EXPERIENCED ELEMENTARY PHYSICAL EDUCATORS’
PERCEPTIONS AND INSIGHTS ON PROFESSIONAL DEVELOPMENT
AND THE TEACHING-LEARNING PROCESS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Ann-Catherine Sullivan, B.A., M.A.

*****

The Ohio State University
2000

Dissertation Committee:
Professor Sandra Stroot
Professor Mary O’Sullivan
Professor Anita Woolfolk-Hoy

Approved by
Sandra Stroot
Advisor
School of Physical Activity
and Educational Services
ABSTRACT

A recent influx of Federal, State and Local agencies have developed agendas which focus on improving the status of teaching in America's schools. Much of the thrust of the agendas has focused on developing professional development programs for educators. Teachers' stages of development literature indicate that individual's professional development needs change over time and across contexts. In this light, one model of professional development will not meet the needs of all educators. Therefore, the primary purpose of this study was to describe the professional development opportunities of four experienced elementary physical educators and the extent to which these experiences informed the teaching-learning process. The secondary purpose of the study was to attain the experienced teachers' perspectives on the impact of individual professional development on student learning and thirdly to identify the constraints and supports for professional development opportunities. The qualitative data collection methods included: teacher interviews, observation of teaching, collected documents, and e-mail communication with the four participants. The quantitative data included participants' responses on the Teachers' Concerns Questionnaire-Physical Education (McBride, 1993) and on the Perceived Needs Questionnaire-Physical Education (Conkle, 1995). Data analysis procedures included questionnaire mean scores, constant comparative methods, and document analysis. Findings indicated that individual
experiences and life cycles may have an effect on the concerns of teachers as well as the types of professional development pursue. Further, the school context and district support impacts the types of opportunities teachers explore. Specifically there is a lack of alignment between state and local professional development policies and the professional development needs of elementary physical educators. Many of the professional development "best practices" such as accommodating for individual differences, conducting development over a sustained period of time, and implementation of follow-up activities were not implemented in practice. Further, the topics of school building level professional development sessions were not relevant for the participants. Thus, mandated attendance at opportunities provided within the district did not meet the professional development needs of the participants. Few instances were found in which knowledge gained through professional development informed teaching practice. The participants described the development of a network of physical education peers who assisted with providing support and decreasing isolation.
Dedicated to My Family
ACKNOWLEDGMENTS

My experiences during these past four years at The Ohio State University culminated during the dissertation process. During this time period I had the opportunity to meet and interact with many individuals within the field of physical education. I greatly appreciate the amount of time many of the scholars in the field of physical education spent with me in person, over the phone and through e-mail communication, to assist me in my growth process. The knowledge and insight shared assisted me throughout this journey.

I would like to specifically thank Dr. Sandra Stroot for her guidance and support over the past four years as well as through the conception, implementation and writing phases of this dissertation. Sandy thanks for sharing your expertise with me and for always making time to meet. I truly appreciate all of the contributions you have made to my professional growth process.

I was very fortunate to have both Dr. Mary O’Sullivan, and Dr. Anita Woolfolk-Hoy as Dissertation Committee Members. I thank you both for taking on this role. I appreciate the valuable advice and support you both provided during this process.

Dr. Camille O’Bryant, my mentor, colleague and friend, thank you for everything you provided me in the past and continue to provide me in terms of friendship, support and guidance.

I would like to thank all of the graduate students who supported me and befriended me during my time at OSU. I am appreciative for the continued support and
friendship of Dr. Clive Pope, Dr. Kim Gaul, Dr. Jeanne Raudensky, and Dr. Dan Webb, my former cohort. To Dr. Fabio Lisboa, Lynn Schincariol-Randall, and Dr. Julie Maeda my first friends at OSU. Thank you each for your assistance, friendship, and shoulders of support. To Pam Bechtal, Becky Berkowitz, Bert Faust, and Margaret Gehring thank you for your encouragement, specifically during this final year. Pam and Margaret, my office mates, thank you for always lending an ear. Pam thank you especially for your phone calls, e-mails and for occasionally insisting I make time for an ice cream run or to roller blade. Becky, thank you for your daily support this past year. I truly appreciate your collegiality, specifically the time you took away from your own work to act as my peer debriefer and editor. You were always there to help or assist me in any way I needed. Thank you to all of the OSU graduate students for providing me with support as only fellow graduate students are capable.

I would like to thank the elementary physical education specialists who donated their time and shared their thoughts and knowledge with me. Unfortunately, confidentiality precludes me from naming all of those involved in my pilot study and dissertation.

Finally, I would like to thank my family and extended family for providing their support during my lengthy educational process. First, I would like to thank my parents Attorney Robert P. Sullivan and Jeanne Sullivan for instilling in me a desire for continued education. To my siblings Joan Boegel-Sullivan, Sheila Dempsey, Attorney Brian Sullivan, Attorney Kevin Sullivan, Attorney Timothy Sullivan, Attorney Peter Sullivan and Neil Sullivan for your long-distance assistance and for housing and feeding myself, and my friends, during my biannual visits back to New England.

vi
VITA

August 16, 1966.......................... Born – Lowell, MA

1995...................................... Bachelor of Arts
Department of American Studies
Saint Michael’s College
Colchester, VT

1989 – 1993.............................. Educational Specialist
Bureau of Institutional Schools
Massachusetts Department of Education
Quincy, MA

Plymouth State College
Plymouth, NH

1994 – 1996.............................. Substitute Teacher
Public Schools Central NH

1996 – 1997.............................. Master of Arts
Adapted Physical Education
The Ohio State University
Columbus, OH

1996 – present.......................... Graduate Teaching Assistant
Physical Activity and Educational Services
The Ohio State University
Columbus, OH

PUBLICATIONS


FIELDS OF STUDY

Major Field: Education
# TABLE OF CONTENTS

Abstract........................................................................................................... ii

Dedication........................................................................................................ iv

Acknowledgments............................................................................................. v

Vita....................................................................................................................... vii

Table of Contents............................................................................................ ix

List of Tables...................................................................................................... xiii

List of Figures...................................................................................................... xv

Chapters:

1. Introduction .................................................................................................... 1
   1.1 Purpose of the Study .................................................................................... 6
   1.2 Research Questions ..................................................................................... 7
   1.3 Significance of the Study............................................................................. 7
   1.4 Limitations/Delimitations ......................................................................... 8
   1.5 Definitions of Terms .................................................................................. 9

2. Review of Literature ...................................................................................... 11
   2.1 Adult Learning Theories .......................................................................... 11
   2.2 Teachers’ Stages of Development ............................................................. 18
   2.3 Professional Development Models .......................................................... 23
   2.5 Physical Education and General Education Research of Professional
      Development Models .................................................................................. 32
      2.5.1 Physical Education Research of Professional Development
           Models ................................................................................................. 32
      2.5.1.1 Inquiries ....................................................................................... 33
      2.5.1.2 Training ....................................................................................... 34
      2.5.1.3 Observation/Assessment .............................................................. 38
      2.5.1.4 Involvement in a Development/Improvement Process... .......... 39
      2.5.1.5 Individually Guided ................................................................. 40
      2.5.2 Professional Development Practices of Experienced General
           Education Teachers ............................................................................... 41
      2.5.2.1 Inquiries ....................................................................................... 41
      2.5.2.2 Training ....................................................................................... 47
      2.5.2.3 Observation/Assessment .............................................................. 49
      2.5.2.4 Involvement in a Development/Improvement Process... .......... 54
      2.5.2.5 Individually Guided ................................................................. 55
2.5.3 Literature Related to Physical Education Teachers' Professional Development

2.5.3.1 Professional Development Needs/Concerns of Teachers
2.5.3.2 Reflection as Professional Development
2.5.3.3 Role of Cooperating Teacher as Professional Development
2.5.3.4 Collegial Interactions

2.5.4 Literature Related to General Education Teacher's Professional Development

2.5.4.1 General Literature
2.5.4.2 Professional Development Needs/Concerns of Teachers
2.5.4.3 Reflection as Professional Development
2.5.4.4 Role of Mentor as Professional Development

3. Methodology

3.1 Theoretical Framework
3.2 Study Design
3.3 Qualitative Framework
3.4 Subject Selection and Gaining Access to Site(s)
3.3 Data Collection

3.3.1 Demographic Data
3.3.1 Completion of Questionnaires
3.3.2 Semi-Structured Interviews
3.3.3 Observations

3.5 Issues of Credibility

3.5.1 Trustworthiness of Data

3.5.1.1 Member Checking
3.5.1.2 Negative Cases
3.5.1.3 Peer Debriefing
3.5.1.4 Triangulation

3.6 Data Analysis

3.6.1 Questionnaires
3.6.2 Document Analysis
3.6.3 Interview and Observation Analysis

4. Findings

4.1. Demographic Data

4.1.1. Description of School District

4.1.2. Description of Participants and School Context

4.1.2.1. Emily
4.1.2.1.2. Erin
4.1.2.1.3. Michelle
4.1.2.1.4. Cleo

4.2. R.Q. 1. What are the professional development policies for the elementary physical education teachers and how are these supported?

