsy accepted the notes and changed the
unexcused non-participation dates to excused non-participation. Betsy’s issue with parent
notes was reminiscent of that encountered by Tamara (Williams & Williamson’s 1998).
Her experience was that the parent’s expected a recreational setting in physical education
and didn’t believe students should be graded. Parents at Betsy’s school similarly
devalued physical education as evidenced by their willingness to write or accept
fraudulently written notes excusing students from physical education class.

Another issue for Betsy related to grading was the written final exam covering all
the units from the semester. Subject area teachers in the school had standardized exams
for each course taught, which were approved by the administration. She could not change
the final exam even though she was sure that some of the material on the test had not
been actually taught to the students, especially since they had several weeks with
substitutes before she was hired. She found notes and a copy of the test from the previous
teacher’s files and made a review guide based on the test questions. She conducted
question and answer sessions with the students and provided some class time each day
during the last week of classes to help students compensate for material that might not
have been covered in class. Betsy was concerned about students being held accountable
for demonstrating proficiency on materials that they may not have been taught or even
exposed to during the school year. She had no idea what had been taught before she
assumed teaching responsibilities, but she did not want low student performance on the test to reflect poorly on her as a teacher. She administered the test on the last day of school as was required by the school administration.

Although none of these beginning physical educators had totally eliminated a grading component based on attendance, appropriate dress for class and participation, Omar, David and Alice had begun experimenting with other skill and cognitive assessments that would be included into students’ evaluations for a grade. Betsy continued grading primarily on attendance, appropriate dress for class and participation with a final written exam given at the end of the term. She made no attempts to change from the system that had been already in place at the school.

Content

Content knowledge about specific activities and curricular models are needed before teachers can make changes in their programs. Locke (1992) proposed that if we are to change physical education, then the likely mechanism for that change would seem to be the curriculum. Cothran (2001) reported on a study of six teachers attempting to make changes to their programs. She found that all of the teachers in her study needed new resources to begin their programs. The common resource need among these teachers was the need for new knowledge.

Content Knowledge. Betsy specifically asked for assistance in gaining additional content knowledge and locating activities related to curricular units she was assigned to teach. She also requested ideas for engaging students in class activities. She sought information related to golf, tennis, and softball. Reminiscent of Peter (Napper-Owen &
Phillips, 1995), Betsy wanted to “fill up her bag of tricks” with new activities. Alice recognized that her knowledge was not current and took the initiative to update herself. She used the USPE-L listserv and read information on recent curricular models and approaches from resources provided for her consideration by the researcher.

Curriculum. Omar was preparing to update and revise his curriculum. During a teacher planning day earlier in the year, all the physical education teachers in the district met to begin discussing revisions of their programs, including an articulation plan for coordinating the various grade level programs together. Additional meetings were anticipated over the summer or during pre-planning at the beginning of the upcoming school year. Omar sought information for planning and structuring the middle school curriculum as well as ideas for new units that could be included (Laubach, 2000; Mohnsen, 1996).

Another curriculum related area Omar targeted for improvement was integration of his physical education curriculum with the rest of the school’s subject areas and with local community recreation programs. He wanted to make connections with what was being taught in other subject areas and with school-wide themes. He began using terminology from mathematics such as parallel, perpendicular, and angles; and from science he used force, base of support, and names of muscles and bones (Cone, Werner, Cone & Woods, 1998; Placek, 1983) Omar also wanted his students to develop skills they could use to be active in community recreational programs. He already had volleyball and
basketball as units in his curriculum that corresponded with activities offered in the community. He was investigating other possibilities for units to be included into the curriculum for the next school year.

Omar and David had recently engaged in Master’s degree level learning at a large Midwestern land grant university with an excellent reputation for producing high quality physical educators. David had already completed his Master’s of Education degree, and Omar was working toward completion of his final project for his degree. Betsy and Alice both held Bachelor’s degrees. Betsy had talked about deficiencies in her undergraduate teacher preparation program and the weaknesses she knew she had in content knowledge, particularly those activities other than the commonly played team sports. Alice talked about the strengths of her undergraduate teacher education program, but admitted that she had been away from physical education teaching for 11 years so she wasn’t familiar with current resources, curricular models or approaches to teaching.

Betsy demonstrated content knowledge and skills typical of a traditionally aged beginning teacher who has just graduated with a Bachelor’s degree. She sought information when she actually needed it to teach a particular lesson. Alice was always seeking opportunities to learn more and thinking ahead about units she would like to include in the future Alice was beginning to lay the groundwork for changes she hoped to make the next school year. David and Omar were already putting their content knowledge to work by beginning changes in the physical curriculum at their schools. Strong content knowledge preparation through physical education degree programs,
including advanced degree studies, and on-going professional development have an impact on the quality of the curriculum that is developed and how well it is carried out with students.

R.Q. 2. What Resources Were Utilized to Address the Concerns of the First-Year Teachers?

Each beginning physical education teacher selected resources to utilize in addressing his or her individual concerns from among the many resources supplied for consideration (See Appendix F). The participants chose to utilize the resources in different ways and implemented a variety of ideas based on their teaching context. One of the commonalities to be noted among the participants was that they seemed to see the researcher/mentor as a resource for practical tips and ideas, locating the nugget of information needed and getting it to the beginning teachers quickly for immediate use, and as someone with whom to dialogue in finding a solution to particular situations occurring in their classes. They looked to her as a source of information and ideas, viewing her as a knowledgeable peer. Omar explained that he had people he could vent to and tell what went wrong at school, but they did not have a lot of great answers specific to physical education. The best part for him was “just to have somebody educated and somebody kind of in the same shoes that I’ve been in that would know some to the answers or know some of the situations to give other answers for” (Interview, 5/23/00, 212-216).
David said,

I know I’m not the perfect physical educator, and you having some experience is really helpful to some different things, especially like counting the heart rate a second time…I would never have picked up on that. So having an experienced physical educator out to help me was good. (Interview, 5/9/00, 56-66).

Alice had been out of school for 11 years and she felt that she needed to update her knowledge and reconnect with resources. She said, “Having somebody to talk to and help me, and help me with resources … has been good for me” (Interview, 5/11/00, 59-66).

Betsy, on the other hand had recently finished school and commented that coming out of college you’re used to being observed all the time. Then you get out in the real world and it’s kind of nice to have a little bit of feedback from somebody to see if you’re actually doing something right or doing it to the best of your capabilities (Interview, 5/10/00, 21-25).

Another commonality the participants shared was that they preferred to utilize resources that provided practical knowledge (Bain, 1990; Campbell, 1988; Lawson 1985) rather than theoretical research resources (See Appendix F).