4.2.1. R.Q. 1.1. At the State Level?
4.2.1.1. Official State Level Professional Development Policies
4.2.1.1.2. State Support of Teacher's Professional Development
4.2.2. R.Q. 1.2 At the District Level? ......................................................... 109
  4.2.2.1.1. Official District Level Professional Development Policies and Supports ........................................... 109
  4.2.3. R.Q. 1.3 In accordance with National Board Certification Criteria? ..................................................... 119

4.3. R.Q. 2. What do the experienced elementary physical educators perceive as their professional development needs and how are these needs impacted by the teachers’ school context? ......................................................... 123
  4.3.1. Defining Professional Development ................................................................. 123
    4.3.1.1.1. Licensure .................................................................................. 124
    4.3.1.1.2. RPDCs .................................................................................. 126
  4.3.2. Participants’ Perceived Professional Needs .......................................................... 127
    4.3.2.1.1. Current Trends and Issues .......................................................... 127
    4.3.2.1.2. Curriculum/Evaluation/Supervision ............................................. 128
  4.3.3. Contextual Influence ...................................................................................... 132
    4.3.3.1.1. School Improvement Plans .......................................................... 133
    4.3.3.1.2. Committee Involvement ............................................................ 134
    4.3.3.1.3. Professional Development Time ................................................... 136
    4.3.3.1.4. SchoolNet ............................................................................. 142
    4.3.3.1.5. National Board Certification ......................................................... 143

4.4. R.Q. 3. What are the professional development opportunities pursued by these teachers and how do they relate to the teachers’ identified professional needs? ......................................................... 145
  4.4.1. Overview of Opportunities Pursued During Teaching Career ..................................... 145
  4.4.2. Opportunities Pursued ................................................................................... 149
    4.4.2.1.1. PDT’s .................................................................................... 149
    4.4.2.1.2. Conferences ......................................................................... 153
    4.4.2.1.3. Resources ............................................................................ 158
    4.4.2.1.4. Graduate Course Work ............................................................ 160
    4.4.2.1.5. Networking with Teachers ......................................................... 161

4.4.3. R.Q. 3.1. How do these professional development opportunities relate to the teachers’ perceived student needs? ................................................................................................. 164
    4.4.3.1.1. Graded Course of Study ............................................................ 165
    4.4.3.1.2. Conference Attendance ............................................................ 166
    4.4.3.1.3. Graduate Course Work ............................................................ 167
    4.4.3.1.4. PDT General Sessions and Technology Sessions ...................... 168
    4.4.3.1.5. Networking ........................................................................... 170

4.4.4. R.Q. 3.2 Is there a link between the professional development opportunities pursued and his/her stage of development? ......................................................... 171
    4.4.4.1.1. Teacher Concerns Questionnaire - Physical Education ............. 171
      4.4.4.1.1.1. Self Category .................................................................... 172
      4.4.4.1.1.2. Task Stage ...................................................................... 172
      4.4.4.1.1.3. Impact Stage .................................................................. 172

4.5. R.Q. 4. What evidence is there that professional development experiences inform teaching? ................................................................................................. 176
5. Discussion, Conclusions, and Recommendations ........................................... 187
   5.1. Policy Overview ......................................................................................... 187
   5.2. Professional Development Opportunities Sought .................................. 191
      5.2.1. Professional Development Time ....................................................... 192
      5.2.2. Conferences ....................................................................................... 197
      5.2.3. Graduate Course Work ................................................................. 198
      5.2.4. Committee Work ............................................................................. 199
      5.2.5. Resources ......................................................................................... 200
      5.2.6. Networking ....................................................................................... 200
      5.2.7. Needs .............................................................................................. 202
   5.3. Stage of Development and Needs .............................................................. 205
      5.3.1. Stage of Development ....................................................................... 205
      5.3.2. Professional Development Needs ................................................... 208
      5.3.3. Student Needs .................................................................................. 208
   5.4. Professional Development Models ........................................................... 210
      5.4.1. Professional Development ............................................................... 210
      5.4.2. Training ............................................................................................ 211
      5.4.3. Individually Guided .......................................................................... 212
      5.4.4. Involvement in a Development/Improvement Process ...................... 212
   5.5. Conclusion ............................................................................................... 213
   5.6. Recommendations for Professional Development Practice .................. 216
   5.7. Recommendations for Research ............................................................... 217

References ........................................................................................................... 218

Appendices ......................................................................................................... 230
   A. Participant Demographic Data Form
   B. The Teacher Concerns Questionnaire-Physical Education
   C. Professional Development Needs Questionnaire-Physical Education
   D. Consent for Participation in Social and Behavioral Research
   E. Interview Questions

xii
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Havighurst Model</td>
<td>13</td>
</tr>
<tr>
<td>2.2</td>
<td>Linking Learning Theories to Adult Learning and Professional Development</td>
<td>17</td>
</tr>
<tr>
<td>2.3</td>
<td>Stage Theories: Teacher Development</td>
<td>22</td>
</tr>
<tr>
<td>2.4</td>
<td>Professional Development Models</td>
<td>24</td>
</tr>
<tr>
<td>2.5</td>
<td>Physical Education Research of Professional Development Models</td>
<td>34</td>
</tr>
<tr>
<td>2.6</td>
<td>General Education Research of Professional Development Models</td>
<td>42</td>
</tr>
<tr>
<td>2.7</td>
<td>Literature Related to Physical Education Teachers’ Professional Development</td>
<td>57</td>
</tr>
<tr>
<td>2.8</td>
<td>Literature Related to General Education Teachers’ Professional Development</td>
<td>68</td>
</tr>
<tr>
<td>3.1</td>
<td>Linking Research Questions to Methodology</td>
<td>94</td>
</tr>
<tr>
<td>4.1</td>
<td>Racial Ethnic Data of District Wide Student Population Reported by Percentage</td>
<td>98</td>
</tr>
<tr>
<td>4.2</td>
<td>Percentage of Student Population Reported to Have a Disabling Condition</td>
<td>98</td>
</tr>
<tr>
<td>4.3</td>
<td>District Demographic Data Presented by Percentage</td>
<td>98</td>
</tr>
<tr>
<td>4.4</td>
<td>Administrative Expenditures Per Pupil</td>
<td>98</td>
</tr>
<tr>
<td>4.5</td>
<td>Percentage of teachers holding a bachelor’s degree, masters degree and years of experience reported by school Building</td>
<td>99</td>
</tr>
<tr>
<td>4.6</td>
<td>Racial ethnic data of student population reported by percentage and each school building</td>
<td>102</td>
</tr>
<tr>
<td>4.7</td>
<td>Administrative expenditures per pupil and school building</td>
<td>103</td>
</tr>
<tr>
<td>4.8</td>
<td>Ad Hoc Committee Definitions and Rates</td>
<td>112</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Sustaining a Professional Development Network</td>
<td>205</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

Professional development has become a buzzword in teacher education during the 1990's. Professional development, staff development, and teacher development are three interrelated terms that have often been used as interchangeable terms. After reviewing the literature of professional development models used in education, the term professional development has been defined as a process of attaining training or experience in an activity that was related to one’s profession for the purposes of acquiring needed skills to better meet the needs of the same profession. This definition was devised to encompass the scope of the definitions found within the literature as well as to clearly define the term in a practical manner.

According to Lieberman (1995) the traditional view of staff development has been defined as “authentic opportunities to learn from and with colleagues inside the school” (p. 591). Sparks and Loucks-Horsley (1990) defined staff development “as those processes that improve the job-related knowledge, skills, or attitudes of school employees” (p. 5). For the purpose of this study references to staff development included the broad definition supplied by Sparks and Loucks-Horsley (1990). This definition was selected due to its origins within the general education literature. Teacher development
referred to the pursuit of opportunities which address individual or discipline related goals.

The National Commission on Teaching and America’s Future published a report in September, 1996 entitled *What Matters Most: Teaching for America’s Future*. This report outlined a blueprint for a renewed and sustained commitment to the education of teachers. The policy summary stated, "after a two-year study, the Commission identified a number of barriers to achieving this goal" (What Matters Most: Teaching for America's Future, p. vi). The Commission's report suggested alternatives to current practices of teacher professional development and provided links to individual practices that have recently appeared to succeed in some states.

The Commission's report argued that traditional four-year teacher education programs did not afford enough time for a deep understanding of subject matter and pedagogy to be developed by students. They suggested that there should be a greater connection between course work and practical experiences. The Commission’s report argued that the professional development opportunities provided for teachers were not meeting their needs nor were they rewarding teachers for knowledge and skill. Commonly, rewards afforded to teachers have been based on years of service and accruing graduate credit hours. The report suggested that the current structure of "drive-by" professional development workshops without follow-up were not meeting the needs of the teachers. In this light, teacher education was viewed as a continuum of professional growth. Thus, alternative methods to professional development were suggested.

The Commission listed eight requirements for teaching to the new standards. It was suggested that these themes would be central to the newly created teacher
preparation and professional development programs. They stated, "most schools and
teachers cannot produce the kind of learning demanded by the new reforms...because
they do not know how, and the systems in which they work do not support them in doing
so" (National Commission on Teaching and America’s Future, 1996, p. 5). The blueprint
justification continued to argue that successful professional development opportunities
could be directly linked to student achievement and teacher retention. “Those who have
access to more new knowledge, enriched professional roles, and ongoing collegial work
feel more efficacious in gaining the knowledge they need to teach their students well and
more positive about staying in the profession” (National Commission on Teaching and
America’s Future, 1996, p. 82). However, they also argued that these successful
opportunities were not the norm. “Although most teachers experience very few useful,
relevant learning opportunities, school systems spend substantial amounts of money on
professional development every year, much of it unplanned, a lot of it unnoticed,
practically all of it uncoordinated” (National Commission on Teaching and America’s
Future, 1996, p. 84). The Commission’s report stated, "if the actions of federal and state
governments do not support the work of local school districts, and if those school districts
do not support the work of schools, very little of worth can be accomplished" (National

In November, 1997 the National Commission on Teaching and America’s Future
(NCTAF) and the Ohio Department of Education prepared a report for Ohio’s Building
Excellent Schools for Today and the 21st Century (BEST) which focused on the status of
teaching in Ohio. Ohio’s Best is a statewide consortium with an agenda to improve
education in Ohio.
On November 21, 1997 the state established performance standards for students through Senate Bill 55. This bill paved the way for the development and implementation of proficiency tests for students at the fourth, sixth, ninth and twelfth grades. The State Board of Education developed licensure standards for Ohio teachers effective January 1, 1998. Teachers who pass a content and professional knowledge test, complete a teacher preparation program, complete a degree required by the license, are of good moral character, demonstrate skill utilizing educational technology in instruction, and receive a recommendation from the dean of the teacher education institution will be given provisional licensure. A professional teacher licensure will be awarded if the teacher has obtained a baccalaureate degree, has good moral character, and has successfully completed an approved teacher education program, a completion of the State Board of Education’s performance-based exam and successfully completed an entry-year program.

In accordance with the criteria outlined by *What Matters Most: Teaching for America’s Future*, Regional Professional Development Centers (RPDC) were developed to assist with linking local, state and national professional development resources. Ohio’s 12 RPDC’s “serve as brokers in providing long-term, ongoing, meaningful professional development for educators and school support staff” (The Best, 1997, p. 20). Ohio’s BEST called for the establishment of Local Professional Development Committees (LPDC) in each school district. “The purpose of the committees is to review the course work and other professional development activities completed by educators within the district for renewal of certificates or licenses” (The Best, 1997, p. 15). Each educator will submit a description of his or her professional development activities in the form of an
Individual Professional Development Plan (IPDP). The LPDC’s will evaluate the IPDP’s in support of efforts to renew teaching certificates or licenses.

The professional development opportunities supported by the RPDC’s in Ohio are presently focused on the proficiency test content areas. The proficiency tests currently address five content areas: reading, writing, science, math, and citizenship. Due to the state and local foci on the proceeding content areas, physical education content may not be supported through professional development opportunities provided by these agencies. This oversight may also be noted within physical education professional development opportunities available or supported by the RPDC’s and LPDC’s.

Presently, Ohio physical education teacher licensure programs certify individuals to teach students pre-kindergarten through twenty-one years of age. The desired outcome of all educational programs is student achievement. However, the time-static teacher preparation programs cannot address all of the present and future needs educators require in order to positively impact student learning. “While no teacher can force a student to learn or guarantee learning success, teachers have a tremendous power in the manipulation of the many variables that influence learning” (Pettigrew, 1988, p. 134). In this light, learning has been viewed as occurring through numerous modalities.

Educators have historically sought professional development opportunities in an attempt to attain and maintain professional status. Traditionally, enrollment in continuing education courses, university degree, and non-degree courses has constituted professional development for teachers and school administrators alike. However, typical university courses are structured in a lecture format in which the enrolled students have little interaction. On this note, Billson and Tiberius (1994) stated, “for older adults, highly
authoritarian classes can be an instant turnoff—they do not want to be treated like children” (p. 287). Similarly, the physical education learning styles literature indicated that teacher’s prefer to be physically engaged in the learning process (Pettigrew, & Zakrjasek, 1984).

Teachers’ Stage of Development literature indicates that teachers’ progress through a hierarchical series of stages throughout their teaching careers. A pilot study by Sullivan (1999) found two experienced physical education teachers to be in a mature stage of teacher development. In this light, the findings also indicated that the needs identified by the experienced teachers, in this mature stage of teaching, were distinctive. Similarly, these same teachers indicated that they preferred an Individually Guided model of professional development that they felt more readily aligned with their needs.

However, these same teachers perceived that the school district supported professional development opportunities for experienced teachers that could be defined as training opportunities. In this regard, the teachers felt the training opportunities were not aligned with their current needs.

Purpose of the Study

The primary purpose of this study was to describe the professional development opportunities of four experienced elementary physical educators and the extent to which these experiences informed the teaching-learning process. The secondary purpose of the study was to attain the experienced teachers’ perspectives on the impact of individual professional development on student learning and thirdly to identify the constraints and supports for professional development opportunities.
Research Questions

1. What are the professional development policies for the elementary physical education teachers and how are these supported?
   1.1 At the state level?
   1.2 At the district level?
   1.3 In accordance with National Board Certification criteria?

2. What do experienced elementary physical educators perceive as their professional needs and how are these needs impacted by the teachers' school context?

3. What are the professional development opportunities pursued by these teachers and how do they relate to the teachers' identified professional needs?
   3.1 How do these professional development opportunities relate to the teachers' perceived student needs?
   3.2 Is there a link between the professional opportunities pursued and his/her stage of development?

4. What evidence is there that professional development experiences inform teaching?

Significance of the Study

First, this study adds to the body of knowledge in professional development by providing a unique teacher-centered perspective on physical educators' professional development opportunities, professional development experiences, as well as the teachers' perceptions of these experiences relative to their teaching practices. Second, the data gathered provides a basis for determining how well physical education teachers' professional development needs are of concern at the national, state, and local levels and how they are addressed in reality. Third, data allow for examination of the alignment
between opportunities for professional development and teachers’ needs for professional development. Fourth, the data provide a beginning effort to evaluate the relevance of physical educators’ perspectives on professional development opportunities, experiences, and how these experiences relate to student learning. The study was designed to identify supports and barriers to professional development opportunities as well as to provide these teachers with opportunities to describe and give meaning to their professional development in terms of the affect on classroom teaching and student learning.

Limitations/Delimitations

The delimitations of this study were the boundaries put in place by the researcher. The limitations were boundaries outside of the researcher’s control. These teachers were purposefully selected due to their expert status and involvement with the university physical education teacher education program. In addition, these teachers were also selected because their primary teaching experience and current teaching position was limited to the elementary grade levels.

The limitations of the study included the voluntary participation of the teachers. Similarly, each of the teachers self-selected the activity unit to be observed. Also, the small sample size did not allow for generalizability of findings. Further, primary data collection focused on the participants’ pursuit of professional development opportunities during the current year. Finally, the researcher observed the participants’ during a six month period.
Definition of Terms

Professional Development -- defined as a process of attaining training or experience in an activity that was related to one's profession for the purposes of acquiring needed skills to better meet the needs of the same profession.

Staff Development -- defined "as those processes that improve the job-related knowledge, skills, or attitudes of school employees" (Sparks & Loucks-Horsley, 1990, p. 5).

Teacher Development -- defined as those opportunities pursued by a teacher that relate to individual or curriculum goals.

Individually Guided Model of Staff Development -- This model assumes that individuals can best judge their own learning needs and that they are capable of self direction and self initiated learning (Sparks & Loucks-Horsley, 1990, p. 7). Examples of activities in this model include subscribing to a professional journal or purposefully interacting with colleagues.

Observation/Assessment Model of Staff Development -- This model incorporates assessment by a peer, mentor, or superior that follows an observation session (Sparks & Loucks-Horsley, 1990).

Involvement in a Development/Improvement Process Model of Staff Development -- Once the problem is determined the staff (or group of staff members) collaboratively devise means of acquiring the needed knowledge to solve the problem (Sparks & Loucks-Horsley, 1990).