Discipline

*PE Central* and the *NASPE –L* listserv resources were the most mentioned and utilized by participants in this study. In order to achieve greater student participation in class activities, Alice interacted with the researcher on several occasions, either on the telephone or during informal interviews about the use of non-participation assignment sheets or “On the Sidelines” sheets (See Appendix E). She looked at a sample provided
by the researcher and also located other examples on the internet from PE Central. Shortly thereafter Alice implemented use of the sample sheet the researcher had provided. She indicated that she would make modifications to the sheet for the next school year incorporating some of the ideas she had seen on PE Central. The researcher witnessed increased participation in planned class activities during Alice’s classes related to the use of the “On the Sidelines” sheets during two on-site observations (5/18/00; 5/24/00). She also utilized information from the NASPE-L listserv archives to support her position advocating that students should wear uniforms during physical education class. She printed the information and put it in her principal’s box. David used an idea that was presented for his consideration by the researcher and had students “take a knee” as a listening position along with waiting until the students were quiet before beginning instruction to help with discipline and to hold students’ attention longer. Betsy implemented the safety precaution of relocating students who were waiting for a turn to bat in a Matball game from behind the batting area to along the sideline of the gymnasium, which was a suggestion made by the researcher. She continued these safety practices by having students wait in the dugout or on the bleachers for their turn at batting in softball. She was more consistent with enforcing class rules and with documentation in the gradebook after discussions on these topics during phone mentoring sessions.

All participants reported viewing at least some of the websites sent to them to address their concerns related to discipline and class management. Ideas and strategies that the teachers chose to implement were not attributed to specific web site resources
with the exception of PE Central and the NASPE-L listserv. Although there were only a few resources utilized by any of the participants, these two resources were the most frequently utilized as reported by participants or observed by the researcher during this study (Observation, 4/11/00; Interview 5/23/00, 6/8/00; Informal interview 5/2/00).

**Instruction**

Quick tips provided by the researcher that were easy to immediately implement or resources that were directly given to the beginning physical educators were more likely to be utilized than resources that the beginning teachers had to seek out or locate on their own. There was evidence that teachers utilized many of the ideas provided by the researcher. Instructional problems that seemed quite troublesome or frustrating from the first-year teachers’ perspective were easily resolved with what seemed to be rather simplistic solutions from the researcher’s perspective for addressing the beginning teachers’ concerns that just had not occurred to them. The first-year teachers were quite capable of implementing the ideas once they were made aware of some possible solutions to their problems. The following are some examples of these types of “quick-fixes” and teacher tips the participants chose to utilize.

Omar began using terms from mathematics and science in his units on gymnastics/acrosport and basketball (Observation 4/18/00, 4/25/00) to help make interdisciplinary connections with his physical education content (Cone, Werner, Cone & Woods, 1998). His assessment concerns were eased by developing and utilizing an assessment sheet and videotaping the gymnastics/acrosport routines (Knudson & Morrison, 1997; Pinhiero, 1994) so he had an opportunity to review to his assessment
later if he had missed a component or needed re-check the accuracy of his evaluation (Observation, 5/11/00). David provided a second opportunity for students to be able to count their heart rate during cardiovascular fitness games (4/13/00) and used proximate positioning and verbal encouragement to assist low motivated students in becoming more engaged with the class activities (Observation 5/15/00). Alice utilized a tip about how to avoid getting hit with the bat while assisting students at home plate by holding the head of the bat when she gave instructions. By implementing a more systematic teacher circulation pattern through the class area Alice was also able to observe all of her students’ skill performance and provide individual feedback to each of them during a single class period (Observation, 5/2/00). Alice also went beyond the researcher tips by reading articles and books in efforts to improve her instruction (Bennett & Yeager, 2000; Landy, 1996; Griffin, Mitchell & Oslin, 1997). She was able to implement these ideas in her softball and flag-football units as cues from the article were put on a poster, and pages from the flag-football section of the book were copied and attached to her lesson plans.

Content

Resources provided for participants’ consideration were reported as either utilized or stored following adult learning principles. If there was immediacy to the need for information about the content, such as the resource related to the next unit being taught, it was viewed or read and used immediately. Whereas if the need for the
particular topic information was not immediate, but was seen as something that could be utilized in the future it was briefly scanned or saved with other resources related to the topic.

Betsy read the softball chapter on the tactical approach to teaching from the Mitchell, Griffin and Osln (1997) book that was provided to her by the researcher (Phone mentoring, 5/9/00). Subsequently she planned and implemented a lesson using what she referred to as the “Cloverleaf set-up” of the fields with small-sided games (Phone mentoring, 5/9/00). She also took a more active teaching role by taking time between plays during 9th grade softball games to explain possibilities and strategies for making outs (Observation, 5/25/00). Betsy and Omar reported saving the URL addresses for websites the researcher had sent in files for future use (Interview, 5/1/00, 151-156; Interview, 5/10/00, 164-170) Omar also reported reading the article by Laubach, (2000) on curriculum planning that was provided to him by the researcher but this article was stored for utilization during curriculum revision meetings that would occur during the summer (Phone mentoring, 4/17/00, 469-488; Informal Interview, 4/25/00).

A wealth of resources was provided by the researcher for the participants’ consideration. Though some were viewed, (e.g. Class management websites and the state department of education website) and others were filed for planned utilization over the summer or during the next school year (e.g.; Golf Websites; Gophersports; Labauch,
2000), few were actually used to change teachers’ lessons during the data collection period of this study. The short duration of the study may have contributed to the low level of resource utilization to change lessons by the beginning physical educators.

R.Q. 3. What were the perceived usefulness of the three mentoring strategies in addressing the first-year teachers’ concerns

The participants all viewed each of the three mentoring strategies as useful with all but one rating each of the three mentoring strategies as very useful or extremely useful. David rated phone mentoring and telementoring only in the useful range. Early in the study when participants began informally discussing which of strategies they found useful, the researcher began hearing comments from participants indicating that they found a combination of the three mentoring strategies especially useful. A decision was made to formalize interview questions regarding participants’ perceptions of the usefulness of the combination of the mentoring strategies based on emerging themes.

Observation

The usefulness of the six weekly on-site observations in the current study, compared favorably with the findings of the impact of induction assistance using observation as a strategy described by Napper-Owen and Phillips (1995) and Cruz (1991). The on-site observation strategy was the most familiar to each of the participants, as they all had been observed during their student teaching experiences. Yet this on-site
observation mentoring strategy was more collegial, according to the participants, because there was no evaluative component and the focus of the observations was addressing the participants’ concerns. The on-site observations seemed to provide the foundation and context for the other mentoring strategies. Participants used the on-site observations as a point of reference when dialoguing particularly in phone mentoring sessions or to a lesser degree in telementoring email messages. They seemed to use the on-site observations as an accountability check. Comments were repeatedly made during interviews indicating that the beginning teachers could tell the researcher anything they wanted on the telephone or in an email, but that during the on-site observations the researcher could see for herself what was occurring in the teaching situation. The beginning teachers used observations as a way to verify with the researcher that they were not over dramatizing descriptions of their workplace context or inappropriate student behaviors in their classes. Participants also wanted the researcher to confirm that their teaching was appropriate or provide suggestions for improvement. The beginning physical education teachers in this study stated that they were appreciative of someone with more experience or expertise confirming or providing input for improvement of their teaching. They perceived the observation strategy as being helpful and useful to their development as a teacher. Some ways participants found observations useful were for feedback on their teaching, for specific examples and ideas on addressing self-identified concerns as well as for accountability.
Phone mentoring

The phone mentoring strategy was seen as useful for discussing situation specific concerns, or as a “stop-gap to fill in between observations” (Interview, 5/31/00, 79-80). Phone mentoring sessions were also viewed as a time for reflection, a way of “bouncing ideas off of somebody who is qualified and has been there before” (Interview, 5/23/00, 260-261), or to help participants talk through their concerns and problems and arrive at possible solutions on their own. The participants used phone mentoring as a source for a free flow of ideas (dialogue) (Issacs, 1999), in conversations “where people expose their own thinking effectively and make that thinking open to the influence of others” (Senge, 1990, p.9) and reflecting on possible solutions upon which they could take action (Freire, 1970; Gadotti, 1996).