Training Model of Staff Development -- This model included traditional educational workshops that typically maintained a large student-to-teacher ratio and had proven cost
effective for school districts attempting to “train” great numbers of employees (Sparks & Loucks-Horsley, 1990).

**Inquiry Model of Staff Development** – These were varying forms of professional development research that focused on improving instruction and could be conducted individually, or with small and large groups (Sparks & Loucks-Horsley, 1990).

**Self Concerns** – “The teacher’s own adequacy and survival as a teacher—about control, being observed, and about fear of failure” (McBride, Boggess, Griffey, 1986, p.150).

**Task Concerns** – “The mastery stage, dealing with materials, time pressures, and so forth” (McBride, Boggess, Griffey, 1986, p.150).

**Impact Concerns** – “Recognizing the social and emotional needs of the pupils, individualization of instruction, and so forth” (McBride, Boggess, Griffey, 1986, p.150).
CHAPTER 2

REVIEW OF LITERATURE

The literature related to this study was divided into five areas for review: adult learners, teachers’ stages of development, professional development models, professional development practices of experienced physical education teachers, and professional development practices of experienced general education teachers. The crux of the study was based on adult learning theories, specifically teachers’ stage of development. Professional development models in general education and physical education framed the research as well.

Adult Learning Theories

James and Blank (1993) defined learning style as “the complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn” (p. 47 – 48). Adults learn differently than children (Conti & Welborn, 1986; Cranton, 1989; Merriman & Caffarella, 1991; Romero, 1990).

According to Cranton (1989) two basic models of formalized learning exist for all learners. The content model provides the instructor with complete control to determine what skills and knowledge should be conveyed to the learner (Cranton, 1989). The focus of this model is on the material presented. The amount and type of information is chosen
solely by the teacher. The process model is one where the learner and instructor work collaboratively to provide the necessary resources that meet learners' individual needs (Cranton, 1989; Wlodkowski, 1993). The process model is often more successful with adult learners because of their previous experience, expertise, and present interests which become integral in the learning process. The content of instruction was of less concern in this model. Learning, in the process model, was a product of collaboration.

Numerous theories of adult learning exist. Each of these theories tried to arrange what was known about the unique experiences adults inherently bring with them to the learning environment (Elias & Marriam, 1995). However, there were many common characteristics relative to how adults acquire knowledge. In order to meet the needs of these learners, professional development opportunities must take into account the following adult characteristic: physical, psychological, emotional, cognitive, and social.

As humans age, bodily functions deteriorate. Some of these bodily changes are more noticeable or more pronounced in some individuals than others. Many physiological changes may have a direct effect on the learning process. Visual acuity declines slowly between the ages of twenty and forty years. After the age of forty, individuals may experience a decline in the ability to focus, a decrease in peripheral vision, and sensitivity and/or difficulty adjusting to changes in lighting (Gabbard, 1992; Rossman, Fisk, & Roehl, 1984). Further, some adults may experience a loss of hearing. Individuals may experience a marked decrease in the ability to discriminate sounds after the age of sixty-five (Gabbard, 1992; Rossman, Fisk, & Roehl, 1984). Also, speed of performance and reaction time tend to decline with age. As adults become older they are less interested in
learning pursuits that require physical skill and daring but become more interested in reading, writing, music, and more sedentary interests.

Adult’s ability to score high on tests measuring dexterity and perception decline with age. Adults may need to unlearn what was previously learned to learn new behavior. Adults may be goal oriented, activity oriented, or learning oriented. Some adults may have learning disabilities that were present when they were young but have not been diagnosed.

Learning for adults may be indicated by adult learning tasks as explicated by Havighurst (1970). The table below indicates the focus of adults in relation to specific age groupings:

<table>
<thead>
<tr>
<th>AGE</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-30</td>
<td>Selecting a mate; learning to live with a mate; starting a family; rearing children; managing home; starting an occupation; and finding a congenial social group</td>
</tr>
<tr>
<td>30-55</td>
<td>Achieving civic and social responsibility; establish and maintain an economic standard of living; developing adult leisure-time activities; accepting and adjusting to physiological changes of middle age; adjusting to aging parents and children.</td>
</tr>
<tr>
<td>55+</td>
<td>Adjusting to decreased physical strength and health; adjusting to retirement and reduced income; adjusting to death of parents, spouses, and friends, establishing an explicit affiliation with one’s age group, meeting civic and social obligations, establishing/altering living arrangements.</td>
</tr>
</tbody>
</table>

Table 2.1 Havighurst Model

There are different experiences that influence adult principles. Growing older brings different values, goals, responsibilities and self-images. Adults may be too modest about their own wisdom and ability to learn. Further, adults may remember school as an unpleasant place where difficult tasks were given, where they were forced to study what
they disliked and where mistakes were ridiculed. Older adults have already learned social
skills, vocabulary, values, and attitudes that tend to remain quite stable.

Emotional characteristics are defined by motivation, persistence, responsibility,
and structure while peers and authority define sociological characteristics. The Endorf
and McNeff (1991) adult learning style model emphasizes the emotional and sociological
traits of adults. This model classified five distinct types of adult learners.

Confident/Pragmatic/Goal-Oriented Learners were described as introspective and self-
directed. They possess the ability to identify and meet individual learning needs and
personal goals. They exhibit interactive and experiential learning styles. Affective
Learners respond to affective learning elements. These learners enjoy the process of
learning and feel that education is an end unto itself. Transition Learners seek to develop
independent thought. They need help developing personal learning goals. They prefer
interactive learning and discussions. Integrated Learners are interested in personal
success and prefer a collaborative learning environment. These learners need to be
recognized as contributors to learning. The final type of adult learner was termed the Risk
Taker. This learner was eager to learn new concepts and became self-confident. They
were willing to experiment with new ideas and change was not offset by fear of the
unkown.

Kolb (1985) determined that adults develop a preferred mode of acquiring
knowledge. Kolb (1985) purported that individuals develop learning styles and that they
exhibit a preference for particular learning behaviors. This learning model groups
individual learning preferences into four discrete styles. The four styles are convergers,
diversers, assimilators and accomodators. The convergers use deductive reasoning to
think and analyze new information/ideas/concepts then apply the knowledge in a practical manner. The diversers use their creative aptitude to view various perspectives then intuitively draw conclusions based on this new knowledge. The assimilators use inductive reasoning to create theories. These learners think, analyze, plan and reflect rather than apply their knowledge. The accommodators differ from the assimilators because they actually apply the theories. These learners attain information from others then apply this knowledge in a trial-and-error basis. They will often discard a theory if it does not fit with his or her current situation. Although, Kolb’s learning style model focuses primarily on the cognitive aspect of learning, other models of adult learning styles include aspects of learning beyond the cognitive.

Some models of adult learning styles encompass various adult characteristics beyond the scope presented previously. The National Association of Secondary School Principals (NASSP) and Dunn and Dunn learning style theories both purport that all learners possess biological, emotional, sociological, physical and environmental learning preferences (Murray-Harvey & Keeves, 1994). These models depict the following four specific classifications of learning styles. The four classifications are defined below:

1) Emotional characteristics are motivation, persistence, responsibility, and structure.
2) Environmental characteristics are sound, light, temperature, and design.
3) Sociological characteristics are peers and authority.
4) Physical characteristics are perceptual modalities, time of day, intake and mobility.
The NASSP and Dunn and Dunn learning style models emphasize that each adult varies in preference within each of the four classification areas. Therefore, it is difficult to construct a learning environment that will meet the learning style preferences of all adults at the same time.