Betsy also saw the phone mentoring as a way to vent about issues at her school. Alice sought emotional support reporting that it took some of the pressure off her husband by discussing school issues with the researcher. She viewed the phone mentoring sessions as a somewhat more anonymous and private environment to dialogue than face-to-face in the workplace. During the final phone mentoring session she indicated that without the support and assistance she received she thought she would have quit and left the school (Telephone conference, 6/6/2000). The importance of emotional support to beginning teachers such as Betsy and Alice described was reported by Gold (1996). Curtner-Smith (1998) conducted several informal interviews by telephone assisting two first-year physical education teachers and described being viewed by the
participants as a researcher/therapist. David did not like talking on the telephone, but when there were scheduled times for the phone mentoring sessions and he knew when to expect the call, he could be more prepared. This arrangement made the strategy more palatable and useful to him. Omar also suggested that a planned time for the phone mentoring session would help him be more prepared. Omar perceived the phone mentoring sessions as useful because he could “Sit back and reflect” (Interview, 5/1/00, 96). He felt he could respond better to questions “looking from the outside in again” because he was not in the middle of teaching or worrying about the students (Interview, 5/1/00, 97-98).

**Telementoring**

All of the participants in this study perceived that there were vast amounts of useful information available on the Internet. Through reviewing websites and reading listserv messages the beginning physical educators perceived the alternative perspectives and variety of people’s viewpoints on problems they might be experiencing as useful, very useful or extremely useful to them. This was similar to Pennington’s (1998) findings of the benefits of participation in the USPE-L listserv.

The beginning teachers perceived the telementoring strategy primarily as a way of receiving resources or for quick informational feedback rather than as a mode of communication. This finding is quite different from participants in Merrifield’s (2001) study of students in a multicultural education course online. Students in her graduate
course initiated, followed-up, challenged one another and took risks in discussing sensitive issues and politically incorrect perspectives in the online environment.

The first-year teachers did not have much time during their workday to use the computer. Lack of time during the workday and limited access to computers have been noted in previous studies examining physical education teachers’ use of technology by Berkowitz (2000), Pennington (1998), and Tannehill, LaMaster and Berkowitz (1995). Omar’s and Betsy’s computers were located in their offices in the locker room. David’s computer was in his health classroom at the other end of the building, and the computer available for Alice’s use at work was located in the school’s media center. Each participant also had access to a computer from his or her home. David, Betsy, and Alice primarily used their home computers for the telementoring strategy involved with this study. Omar primarily used the computer in his office at work for the telementoring portion of this study because he would have to pay a long-distance telephone charge to dial-in and access his email from home given his rural location. Participants viewed telementoring as providing a way to obtain the specific piece of information that they needed without having to spend a great deal of time searching for it. The telementoring strategy was also seen as another way of seeking the support or assistance of the researcher between observation sessions. Gold (1996) noted that frequent support through computer networks “can be a tremendous advantage to those who need more continuous contact with others” (p. 564). Participants in Eisenman and Thornton’s (1999) first-year teacher telementoring listserv provided them with similar feedback about ways
telementoring helped provide support and overcome isolation. Alice noted that she liked the convenience of the telementoring strategy. Whereas most of the email messages received by the researcher from the participants were brief and of an informational nature, serving more of a technical function, Alice chose to reach out and seek emotional support through the telementoring strategy and perhaps used telementoring as more of a reflective function.

There were some barriers encountered by study participants while using the telementoring strategy. Barriers have been noted in several other studies using computer technology in physical education (Berkowitz, 2000; Tannehill, LaMaster, & Berkowitz, 1995; LaMaster, 1996; Pennington; 1998; Wittenburg & McBride, 1998).

The following are examples of technology barriers that occurred when study participants were using the telementoring strategy. The computer network server at Omar’s school “crashed” and was unavailable for one week during the study. He had to use a dial-in modem connection from his home computer during that week and incur long-distance telephone charges for his on-line time. The email software that the researcher used did not create hyperlinks when URL addresses for websites were typed into email messages. Therefore website addresses needed to be copied and pasted into the web browser URL address space. David apparently did not understand this process during the initial part of the study and believed that the websites were not functioning properly. Toward the end of the study Alice did not have access to a computer at her worksite. Student use of computers for projects took precedence over emailing at her
school’s media center. Students finishing their final projects for various classes during the last weeks of the school year were using all of the computers in the media center. Once student projects were completed, the staff of the media center began end of the year procedures of taking the computers apart and boxing them for storage over the summer months when school was not in session. Betsy was not able to access her personal email from her workplace because filters on the school’s computers would not permit her to go to the website of the internet service provider through which she received her email. She did not have access to the former physical education teacher’s email account nor had she been assigned an email address through her worksite because she was on a temporary teaching assignment.

Combination of the mentoring strategies

All participants found the combination of the three mentoring strategies to be the most useful to them in addressing their concerns. Each rated the combination of strategies as a 9 or 10 on a 10-point scale. Participants perceived the combination of strategies as being the most complete or as a total program. The combination of strategies seemed to accommodate the various personal preferences expressed through each of the participants’ individual adult learning styles (Merriam & Caffarella, 1999). Omar saw that with the combination of strategies he still had other options for receiving support and assistance when the computer network crashed at his school. If one way was not working he could contact the researcher using one of the other strategies. Personal preference was an important factor for David. He did not like talking on the telephone and although he
used all three mentoring strategies, he relied more heavily on support and assistance provided through the observation strategy. Alice felt that the combination of the three mentoring strategies provided her with a sense of security. She knew that she could always contact the researcher and get a response quickly if she encountered a problem or had a concern (Gold, 1996). She also felt that she did not have to totally rely on the researcher because she could also use the listserv to get feedback from other people (Pennington, 1998). Betsy perceived the combination of the three mentoring strategies as encompassing all areas of teaching. She commented, “you see me in person, we talk about it here or on the phone later, and then there is the resource material that you send me later on the computer” (Interview, 5/10/00). Betsy indicated that she would like to do this again every five years just as a reminder (Interview, 5/10/00). Her comments suggest that programs structured similar to this study might be of interest as a model for ongoing professional development (NCATE, 2002).

Conclusions

Concerns identified by the participants seemed to cluster into three categories discipline, instruction, and content. Their concerns aligned with those of participants in several studies previously reported in the general education and physical education literature. These beginning physical educators did have concerns related to discipline issues, which were similar to other studies in general education and physical education (Cruz, 1991; Kent, 2000; Veenman, 1984; Napper-Owen & Phillips, 1995) and contradictory to findings of O’Sullivan (1989).
Previous research studies addressing the mentoring of beginning physical educators have not detailed specific resources utilized in providing induction assistance. Beginning efforts were made in this study to provide documentation of resources made available and utilized by the first-year physical educators. Adequate resources were found to address the participant’s concerns. Books, journal articles, websites listservs and the researcher’s background as an experienced physical educator were combined to provide support and assistance to the beginning physical educators in this study. The resources covered topics such as discipline and class management, state content standards, curriculum revision, lesson plan ideas. Other resources contained activity specific information on golf, tennis, softball, flag-football, and speedball as well as drills and on-line catalogs for ordering equipment. Resources participants showed a preference for and chose to utilize were practical in nature (Bain, 1990; Campbell, 1988; Lawson 1985) such as teacher tips, drills, activities and pre-made worksheets and lesson plans, rather than theoretical resources (See Appendix F). Participants appreciated being directed to resources, as lack of time limited their abilities to locate sources of information and ideas independently. When resources on issues which were self-identified as concerns or topics that participants had requested information about, they rarely utilized the resources shared with them to make changes in their teaching. For instance although discipline was ranked among the top two concerns by each participant none of the websites or books specifically designated as addressing discipline or class management issues were utilized.
In some cases participants may have read an article or viewed websites provided by the researcher but then they did not utilize or implement the information with their students. The only resource utilized for any purpose by all participants was *PE Central*.

Perceptions of usefulness of the mentoring strategies were based on individual preferences but followed similar patterns. Observation seemed to be at the core of the cycle of interaction for the beginning physical education teachers in this study, with phone mentoring and telementoring serving as additional support and assistance structures. Phone mentoring seemed to be a reflective time when the teachers could dialogue and problem-solve with the researcher or seek emotional support and discuss issues that might be considered too private to talk about at the work site (Gold, 1996). Telementoring was used as a resource mechanism by all of the participants although Alice also used telementoring as a source of emotional support (Merseth, 1991).

**Relationship to the Theoretical Framework**

The researcher will relate the participants interpretations of their experiences to the occupational socialization framework identified by Lortie (1975), Van Maanen and Schein (1979) and Lawson (1983a; 1983b; 1986; 1989). First is a discussion of the beginning physical education teachers’ boundary crossing experiences. Then tactical dimensions of how the participants were socialized are examined in relation to taking on of custodial or innovative occupational socialization strategies.
Boundary Crossings

According to the model of organizational socialization put forth by Van Maanen and Schein (1979) and more specifically, socialization into physical education teaching as advanced by Lawson (1986), inductees must cross three borders (functional, hierarchical and inclusionary) to complete full socialization into the organization. However, neither Van Maanen and Schein (1979) nor Lawson (1986) suggested any measures of quality for crossing boundaries. All four participants in the current study seemed to have crossed the functional boundary by late spring of the academic year when this study was conducted. Based upon observations and interviews, the participants seemed to be able to carry out the intended functions expected of physical education teachers in their school settings, which would indicate they had crossed the functional boundary. The participants were all teaching a full-time load of classes, handling administrative duties such as assigning student grades, creating reports, attending faculty meetings, covering lunch room or open gym duties, and handling day-to-day responsibilities of collecting tardy slips, and excused absence notes as well as contacting parents. They had also taken on extra duties such as coaching, tutoring, and working on fundraisers.

All of the participants had learned their place in the school organization and understood who was responsible for whom. They understood the role and standing of the various administrators in their respective buildings. They comprehended the roles of team leaders and department heads, athletic directors and they had related incidents to the researcher indicating they had learned the politics of working with powerful parents and
other faculty members who had seniority. Some examples demonstrating their understanding of the hierarchy and politics of the school were; Alice did not change the policy regarding physical education uniforms until she had received approval from her principal for the change in policy, Betsy knew to go to the assistant principal with the student misbehavior issues in her class, also David had not received approval from his colleagues for making changes to his attendance procedure so he delayed his decision to change until the next year. All of the participants seemed to have crossed the hierarchical boundary.

Crossing the inclusionary boundaries meant that one became an insider with all the rights and privileges that go with such a position (Van Maanen & Schein, 1979). There were some indicators pointing toward crossing the inclusionary boundary of socialization into the school organization for at least some of the participants. However, there was no clear evidence of crossing of the inclusionary boundary perhaps because participants had not fully-crossed the inclusionary boundary by the end of the data collection period or because not enough evidence was collected during the short duration of this study. Some indicators that Omar and Alice may have crossed the inclusionary boundary were Omar’s biography, his background his knowledge of and credibility in the community, and being the only full-time physical education teacher at the school. These factors may have assisted his moving toward crossing of the inclusionary boundary. He had grown up in the area and attended school in the same district where he now worked. The principal of Bruteville Middle School had been Omar’s high school principal. Because he was the only full-time physical education teacher at
Bruteville Middle School he did not have to gain the acceptance of other physical education teachers in the school as other participants in this study did.

Alice may have been able to move toward crossing of the inclusionary boundary with most people in her school through persistence and advocacy for her program, though it was questionable at the time of this study whether she would cross the inclusionary boundary with her co-teacher. She was able to begin putting the skill instruction-based physical education program she desired in place and gained some degree of cooperation and consistency from her co-teacher. She was able to make changes in management and discipline in her classes. She also made strides with the school administrators to be able to put a physical education uniform policy in place for the start of the following school year.

There were few indicators from this study that David and Betsy crossed the inclusionary boundary of socialization into their school organizations. David was not assigned a permanent physical education teaching location; rather he had to use whatever teaching space the other physical education teachers had not claimed for their classes. He also had to use a different attendance system than the other physical educators because there were not enough sets of numbers painted on the floor for all the teachers. Because part of the day he was located in another part of the building teaching health, he was not included in all the physical education discussions between classes when some decisions were made among the other physical educators.

Betsy was hired in a temporary position, and had originally anticipated moving
into a permanent position for the following year because she knew her co-teacher would be retiring at the end of the school year. When it became apparent that she would not be hired into the position being vacated by her retiring co-teacher she did not make attempts at inclusion into the school organization.

**Tactical Dimensions of Socialization**

According to Van Maanen and Schein (1979), how newcomers are socialized impacts their socialization into an organization. Lawson (1983a, 1986) and Stroot (1996) explained this concept as it applies to physical educators. Six dimensions of how newcomers are socialized into an organization were analyzed:

1. Collective vs. individual socialization processes;
2. Formal vs. informal socialization processes;
3. Sequential vs. variable socialization processes;
4. Fixed vs. variable socialization processes;
5. Serial vs. disjunctive socialization processes;
6. Investiture vs. divestiture socialization processes
(Van Maanen & Schein, 1979, p. 232).

In the current study, some evidence of how the first-year physical educators were socialized emerged from the data through interviews and phone mentoring. The evidence aligns with indicators of socialization through some of the dimensions examined by Van Maanen and Schein (1979).