Merriam and Caffarella (1991) stated that “most of the work in adult development had been driven by the psychological tradition and focuses on the individual’s internal process of development” (p. 97). Many of the most prevalent theories of development were driven by this tradition and were conceptualized as an ordered pattern tied to chronological time (Merriam & Caffarella, 1991). Hiemstra (1993) stated that each adult learning theory “attempts to organize existing knowledge about adult involvement with learning into a visible or usable framework” (p. 44). However, although each theory has value each is also limited in scope. Adults differ tremendously in the ways they attain knowledge, therefore one theory of adult learning cannot sufficiently address the diversity of each adult learner. However, the theories do agree on specific aspects relative to creating an optimal learning environment for adults. The key learning theories, key aspects of adult learning and their connection to professional development learning opportunities are illustrated in Table 2.2.
<table>
<thead>
<tr>
<th>Key Learning Theories</th>
<th>Key Aspects of Adult Learning</th>
<th>Connection to Professional Development</th>
</tr>
</thead>
</table>
| Endorf & McNeff's Learning Style Model    | • Confident/Pragmatic/Goal Oriented Learners  
     • Affective Learners  
     • Transitional Learners  
     • Integrated Learners  
     • Risk Takers | • Relates to individual goals  
     • Prefer Interactive learning and discussions  
     • Prefer collaborative Learning  
     • Need recognition as contributor to learning  
     • Eager to learn new concepts |
| Kolb’s Four Ways of Knowing               | • Converger  
     • Diverger  
     • Assimilator  
     • Accommodator | • Must allow for a variety of cognitive approaches to learning  
     • Some need practical application of knowledge  
     • Others will merely analyze, plan and reflect on knowledge |
| NASSP’s Learning Style Theory              | • Cognitive Characteristics  
     • Affective Characteristics  
     • Physiological Factors | • Due to variations of each individual’s cognitive skills, perceptual responses, study preferences, and instructional preferences, it is difficult to construct a single learning environment to meet the learning style preferences of all simultaneously. |
| Dunn & Dunn’s Learning Style Theory       | • Environmental Elements  
     • Emotional Elements  
     • Physical Elements  
     • Sociological Elements  
     • Cognitive Elements | • Teaching context should be developed in accordance with individual learning styles  
     • Possible Teaching Contexts  
     • Traditional Classroom  
     • Individualized Classroom  
     • Open Classroom  
     • Alternative Programs |

Table 2.2: Linking learning theories to adult learning and professional development

17
Teachers' Stages of Development

Francis Fuller (1974) first framed teachers' stages of development through her work on the developmental progression of teacher concerns. Fuller's theory depicted stages of concern through which teachers progressed during their teaching careers. Although Fuller's theory was devised in relation to preservice teachers, other researchers (Guskey, 1986; Hall, 1979; Rogan & McDonald, 1985) have identified similar stages throughout a teacher's career.

Fuller (1974) defined teachers' stages of concern as Self, Task, and Impact on student learning. Teachers in the Self stage of development are primarily concerned with their own survival. The Task stage of development depicts teachers concerned with their teaching duties. Concern for students' learning was described as the Impact stage of development. The stage theory suggests that individual's progress through these stages as experience is gained.

Loevinger (1976) classified the following four hierarchical stages of ego development: self-protective, conformist, conscientious, and autonomous. The self-protective stage of ego development was defined by characteristics of fear, dependence, and distrust. At this stage a teacher may react impulsively to situations as they occur. These teachers may develop negative views toward students. The second stage of ego development was characterized by rules, concern with social acceptance, and belonging. These teachers desire to be viewed positively by students. The teacher struggles between the desires of students and the expectations of colleagues. Efficiency, responsibility, and internal self-motivated goals characterized the conscientious stage of ego development. Teachers in this stage may attempt a variety of solutions to problems as they occur. These
teachers may become frustrated when they realize that their self-set goals are too idealistic and that they cannot solve all of the problems that occur. The final stage of ego development, autonomy, was characterized by flexibility, concern with self-fulfillment, and creativity. “This teacher has an awareness of the broader social context in which the school operates, and a realistic appraisal of his/her own limitations and responsibilities” (Oja, 1990, p. 4).

Both of these theories of development were structured in a hierarchical sequence that described stages through which an individual progresses as they gain experience. Although these stages represent a progression throughout development, one does not necessarily progress completely through all of the stages, nor does one spend a specified amount of time in any one developmental stage. Life experiences may cause one to regress to a lower stage although progression to a high stage was once evident. Also, an individual may possess characteristics of a higher stage within the context of one theory while displaying characteristics of a lower stage within the context of a second theory. Fessler (1995) stated,

there is a tendency to view the career cycle as a linear process, with an individual entering at the preservice level and progressing through the various stages. [However, there is a] dynamic ebb and flow…with teachers moving in and out of stages in response to environmental influences from both the personal and organizational dimensions (p. 187).

Katz (1986) developed a theory that related stages of development to the experiences of preschool teachers. The author described the following four developmental stages for teachers: Survival, Consolidation, Renewal, and Maturity. Survival was the first stage of development. The characteristics of this stage were similar to Loevinger’s self-protective stage, and Fuller’s Self stage. Katz (1986) stated, “during
this period the teacher needs support, understanding, encouragement, reassurance, comfort, and guidance” (p. 56). During the second stage, Consolidation, the teacher focuses on troublesome children and situations that come to focus in the classroom. While in this stage teachers need on-site assistance, peer mentors, and collegial advice to assist with job performance. The Renewal stage of teacher development was characterized by teachers’ seeking new ideas to use in the classroom. “During this stage, teachers find it rewarding to meet with colleagues from various programs on both formal and informal occasions” (Katz, 1986, p. 58). Often in the Renewal stage teachers will seek out membership in professional organizations. They may also focus directly on their own teaching by videotaping and reflecting on their teaching performance or possibly by inviting colleagues to observe their classroom teaching.

Katz (1986) identified Maturity as the final stage of a preschool teacher’s development. This stage was characterized by one asking abstract questions about one’s own teaching and the profession in general. During this stage, teachers may be observed participating in professional conferences, and/or taking university courses. However, although university courses may be supported by school districts as professional development opportunities, these courses may not truly meet the needs of teachers at this stage. Fuller (1969) stated, “many education courses are not relevant to the needs of teachers” (p. 208). Teachers in the maturity stage may prove to be the support system for teachers engaged in a previous stage of development.

Each of these stages of development can be related to the experiences which individual teacher’s have undergone. It is important to understand these stages and how they relate to the experience of a teacher. “Individual teachers may vary greatly in the
length of time spent in each of the ... stages" (Katz, 1986, p. 56). Teachers generally experience the beginning stages (for example Katz's survival stage) as they enter the profession. Katz (1986) suggested that teachers might remain in this stage throughout their first full year of teaching. During the second year of teaching, one may progress into the second stage of development. An individual may remain in this stage for a few years or at least until they get tired of repeating classroom lessons. The third or fourth year of teaching is generally representative of a later stage of development. For example, one may remain in Katz's Renewal stage until they reach later stages of teacher development. According to Katz, Maturity, the final stage, may occur as early as one's third year of teaching, may not be reached until after one's fifth year of teaching, or may not be reached at all. As stated earlier, progression through these stages were based on individual experiences and regression may occur due to a life trauma or other factors influencing one's life. It is important that teachers are provided with appropriate support systems that would assist them in a rapid progression through the developmental stages.

Teachers in the final stages of development are generally ready look toward professional development opportunities. Fuller (1969) stated, "experienced teachers were more often concerned with slow progress of pupils" (p. 216). They desired to explore the professional realm in an attempt to better themselves and their profession. Fuller (1969) found that "experienced teachers more often found satisfaction from success of former pupils" (p. 216). These teachers were deemed ready to take on new challenges that would better fulfill the educational needs of their students.

The desired outcome of all educational programs is student achievement. The preceding discussion indicated that a teacher's stage of development is directly related to
a teachers’ individual needs and concerns and may positively affect how a teacher focuses on student achievement. Therefore, issues that determine a teacher’s involvement in professional development opportunities must be investigated as they relate to a teacher’s needs. Each of the theories relating to teachers’ stages of development indicated that experience was often an indicator of teachers’ in higher stages of development. Further, teachers in later stages of development tend to focus more on student achievement. Maturity, the final stage of a preschool teacher’s development, was characterized by asking abstract questions about one’s own teaching and the profession in general. During this stage, teachers often seek professional development opportunities some of which include participating in professional conferences, and/or taking university courses. These teachers might prove to be the support system for teachers engaged in a previous stage of development.

<table>
<thead>
<tr>
<th>Theory</th>
<th>Stages</th>
<th>Research in PE Using the Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuller Teachers’ Stages of Development</td>
<td>Three Stage Model</td>
<td>• Boggess, McBride &amp; Griffey (1985)</td>
</tr>
<tr>
<td></td>
<td>• Self</td>
<td>• McBride (1984)</td>
</tr>
<tr>
<td></td>
<td>• Task</td>
<td>• Wendt &amp; Bain, (1989)</td>
</tr>
<tr>
<td></td>
<td>• Impact</td>
<td>• Wendt, Bain &amp; Jackson (1981)</td>
</tr>
<tr>
<td>Loevinger’s Teachers’ Stages of Ego Development</td>
<td>Four Stage Model</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>• Self-protective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conformist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conscientious</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Autonomous</td>
<td></td>
</tr>
<tr>
<td>Katz’s Developmental Stages of Preschool Teachers</td>
<td>Four Stage Model</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>• Survival</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consolidation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Renewal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maturity</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.3: Stage Theories: Teacher Development
Professional Development Models

Numerous models of professional development have been identified within and across the education and business literatures (Bassett, 1977; Seyfarth, & Magill, 1998; Willer, 1993). Each of these models, as illustrated in Table 2.4, was developed from a specific professional base.

Illich (1973, 1971) advocated for an independent education profession in which networked would be established to support and foster individual growth. He stated that my hope is that through the gradual weakening of the constraints of schooling we will so loosen its fabric, and so strengthen the opportunities to learn from other sources, that it will become impossible to separate learning from life, and student and teachers from friends learning together (Illich, 1973, p. 150).

In this respect Illich was calling for the development of collaborative networked. It was his belief that learning can and will occur beyond the school walls to the extent that the traditional concept of schooling and learning would be deconstructed. This model of learning was applicable for all individuals, not merely school-aged children.

The Practice Audit Model (Smutz, 1981) was designed to assess and meet the professional development needs of practicing pharmacists. This model espoused the following three principles: opportunities were systematically based on practice-oriented needs, opportunities were long term, and opportunities were focused on practice. The intent of this model was to provide opportunities based on how the professionals function in practice.

Gooch (1985) discussed a nine-step process of professional development for vocational educators. The process outlined by Gooch, utilized eight independent models
<table>
<thead>
<tr>
<th>Author (s)</th>
<th>Professional Development Model</th>
<th>Discipline</th>
<th>Focus/Premise</th>
</tr>
</thead>
</table>
| Smutz (1981)             | Practice Audit Model                                                                               | Pharmacy Education | • Based on practice-oriented needs  
• Long term opportunities  
• Focused on practice                                                     |
| Gooch (1985)             | The following models were combined as a nine-step process:  
  • Kash Formula, Main Event Principle, People Resist Change, Desire for Change, Attitude Box, Attitude Stair Steps, Behavior is Goal Directed, Two Tragedies, Opportunity Wedge | Vocational Education | Through utilization of these nine “steps”, vocational educators can increase their professional opportunities. |
| Butler (1989)            | Program Delivery Model                                                                             | Education        | Descriptors of effective components for adult professional development were grouped under the following three areas:  
• Program content, Program delivery, Post-program follow-up |
| Bain (1990)              | Four approaches to in-service education used in practice:  
  • Defective approach  
  • Growth approach  
  • Problem-solving approach  
  • Change paradigm  | Physical Education | The focus was on the current practice of using inservice programs to improve physical education teacher effectiveness. |
| Sparks & Loucks-Horsley (1990) | The Five Models of Staff Development  
  • Individually Guided  
  • Observation/Assessment  
  • Involvement in a Development/Improvement Process  
  • Training  
  • Inquiries | Education | These models provide a framework in which to view a continuum of professional development experiences  
• Individually Guided = teachers explore and design their own professional development.  
• Observation/Assessment = by a peer, mentor, or superior.  
• Involvement in a Development/Improvement Process = staff collaboratively devise means to solve the problem.  
• Training = includes traditional educational workshops.  
• Inquiries = research that focus on improving instruction. |

Table 2.4: Professional Development Models
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Professional Development Model</th>
<th>Discipline</th>
<th>Focus/Premise</th>
</tr>
</thead>
</table>
| Consortium for Policy Research in Education (1993) | Four alternatives to Traditional Professional Development  
- Teacher Collaborative  
- Subject Matter Associations  
- School-University Collaborations  
- Special Institutes and Centers | Education | These alternatives may better engage teachers emotionally and intellectually and are based on their teaching contexts and histories. |
| Willer & Bredekamp (1993) | Professional Lattice Model | Early Childhood Education | Describes multiple roles and settings and allows for professional growth within each |
| Avis (1994) | Four models of Teacher Professional Development  
- Traditional Teacher Professionalism Model  
- Managerialism Model  
- Fabian Model  
- Reflective Practitioner | Education | The first three models were described as traditional professional development. All four forms of professional development were described as inadequate forms of professionalism. |
| Richardson & Hamilton (1994) | Three Models of Teacher Professional Development | Education |  
- Externally Driven = traditional top-down approach  
- Teacher-Initiated = individually determined for growth  
- Collaborative = partnership between facilitator and participant |
| Houghton & Goren (1995) | Three State Models of Teacher Professional Development | Education |  
- Colorado = focused on implementation of state content standards  
- Michigan = based on ideas of collaborative networked  
- Rhode Island = emphasized on-going learning |
| Sprinthall, N. A., Reiman, A. J., & Thies-Sprinthall, L. (1996) | Practical Argument Staff Development Model | Education | The premise focuses on the belief that individual beliefs will change through discourse with knowledgeable professionals and that the change will be observable in practice. |
| Seyfarth & Magill (1998) | Coordinated Approach Model | Education | School staff development sessions should be lined to the schools goals and to improving student achievement. |
of professional development that were combined to meet the needs of vocational educators. The process is based on the Kash Formula. This “model presents the concept that improvement is realized by increasing one’s knowledge, changing one’s attitude, increasing one’s skills, and/or changing one’s habits” (Gooch, 1985, p. 3). The eight models comprising the Kash Formula are as follows: Main Event Principle, People Resist Change, Desire for Change, Attitude Box, Attitude Stair Steps, Behavior is Goal Directed, Two Tragedies, and Opportunity Wedge. These eight models were identified as the “steps” that vocational educators must take in order to increase their professional opportunities. The Kash Formula is based on the belief that for improvement to occur one must increase knowledge, change attitude, increase skills, and/or change habits. “To expand professional horizons and increase professional opportunities, vocational practitioners should: develop a Kash Formula; overcome the natural resistance toward being changed, set professional development goals for themselves, develop a plan for achieving those goals, develop a positive attitude toward self-improvement, and become sufficiently anxious to increase their desire for change” (Gooch, 1985, p. 8).

The Program Delivery Model of professional development was discussed by Butler (1989) with the purpose of examining the development of school leaders for school improvement. This article identified descriptors of effective components for adult professional development. These descriptors were grouped under the following three areas: program content, program delivery, and post-program follow-up. Butler stated, professional staff development

...can take place in the workplace or away from the place of work, it can be required or voluntary, it can be offered by an organization or sought independently by an individual...two-hour lectures, three-day conferences and year-long courses (Butler, 1989, p. 5).
Bain (1990) discussed the following four approaches to in-service education currently used in practice: defective approach, growth approach, problem-solving approach, and the change paradigm. She stated, “although much of the research related to physical education in-service education had not consciously employed one of these paradigms, the categories provide a useful heuristic for reviewing the research” (Bain, 1990, p. 770). Bain’s emphasis on in-service programs was due to the current practice of in-service programs presently found as a means to improve in-service teacher effectiveness.

The Five Models of Staff Development (Sparks & Loucks-Horsley, 1990) were constructed from the general education literature. Sparks and Loucks-Horsley (1990) defined the following five models of staff development: Individually Guided was one model in which teachers explore and design their own professional development. The teacher individually devised the activities and learning experiences that would help him/her to grow in the teaching profession. Sparks and Loucks-Horsley (1990) categorized this model based on adult learning needs identified by the following literature bases: adult learning theory, adult development, learning styles, and the change process. According to Sparks and Loucks-Horsley (1990)

This model assumes that individuals can best judge their own learning needs and that they are capable of self direction and self initiated learning (p. 7). Observation/Assessment was a second model of staff development, which incorporates assessment by a peer, mentor, or superior that follows an observation session.

Theoretical and research support for the observation/assessment model can be found in the literature on teacher evaluation, clinical supervision, and peer coaching (Sparks & Loucks-Horsley, 1990, p. 10).
The teacher must reflect and invoke change following the observation session. Teacher reflection has been emphasized since the days of John Dewey (1938). However, true teacher learning comes from analysis of experiences (Dewey, 1938). Recently, this type of professional development was tied to teacher assessment by local, state or federal policies and programs (e.g., NCTAF, PRAXIS III, National Board Certification, Peer Assistance and Review). Nonetheless, observation/assessment can and has been a valuable model excluding the assessment component.

Involvement in a Development/Improvement Process was the third model, and is based on the adult learning theory of problem solving (Knowles, 1980). Once the problem is determined the staff (or group of staff members) collaboratively devise means of acquiring the needed knowledge to solve the problem. Curriculum development and school improvement theoretical bases were derived from the literature on change and innovation as well as the research on effective schools (Sparks & Loucks-Horsley, 1990).

Training, the fourth model of staff development included traditional educational workshops that typically maintained a large student-to-teacher ratio and has proven cost effective for school districts attempting to “train” great numbers of employees. “The power of training to alter teachers’ knowledge, attitudes, and instructional skills is well established” (Sparks & Loucks-Horsley, 1990, p. 14).

The fifth model, Inquiry, was developed from varying forms of professional development research that focused on improving instruction and could be conducted individually, or with small and large groups. All forms of inquiry had the following common elements: the problem is identified by the teacher(s), means of data collection are chosen by teacher(s) (This may include reviewing current/past literature and
theories.), data analysis and interpretation, intervention is employed and new data are gathered analyzed and interpreted.