As the only middle school physical educator in his rural school district Omar’s socialization was individualized, working with his assigned mentor, who was the guidance counselor, members of the related arts team and encounters with administrative personnel, including the principal, assistant principal and curriculum coordinator. David
was socialized individually by his health mentor, as well as the other coaches and physical educators in the school. Alice and Betsy were also socialized individually. They were both hired after the school year had already begun and were considered “late hires”.

Alice was involved with the Peer Assistance and Review (PAR) program, which would be considered a formal socialization process. However, much of her socialization on a daily basis was informal through encounters with her co-teacher, school administrators and other teachers at her school. Omar and David were socialized informally through school administrators, other teachers in the school and their assigned mentors who checked on them occasionally by asking how things were going or if they had any questions through informal conversations. Betsy’s socialization process was completely informal. She was not part of any school district beginning teacher program and had no assigned mentor. Her co-teacher Marvin was her primary socialization resource within the school, along with occasional input from the principal, his secretary or other teachers.

Some may consider participation in this research project as a formalized mentoring process. There was a regular pattern of contacts with study participants, resources were provided and feedback was given to the beginning physical educators. However, the current project only impacted the last six weeks of the school year.

All of the participants in this study were randomly socialized. Their socialization experiences were quite disjointed and jumped from topic to topic as needed. The first-year teachers’ concerns were addressed by moving to from one topic to another Even
though Alice was part of a formalized Peer Assistance and Review (PAR) program and based on the stated ideas of the program the PAR consultant and Alice were to set goals in a collegial manner based on her needs then as each goal was accomplished they would move on to another topic and set a new goal (Stroot, et al., 1998). Participants “learned the ropes” from various people and sources throughout the school year by taking bits and pieces of information on a variety of topics as needs arose (Van Maanen & Schein, 1979).

The socialization processes of all the beginning physical educators in this study were disjunctive, none of the participants was directly taken “under wing” by another physical educator to follow in his or her footsteps. Omar’s socialization was disjunctive because he was the only physical education teacher in the school and there was no physical education role model available for him at that time. David reported that his principal made it clear to him that he did not want to see the type of physical education that he had seen the previous year. The principal had “cleaned house” and expected a changed physical education department. Alice’s school had changed curricula and been designated as an alternative school the previous year. The school was still experiencing organizational changes. Her co-teacher was not considered a role model because of his over reliance on “open gym’ and his “just let them play” attitude. Betsy saw Marvin, who was within weeks of retiring, as a source of knowledge, but did not see him as a role model for a good physical education program. She viewed the program that was in place at Edison as only playing recreational games with little emphasis on student skill learning.
From the small amount of evidence gathered relating to investiture where administrators and others working with the teachers want to “take advantage of, and build upon the skills, values, and attitudes” of the first-year teachers (Van Maanen & Schein, 1979, p. 250). There were more indicators of socialization through investiture than through divestiture. There were few attempts at divestiture processes, the breaking down, denying or striping away of personal characteristics, of the beginning physical educators in this study (Van Maanen & Schein, 1979) for instance, Alice’s co-teacher’s continual pressuring of her to just let students play the game or have “open gym” rather than conducting instructional lessons may be seen as efforts at divestiture. Socialization through investiture processes seemed to be more the case with the beginning teachers in this study. The school organizations appeared to have wanted to “take advantage of, and build upon the skills, values, and attitudes” of the first-year teachers (Van Maanen & Schein, 1979, p. 250). One possible indicator of investiture was that each of the participants’ principals supported their participation in this mentoring study. Brief conversations with Omar’s principal and the guidance counselor indicated a show of support for the program he was putting in place and confidence in his teaching ability. David’s principal had “cleaned house” at the end of the previous school year and hired new teachers to change the program at his school. David reported that the principal was happy with the changes that had been put in place since he arrived. In Alice’s case her principal listened to her input and took action by changing to a physical education uniform policy in a show of support and to assist Alice with implementing the physical education program she envisioned.
Lawson (1983b) suggested that the new physical education teacher’s socialization would be individual, informal, variable, disjunctive, random, fixed and involve divesture; also, that what people learned is often a function of how they learn it” (p. 7). Based on VanMaanen and Shein’s (1979) work Lawson (1983b) proposed two hypotheses about the socialization of physical education teachers.

1. Schools with socialization tactics that are collective, sequential, variable, serial, and involve divestiture will breed custodial orientations in new teachers;
2. Schools with socialization tactics that are individual, informal, random, disjunctive and involve investiture, will nurture innovative orientations in new teachers (p. 7).

Indicators based on observations, interviews and reported information suggested the following socialization tactics for participants in this study were as follows:

Omar: individual, informal, random, disjunctive and involving investiture

David: individual, informal, random, disjunctive and involving investiture

Alice: individual, formal, random, disjunctive with involving both elements of divestiture and investiture

Betsy: individual, informal, random, disjunctive and investiture

Omar, David and Alice seemed to have become innovators to some degree in their schools. Each of them reported that the physical education program in their schools previously had been “roll out the ball”- type programs. They utilized at least some of the resources provided by the researcher to address concerns they had about their teaching
and physical education programs at their schools. Omar, David and Alice each were able
to some changes in both the structure physical education programs and the role of the
physical educator in their schools from supervisor of free play to teachers of
instructionally-based physical education skills, and fitness through utilization of
resources provided for their consideration.

Although the profile of socialization tactics at Betsy’s school would suggest that
she would be an innovator, she assumed a custodial work orientation. Of all the
participants she utilized researcher provided resources the least. Since she knew that she
would be leaving Edison High School for a position in another school district, at the end
of the school year she did not feel empowered in her teaching context or that it was worth
the effort to make changes to the program or role of the physical educator at the time of
this study, however she did make comments during this study related to how she would
do things differently in the future.

All of the participants provided the researcher with convincing indications during
their final interviews that they would remain in teaching the following year. Omar, David
and Alice indicated full intentions of staying in their same teaching positions for the next
school year. Although Betsy was relocating to a different school district, she indicated to
the researcher that she would also continue to teach and coach.

Implications

1. Alice was from a rural area in another state and had not worked with students
in an urban environment before. She felt she did not understand her students and was
unprepared for the issues she encountered in her school setting. Betsy believed that the culture of physical education as a recreation period at Edison High School was so entrenched that she could not make changes to the program. Similar to findings of other studies (Curtner-Smith, 1998, Solmon, Worthy & Carter, 1993) concerns of the beginning physical educators in this study seemed to be influenced by past experiences and current school context. Beliefs and attitudes pre-service teachers bring with them into teacher preparation programs need to be challenged and culturally relevant guidance through field experiences must be provided in order to better prepare teachers for issues they will encounter in the schools. O’Sullivan’s (1996) chapter about professional preparation of physical education teachers supports this notion.

2. The nature of the concerns of the beginning physical educators in this study could be categorized into three broad areas, discipline, instruction and content issues. This study supports the findings of Veenman (1984) and Kent (2000). Beginning teachers experience common problems and concerns. O’Sullivan’s (1989) findings that the concerns of beginning teachers in her study “were focused on instructional issues rather than on classroom discipline” (p. 241) were not supported in the current study. Although participants in the current study were concerned about instructional issues, contrary to O’Sullivan’s (1989) study, the beginning teachers still had substantive concerns about classroom discipline. Specifically they had difficulty in making disciplinary decisions as to appropriate consequences for student misbehaviors and with enforcement of
established policies. Pre-service teacher candidates seem to need more authentic practice experiences with decision making related to discipline and class management.

3. Participants chose to utilize and showed a preference for practical resources (Bain, 1990; Campbell, 1988; Lawson 1985) such as teacher tips, drills, activities and pre-made worksheets and lesson plans rather than theoretical resources (See Appendix F). A wealth of resources in multiple formats addressing the teachers’ self-identified concerns was provided for the participants’ consideration. Some were seemingly ignored (e.g. association websites such as AAHPERD and OAHPERD). Other resources were viewed but there was no evidence they were used during the duration of this study (e.g. Beginning Teacher’s Toolbox and the state Department of Education website).

Participants reported saving some resources in their files for future use (e.g. a curriculum revision article by Luebach, 2000, on-line equipment ordering websites such as Gohpersport, or resources related to activities they might have to teach such as golf). Of the very few resources that were utilized during this study most had drills, activities or lesson plans specific to the units being taught for example NASPE-L listserv and PE Central.

Heavy work loads related to teaching, coaching, other jobs and family may have limited the time available for exploring resources and planning for utilization with students (Stroot & Whipple, 2003). Beginning teachers may also have difficulty utilizing resources to create effective lessons that are focused on student learning rather than which activities to teach (Placek, 1983). First-year teachers may need induction
assistance with utilizing resources once they are located. When beginning teachers were
followed into their second year of teaching their development as teachers had progressed
Beginning physical education teachers may need different types of resources at different
times during the induction period as their concerns change and teacher development
progresses.

4. In addition to the resources provided to support and assist with discipline,
instruction and content issues, the teachers also seemed to use the telephone, and to a
lesser degree email, for emotional support. Gold (1996) indicated that it was essential that
a variety of methods be explored to provide both instructional and emotional support to
new teachers.

5. Findings of this study call into question generally accepted notions from
clinical supervision indicating that feedback should be provided as soon as possible after
the actual observation (Glickman, 1985; Goldhammer, 1969). Information from this
study indicated that there typically was not adequate time in most teachers’ schedules to
engage in any in depth dialogue or allow for appropriate conferencing about what had
occurred during a lesson as even their planning times were often occupied with duties
such as team meetings, parent conferences or tutoring students in reading. The teachers in
this study felt there was more dialogue when they could talk on the phone at home, away
from the pressure of school schedules and when they had more time to reflect upon what
had occurred in the teaching setting. These findings may have implications for student
teaching supervision. Perhaps university supervisors would have brief conferences with student teachers immediately after the observation, and then follow-up with more in depth dialogue later that day or at a designated time in the near future, either by telephone or through some other media using technology.

6. The combination of mentoring strategies seemed to meet the diverse needs of beginning physical educators. Use of multiple mentoring strategies enabled participants to examine their concerns with a wider variety of resources available for utilization. Although the participants in this study each used all three of the mentoring strategies, individually they had strategies through which they preferred to receive most of their induction assistance. Use of technology presents new possibilities for “just in time” induction assistance enabling mentors to be more responsive to beginning physical educators’ situation specific needs in a timelier manner. Whereas with the observation strategy only, recommended by other researchers (Cruz, 1991; Napper-Owen & Phillips, 1995), first-year teachers would need to wait until the mentor’s next visit to receive assistance in addressing their concerns.

7. There are time and feasibility issues associated with the mentoring process. Researchers from previous studies such as Cruz, (1991) Napper-Owen & Phillips, (1995) suggest weekly, or more frequent, observations for mentoring purposes. Use of a combination of mentoring strategies can save time in terms of travel for the person providing support and assistance, and the time consuming process of conducting weekly on-site observations, instead by using occasional on-site observations, (particularly at
times of the school year when assistance might be perceived by beginning teachers as being more critical such as the beginning of the year, change of semester and toward the end of the school year), in combination with other strategies such as phone mentoring, telementoring or use of videotaped lessons (Curtner-Smith, 1998; 2001). However, constant access to the mentor through the use of multiple mentoring strategies may add to the already heavy time commitments of school district mentors or university faculty members, especially if they are providing support and assistance to several beginning teachers at the same time.

8. Support and assistance programs for beginning physical education teachers are clearly needed. University-school partnerships, as advocated by Lawson (1986), NCATE (2002), Stedman and Stroot (1998), Fideler and Haselkorn (1999) and Gilles (2001) can ease the transition of graduates from teacher education programs into their new work roles as physical education teachers. Utilization of ongoing dialogue with mentors as part of an induction program for support and assistance with improving teaching and student learning may aid retention of quality teachers and help support professional development.

9. Use of a combination of mentoring strategies can help accommodate the beginning teachers preferred learning styles for receiving induction assistance and may help address contextual issues that could not comfortably be addressed through on-site observations alone, such as workplace issues or co-teacher conflict. Data from this study supported Merseth (1992) and Gold’s (1996) notions that perhaps beginning teachers would be more open to discussing their concerns through media providing greater privacy
or anonymity rather than during face-to-face conferences. University personnel or school staff members who are assisting beginning teachers would be able to use their time more efficiently by combining mentoring strategies, conducting on-site observations when necessary, and communicating via other technologies between visits. School districts can benefit from entering into university-school mentoring partnerships because their beginning teachers will be able to obtain the support and assistance they need, which will help them to feel more confident in their abilities to teach and perhaps accelerate the beginning teachers’ professional development, increasing the likelihood that they will be retained (Darling-Hammond, 2000; Feiman-Nemser, 1999).

Recommendations for Mentoring and Induction Programs and Practice

As a result of this study the following recommendations are provided for mentoring and induction programs and practices that will enhance the utilization of resources and usefulness of strategies to support and assist beginning physical education teachers.

1. Use a variety of mentoring strategies to address the concerns of beginning physical education teachers. Consider the communication and learning styles of individual beginning teachers when deciding on mentoring strategies to be used. Recognize that if the beginning teacher is uncomfortable with the strategy through which support is provided, efforts in providing assistance may be hindered.

2. Use mentoring strategies that are seen as useful to the individual beginning physical educator such as on-site observation, telephone conferencing and telementoring. Personal communication and learning styles, workplace context,
and access to technology may make some mentoring strategies more useful, and perhaps more meaningful, than other strategies to a particular beginning physical educator.

3. Begin by providing only a few resources at a time that are of a practical nature and easy to implement, addressing the immediate concerns of the beginning physical educators so as not to overwhelm them with resources. Next, introduce resources in one or two areas that the teacher would like to explore in greater depth with supporting resources such as practitioner oriented journal articles that have a research basis moving gradually onto readings with a theoretical basis but with the teacher also beginning to seek resources independently. Ongoing dialogue between the mentor and the new teacher will help guide decisions about what resources are needed and locating them through collaborative efforts. The beginning teacher would gradually move forward with professional development toward the teacher being able to gather data from their students for inquiry and action research. Resources provided for teacher utilization should be in a variety of formats to help address teachers’ learning styles.