One of the important tenets of the inquiry approach is that research is an important activity in which teachers should be engaged, although they rarely participate in it other than as subjects (Sparks & Loucks-Horsley, 1990, p. 16).

The Professional Lattice Model (Willer & Bredekamp, 1993) was devised to provide continual professional development that focused on the diverse roles and settings of early childhood educators. “The early childhood professional lattice describes our field’s multiple roles and settings and allows for professional growth within each role while providing for movement across roles and settings” (Willer & Bredekamp, 1993, p. 66).

Alternative Professional Development Approaches were identified in a policy brief written by the Consortium for Policy Research in Education (1993). This policy brief suggested that Teacher Collaboratives, Subject Matter Associations, School-University Collaborations targeted at school reform, and Special Institutes and Centers are four alternatives to traditional professional development which may better engage teachers emotionally and intellectually, as well as be based on their teaching contexts and histories.

Avis (1994) identified four models of teacher professional development. The Traditional Teacher Professionalism Model was identified as “rooted within notions of skill, expertise, knowledge and collegiate control (Avis, 1994, p. 66). The Managerialism Model was similar to the traditional teacher professionalism model but it included a focus on public service. The Fabian Model focused on the expert teachers who “were the keepers of knowledge used to inform policy aimed at the working class and other
subordinate groups” (Avis, 1994, p. 66). The fourth model identified was the Reflective Practitioner. Avis (1994) defined the reflective practitioner as a facilitator or counselor. He also critiqued these four models of teacher professionalism because they did not empower teaching expertise. Avis (1994) further “argues [that] traditional professionalism as well as models based upon the reflective practitioner are inadequate (p. 63). Discussion continued to explore the patriarchal basis of professionalism and the inherent continued acceptance of traditionalism while ignoring potential new and empowering forms of professionalism.

Richardson and Hamilton (1994) discussed the following three models of staff (professional) development: Externally Driven, Teacher-Initiated, and Collaborative. The authors defined externally driven as the traditional type of top-down staff development approach (e.g. traditional in-service). Teacher-initiated “is an umbrella term to denote individually determined professional growth” (Richardson & Hamilton, 1994, p. 111). The Collaborative was one model in which some type of partnership was created between a facilitator of and participant in the staff development process.

Houghton and Goren (1995) reported on professional development programs in Colorado, Rhode Island, and Michigan. The Colorado Model focused on implementation of the state’s content standards. The Michigan Model was based upon the idea of collaborative networked to support teacher education and improve professional development programs. The Rhode Island Model emphasized ongoing learning as opposed to one-shot training sessions. The professional development models proposed, or in effect, in these three states prompted the authors to devise 12 guiding principles for educational professional development.
Sprinthall, Reiman and Thies-Sprinthall (1996) discussed the inadequacies of professional development models used in practice. Part of their literature review focused on a description and critique of popular programs of teacher development. The models that focused on experienced teachers and differed from those already addressed in this review will be outlined. The Craft Knowledge Approach (Grimmet & MacKinnon, 1992) was used with both in-service and preservice teachers. This model utilized various forms of imparting knowledge through practice (reflection, intuition, case studies, etc.) and relied upon the knowledge base of the experienced teachers. Through interaction with novice teachers, the experienced teachers also grew through reflective practices that allowed both novice and experienced teachers to develop a deeper understanding of teaching. The Expert model of professional development was based on the assumption that expert advice delivered through in-service programs can assist teachers with improving practice. The Expanding Repertoire model (Sprinthall et. al., 1996) was a type of in-service training that focuses specifically on expanding the teacher’s knowledge of instructional models, learning styles, or curriculums. The Practical Argument staff development model (Sprinthall et. al., 1996) was a collaborative model that focused on the change process. The premise focused on the assumption that individual beliefs change through discourse with knowledgeable professionals and that this change will then be observable in practice.

The Coordinated Approach model (Seyfarth & Magill, 1998) suggested that school staff development sessions should continue to offer a variety of topic sessions but these sessions should be linked to the schools mission or goals as well as relate to improving student achievement.
Each of these professional development models described above highlighted separate and often content-specific aspects of professional development programs. These models have been used in professional development programs in the specific content areas. However none of the models described encompassed the scope of teacher professional development in its entirety. The Sparks and Loucks-Horsley’s Model (1990) provided the most comprehensive framework in which to view a continuum of professional development experiences within education that aligns with the professional development definition being used for this study.

Physical Education and General Education Research of Professional Development Models

The following review has been divided into two sections. The Sparks and Loucks-Horsley (1990) model of staff development has been couched within the adult learning and teachers’ stages of development literature. This model has also been used to categorize the following two literature reviews on professional development opportunities of experienced physical education and general education teachers. The first section used Spark and Loucks-Horsley’s Model to organize the physical education and general education research literature of professional development models. In the second section physical education and general education research literature related to teacher’s professional development that does not fit under Spark and Loucks-Horsley’s Model was presented.

Physical Education Research of Professional Development Models

The physical education studies examined in this literature review utilized numerous research designs and methodologies. This literature base encompassed a time
period from 1980 to 1997. Research designs employed in the eight studies reviewed ranged from quantitative quasi-experimental (Knowles, 1981; Loovis, & Melograno, 1993), to qualitative designs such as interpretivist (Slater, 1988; Pissanos & Allison, 1996), as well as studies that incorporated both qualitative and quantitative measures (Melograno & Loovis, 1990; Napper-Owen, 1996) (see Table 2.5).

Each of the physical education studies was categorized within the framework of one of the five models of staff development (see Table 2.5). The studies within the model framework were presented individually in terms of purpose, accumulated evidence as well as implications of the research. The overall conclusions and interpretations of the studies within each model were discussed collectively for the purpose of informing future research.

Inquiries

Slater (1988) and five teachers (one was a physical education teacher) from various disciplines conducted a collaborative study. The purpose of the study was to determine how and why five teachers had gotten started and why they continued to use writing-to-learn strategies in their teaching. The researcher employed as a teacher at the same school as the five participants conducted this study. The study utilized qualitative methodologies. However, the study did not provide enough information to determine the type of data analysis employed. These teachers were selected because they utilized writing-to-learn in their curricula. All teachers altered their classroom management styles due to the implementation of writing-to-learn throughout their individual curricula. The researcher discovered that the teachers’ professional interdependence was greatly enriched and expanded due to the teacher-researcher collaboration. Teachers also “gained
more confidence in trying out new teaching strategies and expanding old ones because of the support of the research network" (Slater, 1988, p. 6).

<table>
<thead>
<tr>
<th>Model Category</th>
<th>Frequency</th>
<th>Authors</th>
<th>Data Collection</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td></td>
<td>Slater (1988)</td>
<td>Series of Interviews</td>
<td>Qualitative</td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
<td>Knowles (1981)</td>
<td>• Questionnaire</td>
<td>Quantitative &amp; Qualitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melograno &amp; Loovis (1990)</td>
<td>• Individual interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helm &amp; Boos (1996)</td>
<td>• Formative and summative evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>McKenzie, Sallis, Kolody &amp; Faucette (1997)</td>
<td>• Series of observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Observation instrument</td>
<td></td>
</tr>
<tr>
<td>Observation/Assessment</td>
<td>1</td>
<td>Napper-Owen (1996)</td>
<td>• Videotaped observation</td>
<td>Qualitative &amp; Quantitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Researcher field notes</td>
<td></td>
</tr>
<tr>
<td>Involvement in a Development/Improvement Process</td>
<td>1</td>
<td>Jansma &amp; Surburg (1995)</td>
<td>• Review Committee compiled a list of competencies from leadership training program directors</td>
<td>Not defined</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Revisions of competencies</td>
<td></td>
</tr>
<tr>
<td>Individually Guided</td>
<td>1</td>
<td>Pissanos &amp; Allison (1996)</td>
<td>• Interviews</td>
<td>Qualitative</td>
</tr>
</tbody>
</table>

Table 2.5: Physical Education Research of Professional Development Models

Training

Four studies discussed findings and implications of physical education professional development that employed in-service or training methods. Two studies focused on in-service training in relation to meeting the individual needs of students with identified disabilities. The remaining two studies specifically related to identifying the in-
service needs of physical educators. Three of the studies provided detailed information describing the research design, data collection procedures, and data analysis methods employed. However, the remaining study (Knowles, 1981) did not provide enough information to specifically determine the data analysis procedures implemented.

The purpose of the study conducted by Knowles (1981) was to determine teacher concerns about individualized physical education as measured by the stage of concern questionnaire (Hall, 1978). This study utilized a one-group pretest-posttest design along with individual interviews of teachers during a seven-week workshop training session. Qualitative methods were also used but data analysis was not described. The investigator concluded that the change process takes time and that a seven-week inservice program was not long enough to affect teacher concerns. Further, teachers adapted to change differently and workshop attendance did not guarantee that teachers implemented the innovations in their teaching settings.