4. Use technology to help support and assist beginning physical educators. However, be sure they have some degree of comfort with the technology being used, or provide appropriate professional development opportunities for learning to use the technology before it is incorporated as a mentoring strategy.
Recommendations for Future Research

As a result of this study the following recommendations are suggested for future research on the perceived usefulness of mentoring strategies for beginning physical educators.

1. Repeat this study collecting data throughout the entire first-year of teaching.
   Extend the time between researcher-initiated mentoring sessions to allow beginning teachers more time for reading resource information, planning for changes, and implementation of emerging ideas.

2. Study several mentor, mentee pairs removing the researcher from the mentor role using a similar design for the study.

3. Investigate further the utilization of resources provided to beginning teachers by studying which resources are used, for what purposes and in which situations the resources are utilized.

4. Conduct research studies on the topic of perceived usefulness of mentoring strategies from other theoretical perspectives perhaps using theories such as situated learning, developmental stage, change, inquiry, problem-based learning, and pedagogical content knowledge.

5. Explore the use of dialogue and reflective inquiry through problem-based learning or collaborative analysis of student learning as models of induction assistance for beginning physical education teacher professional development.

6. Explore the potential usefulness of additional mentoring strategies that may become available through technological advances in teaching and learning.
7. Explore transcribed interviews, mentoring sessions, and email messages using discourse analysis as a methodology for investigating beginning physical educators’ decision-making processes and pedagogical content knowledge. Discourse analysis is a relatively new methodology in the area of induction assistance which may serve to inform methodological research. Teacher education programs may also be informed by research in this area through uncovering patterns of common misconceptions or inaccurate interpretations regarding content, instruction or disciplinary issues and correcting them. Computer software to assist with more fine grain qualitative analysis has been developed and has experienced fast-paced improvements allowing for expanded research possibilities and use of methodologies that were not previously feasible.

8. Use digital video recordings from on-site teaching observations of beginning physical educators as prompts for reflection on teaching. Upload digital video teaching segments to a website for peer critique, or as video case study scenarios to stimulate reflective thinking for use with pre-service teachers.
LIST OF REFERENCES


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APPENDIX A

HUMAN SUBJECTS APPROVAL FORM
APPLICATION FOR EXEMPTION FROM HUMAN SUBJECTS COMMITTEE REVIEW

All research activities that will involve human beings as research subjects must be reviewed and approved by the appropriate human subjects review committee, or receive exemption status, prior to implementation of the research.

Principal Investigator

OSU (Typed name)

Sandra A. (Typed name)

Stroot, Sandra A. (Typed name)

Date: 3/29/2000

(Office Use Only)

Phone 292-8368

Fax (614) 292-7229

Academic Title Professor

Department Sport and Exercise Education

4-digit Dept. No. 1270

Campus Address 309 Pomerene Hall

Room Number Building

Room 309 Building Pomerene

Street Address

1760 Neil Ave. Columbus, OH 43210

Co-Investigator(s):

Faust Roberta E.

Last First Initial

Signature: Roberta E. Faust

(Typed name)

Last First Initial

Signature

PROTOCOL TITLE: Perceived Usefulness of Three Mentoring Strategies for Beginning Physical Educators

THE ONLY INVOLVEMENT OF HUMAN SUBJECTS IN THE PROPOSED RESEARCH ACTIVITY WILL BE IN ONE OR MORE OF THE EXEMPTION CATEGORIES LISTED ON THE BACK OF THIS APPLICATION.

CATEGORY: (Check one or more)

SOURCE OF FUNDING FOR PROPOSED RESEARCH: (Check A or B)

A. OSURF: RF Proposal/Project No.

B. Other (Identify) Personal funds

EXEMPTION STATUS: ___ APPROVED ___ DISAPPROVED**

Date: 3/29/2000

Chairperson

** Principal Investigator must submit a protocol to the appropriate Human Subjects Review Committee.

IMPORTANT NOTICE TO INVESTIGATORS: Exempting an activity from review DOES NOT absolve the investigators of the activity from ensuring that the welfare of human subjects in the activity is protected and that methods used, and information provided, to gain subject consent are appropriate to the activity.
APPENDIX B

INFORMED CONSENT FORM

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CONSENT FOR PARTICIPATION IN SOCIAL AND BEHAVIORAL RESEARCH

I consent to my participation in research entitled: **Perceived usefulness of three mentoring strategies for beginning physical educators.**

Dr. Sandra Stroot or her authorized representative has explained that the purpose of the study is to explore the perceived usefulness of three mentoring strategies for beginning physical educators. The three strategies used will be observation, telephone mentoring and telementoring (the use of electronic communication for mentoring). The study will also explore the nature and scope of the dialogue in the three mentoring strategies.

The procedures of the study will involve an initial interview about your school and your background as it relates to teaching physical education. A second and third interview during the study will explore any issues and concerns that you may have in your teaching or topics that arise from the observations, telephone mentoring sessions or telementoring sessions. You will also be asked to discuss the usefulness of the three mentoring strategies, and the scope and nature of discussion you saw occurring in the three mentoring strategies as it relates to your professional development. One session of each type of mentoring strategy will be provided weekly over a six-week period, with a follow-up week of mentoring sessions near the end of the school year. Telephone mentoring sessions will be audiotaped and telementoring sessions will be saved to a disc so they may be accurately converted to a written document. I will also need to make copies of your unit and lesson plans as well as any handouts, tests or quizzes given during the time of the study. Only the researchers will have access to the data and a pseudonym will be used to provide confidentiality.

Possible benefits of the study are contribution to professional development of the beginning physical educators involved in the study and retention of quality teachers in the teaching profession. Exploring strategies for providing induction assistance may lead to the development of innovative induction programs and models. Insights from this study could guide mentor training and provide additional strategies for working with beginning teachers and informing teacher education programs.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to myself.

**Sections**

- Special Education 292-8148
- Sport & Exercise Sciences 292-2504
- Wellness & Human Services 292-8183
- Workforce Education & Lifelong Learning 292-5037
- College of Education
Finally I acknowledge that I have read and fully understand the consent form I sign it freely and voluntarily. A copy has been given to me.

Date: ____________________________  Signed: ____________________________

(Participant)

Signed: ____________________________  Signed: ____________________________

(Principal Investigator or her
Authorized Representative)  (Person Authorized to Consent for Participation)

Witness: ____________________________

Form adapted from HS-027 (Rev. 12/97)
APPENDIX C

INITIAL INTERVIEW GUIDE
Interview Guide
Initial Interview

I am interested in how useful first-year teachers perceive each of three mentoring strategies to be. The mentoring strategies will be face-to-face mentoring with observation, telephone mentoring and telementoring (mentoring through electronic communication - email). I am also interested in the concerns of first-year teachers and the nature and scope of the dialogue that takes place in each of the three mentoring strategies. First I'd like you to talk about some background information.

1.) Tell me about how you came to be working in this teaching position.
2.) Tell me about your school setting (urban/suburban, SES level of students).
3.) Tell me about your work area (gymnasium/multipurpose room).
4.) What is a typical teaching day like for you? (class load/ duty schedule)
5.) How do you feel physical education is viewed at your school?
6.) Are there other physical education teachers at your school? Who are they?
7.) Are there people who have been helpful to you thus far in your first year of teaching? Who are they?
8.) Are you involved in a mentoring program? (Peer Assistance and Review for example)
9.) Do you have a mentor? If so who is he/she?
10.) What concerns do you have in your teaching?
11.) Are there things you'd like to improve in your teaching?
12.) Is there anything else you'd like me to know about you or your school at this time?
13.) Do you have any questions for me?
APPENDIX D

INTERVIEW GUIDE FOR MIDPOINT AND FINAL INTERVIEWS
Midpoint & Final Interview Guide
Perceived Usefulness of Three Mentoring Strategies
for Beginning Physical Educators

From your initial interview you had identified the following as either areas of concern or areas you'd like to improve in your teaching:
(Restate the participants stated concerns from initial interview.)

Q1: Are there any other areas of concern or other things you'd like to work on improving in your teaching?

Next, I'd like to talk about the three mentoring strategies: Observation, telephone mentoring and telementoring through the computer:

Q2: In general would you talk about the usefulness, if any, of this three mentoring strategy project to you and your professional development as a beginning physical educator.

Now, try to think about each of the mentoring strategies individually:

Q3: Please talk about your perceptions of the usefulness of the observation strategy - when I come out to your school - in addressing your concerns.
Q3a: Does the observation strategy help you, or is it useful to you, in your professional development as a beginning physical educator? If so, how?
Q3b: If you were to rate the observation mentoring strategy from 0 - 10 with 0 being not at all useful and 10 being extremely useful, where would you rate observation as a mentoring strategy on usefulness? Why?
Q3c: How could the observation strategy be made more useful to you?

Q4: Next, please talk about your perceptions of the usefulness of the telephone mentoring strategy in addressing your concerns.
Q4a: Does the telephone mentoring strategy help you, or is it useful to you, in your professional development as a beginning physical educator? If so, how?
Q4b: If you were to rate the telephone mentoring strategy from 0 - 10 with 0 being not at all useful and 10 being extremely useful, where would you rate telephone mentoring as a mentoring strategy on usefulness? Why?
Q4c: How could the telephone mentoring strategy be made more useful to you?

Q5: Third, please talk about your perceptions of the usefulness of the telementoring through the computer strategy in addressing your concerns.
Q5a: Does the telementoring strategy help you, or is it useful to you, in your professional development as a beginning physical educator? If so, how?
Q5b: If you were to rate the telementoring strategy from 0 - 10 with 0 being not at all useful and 10 being extremely useful, where would you rate telementoring as a mentoring strategy on usefulness? Why?
Q5c: How could the telementoring strategy be made more useful to you?

Q6: Please talk about your perceptions of the usefulness of the combination of the three mentoring strategies together.
Q6a: Does the combination of the strategies help you, or is it useful to you, in your professional development as a beginning physical educator? If so, how?
Q6b: If you were to rate the combination of the mentoring strategies from 0 - 10 with 0 being not at all useful and 10 being extremely useful, where would you rate the combination of the three mentoring strategies on usefulness for your professional development? Why?
Q6c: What if anything does the combination of strategies provide to address your concerns that any of the single mentoring strategies alone would not provide?
Q6d: How could the combination of strategies be made more useful to you?

Q7: Do you see any similarities or differences in the nature and scope of the dialogue in each of the three mentoring strategies? (Type of things discussed, breadth or depth of conversation, anything else?)

Q8: Is there anything else that you see I have overlooked, or any additional comments you would like to make about any of the mentoring strategies or this mentoring project in general?
APPENDIX E

ON THE SIDELINES SHEET
ON THE SIDELINES WORKSHEET

NAME: ___________________________________________ DATE______________

TEACHER'S NAME: _______________________________________

Directions: Since you are unable to participate in PE today, please answer the following questions.

1. Why are you unable to participate in PE today?
   _____ I am sick, not feeling well, or I am injured
   _____ I did not wear the right shoes or clothing
   _____ I am in time out
   _____ Another reason

2. Write an explanation or make a drawing, explaining what we did in class today.

3. Write down what cues or hints your friends learned in class today.

4. Choose a friend to watch for 5 minutes during class. Write down or draw a picture of what he/she was doing for those 5 minutes.

5. Write down or draw a picture of how you feel about missing your PE class today.

Carol Jones
APPENDIX F

RESOURCES FOR PARTICIPANT UTILIZATION
<table>
<thead>
<tr>
<th>Resource Title</th>
<th>Resource Address</th>
<th>Omar</th>
<th>David</th>
<th>Alice</th>
<th>Betsy</th>
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<td>Allyn and Bacon Publishers</td>
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<td>American Alliance for Health, Physical Education, Recreation and Dance</td>
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<td>I</td>
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<td>A singular scheme for scheduling middle school physical education activities.</td>
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<td>Project effort: Teaching responsibility beyond the gym.</td>
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<td>Stride is the key to hitting.</td>
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### Journal Articles


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**You Can Handle Them Website** - http://www.disciplinehelp.com

**The Institute for Urban and Minority Education** - http://iume.tc.columbia.edu/

**The National Association for Beginning Teachers Resource Center** - http://www.beginningteachers.org

**Ohio Department of Education Proficiency Test Learning Outcomes** (separated to three web pages)

- http://www.ode.state.oh.us/proficiency/samples/sixth_outcomes.asp
- http://www.ode.state.oh.us/proficiency/samples/ninth_outcomes.asp
- http://www.ode.state.oh.us/proficiency/12thoutcomes.asp

**PE Central** - http://www.pecentral.org/

**PE Central Listserv** - http://www.pecentral.org/professional/mailbox-listserv/14-00-00.html


**US Games** - http://www.us-games.com/ResourceCenter/

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**Allyn and Bacon Publishers** - http://www.ablongman.com/catalog/academic

**I golf** - http://www.golfonline.com/golfonline


**The You Can Handle Them Website** - http://www.disciplinehelp.com

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APPENDIX G

OMAR’S GYMNASICS/ACROSPORT
ASSESSMENT SHEETS
**Gymnastics/Acro sport Routines**

7th Grade Physical Education Class

Group member's names

Requirements:

4 tumbling Stunts

4 cooperative Stunts

4 Acro sport builds

3 Choice activities

Tumbling stunts to choose from:
Forward Roll, Backward Roll, Tripod, Headstand, Handstand, Cartwheel

Balances:
Tripod, Headstand, Handstand, Knee Scale, Standing Scale, Hawk Dive

Cooperative activities:
Chinese Getup, Everybody Up, Greeter, Dromedary, Centipede, Wring the Dishrag, Belly Swan Balance, Horizontal Stand, Churn the Butter, Eskimo Roll

Acro sport builds: refer to by number
5th Grade Gymnastics Routines

5 Tumbling Stunts:
- Correctness (5 pts)
- Creativity (5 pts)
- Transitions (5 pts)

5 Cooperative Activities: (Red Sheet)
- Picture Perfect (5 pts)
- Creativity (5 pts)
- Transitions (5 pts)

Overall Performance (5 pts)

Total Points for Routine (35 pts)