The purpose of the study conducted by Melograno and Loovis (1990) was two-fold. First to conduct a comprehensive needs assessment related to the provisions for appropriate physical education programming for students with disabilities. Second, to provide professional development for personnel relative to appropriate motor programming for students with disabilities. Findings reported by Melograno and Loovis (1990) indicated that physical education and adapted physical education were not a priority for school districts. However, successful programs were linked with effective principals. Many of the school districts differed in defining self-contained classes. Establishing adapted physical education (APE) classes was difficult due to current district procedures. Specifically, it was noted that funding for APE was not a priority. The
teachers contended that adapted physical education could benefit more than just students with severe handicaps. However, it was found that many students who did not receive services received a physical education grade due to the threat of non-compliance. Further, the district’s physical education program was in noncompliance with the Ohio Department of Education’s criteria. The researchers determined that continuous feedback to the participants was an integral part of program success.

The purpose of a study conducted by Helm and Boos (1996) was to determine whether physical educators acting as consultants and trainers had a positive affect on training early childhood educators to design and evaluate developmentally appropriate movement programs. Qualitative and quantitative data were collected respectively as follows: through a prelesson self-check for teachers, workshop evaluations, coffee chats (discussion groups), pre and post workshop surveys on teacher's attitudes, self-reported knowledge, pre and post workshop videotaping of activity room sessions, and follow-up reviews. Five interactive half-day workshops were planned and conducted over a 10-month period. Formative and summative evaluation methods were reviewed to indicate a change in teacher attitudes and skills. The authors cited three findings obtained from formative and summative evaluations derived during a ten-month, five-day workshop session that focused on changes in teacher attitudes and skills at an early childhood education center. The first finding suggested that as teachers gained more knowledge and experience their lesson plans were more detailed and they asked consultants for comments. The second finding noted that the teachers appreciated the constant availability of individual consultations. Finally, the investigator concluded that throughout the process the physical education specialist had become a respected adjunct
to the staff. Implications related to the on-site support and ongoing training was integral to successful program implementation.

The purpose of a study conducted by McKenzie, Sallis, Kolody and Faucette (1997) was two-fold. First, to expand the evaluation of a combined health-related curriculum and inservice program on the quantity of elementary school physical education. The second purpose was to determine whether in-class maintenance effects of the three-year program remained one and a half years after termination. A static group comparison design was used. Data were collected through a series of observations over a four-year period. The System for Observing Fitness Instruction Time (SOFIT) was used to obtain simultaneous recordings of student activity levels, the lesson context, and teacher behavior. Teachers were interviewed during the follow-up study once interventions had been removed. Findings from the study revealed, "students in intervention conditions had more opportunities to be physically active, learn physical skills, and become knowledgeable about physical education than those in control schools" (p. 283-284). The curriculum, in-service training, and on-site support had important effects on the frequency of sessions and the amount of time student spent in physical activity as well as the amount of time students were vigorously active. In the classes taught by physical education specialists, students spent more time in vigorous activity than those taught my trained classroom teachers. The researcher team found that the curriculum and professional development program improved physical education in the two grade levels studied and that the improvement was sustained over a three-year period for the physical education specialists even though the amount of in-service training and on-site support declined over time. A follow-up, 18 months following
intervention withdrawal, found that trained classroom teachers maintained students’ frequency of sessions and time spent in physical activity. The "curriculum and professional development program produced maintenance effects in student physical activity levels and teacher behavior" (McKenzie et al., 1997, p. 288). Due to loss of funding, the physical education specialists were no longer present during the follow-up study. It was specifically noted "removal of physical education specialists resulted in a substantial reduction in both the quality and quantity of physical education" (McKenzie et al., 1997, p. 288). The authors argued that classroom teachers should be provided with extensive training and support for physical education when specialists are not available.

**Observation/Assessment**

Only one article focused on the Observation/Assessment model of staff development. The purpose of this study was to examine the impact of induction assistance beyond the year of participation in the program. Each participant was observed and videotaped three times. Videotape was later analyzed to note instances of observable teacher process behaviors. The male participant was interviewed twice for 20-minutes following a class session. The female participant was interviewed for 40-minutes following one class session. Researcher field notes were used as a form of data triangulation. Both teachers had been participants in an induction assistance program and returned to their same school their second year. There was minimum dependence, of either teacher, on the researcher who primarily acted as observer during this study. Napper-Owen (1996) found that teachers during their second year of teaching were no longer concerned with daily survival. These teachers used more time in management than in the first year of teaching. Similarly, the teachers displayed more confidence in
teaching. The second-year teachers were responsible for their own professional 
development and sought socialization with faculty within their respective school as one 
source of continued growth. Implications of the findings appear to suggest support for 
continued assistance and feedback during the second year of teaching to assist teachers 
with continued professional development. It was suggested that administrators take an 
active role in supporting and developing effective teaching behaviors.

**Involvement in a Development/Improvement Process**

One article was focused on the Involvement in a Development/Improvement Process. The purpose of the study conducted by Jansma and Surburg (1995) was to 
develop Ph.D. competency guidelines and adapted physical education professional 
preparation in the United States. The study did not provide detailed methodology or data 
analysis information to specifically determine the data analysis procedures implemented, 
although some procedural facts were outlined. Jansma and Surburg (1995) conducted a 
four-phase project that resulted in drafting a set of doctoral competency guidelines for 
adapted physical education professionals. This study resulted in the identification of 18 
research competencies, 20 Adapted Physical Educator Competencies, 15 other 
competency areas (administrator, movement scientist, advocacy, pedagogy). The "project 
provided competency guidelines for preparing Ph.D. students for leadership roles in 
research, teaching, and service at institutions of higher education in the United States" 
(Jansma & Surburg, 1995, p. 216). It was noted that learning should occur beyond 
program graduation in an attempt to provide professionals an opportunity to grow and 
mature in the field. The authors stressed, "the need for formalized competency guidelines 
and providing a frame of reference for doctoral professional preparation in adapted
physical education is not being addressed; however, the related professional development needs of those in postdoctoral leadership positions are just as important and must not be ignored" (Jansma & Surburg, 1995, p. 219).

**Individually Guided**

Only one study was included within the Individually Guided Model. The purpose of the Pissanos and Allison (1996) study was to gain insight into the individual and socializing conditions that influenced an experienced elementary school physical education teacher’s perceptions and actions regarding continued professional learning. The research team found that there were many "socializing, contextual factors, or conditions, that had an impact on her continued professional learning which can be summarized as follows: students, status, administrative support, community perceptions of sport, and personal and professional interactions" (p. 11). Students were attributed with motivating the participant and providing inspiration to improve her teaching. The participant voiced concern due to lack of compensation for the personal time that she spent on schoolwork. There were three implications. First, "the desire to help students learn more motor skills mandated that she be constantly striving to become a better teacher" (Pissanos & Allison, 1996, p. 16) and seek professional development experiences. Second, the participant deemed higher education as a credible means for her professional development. Finally, it was noted that there was a "complex relationship between the personal and professional development of a teacher, as well as the other contextual factors that influence that interrelationship" (Pissanos & Allison, 1996, p. 17). In this light, the participant utilized personal time to enroll in higher education courses. The relationship between the participants’ personal and professional development was
noted in the way she utilized the positive energy derived from the students as a source of
motivation to seek out professional growth opportunities.

Professional Development Practices of Experienced General Education Teachers

The general education studies examined in this literature review utilized
numerous research designs and methodologies. This literature base encompassed a time
period from 1982 to 1998. Research designs employed in the eight studies reviewed
ranged from quantitative (Donlan, 1982; Fagan & Walter, 1982), to qualitative designs
such as interpretivist (Jones, 1997; Palmer, 1998), as well as studies that incorporated
both qualitative and quantitative measures (Melograno & 1992; Kroehl, 1993) (see Table
2.6).

Inquiries

Six general education, professional development studies were reviewed within the
Inquiry framework of staff development models. The purpose of a study conducted by
Palmer (1998) was threefold. First, to examine the role of dialogue and collaborative
reflection in guiding teachers’ identification of common issues and contextual barriers in
their practice. Second, to analyze the social interactions among teachers and their
perception of academic self-efficacy during the dialogic and inquiry process. Third, to
evaluate the quality of the inquiry proposed by teachers to change their practice. Findings
from this study “indicate[d] that reflection, dialogue, and inquiry facilitated teachers'
collaborative efforts toward the identification and resolution of common issues and
challenges in their practice" (p. 16). Teachers in this study were able to work together to
support and facilitate their own learning when support systems were implemented.
"Benefits suggest that when teachers work[ed] together to focus intentionally on their learning for the improvement of teaching, students will be the

<table>
<thead>
<tr>
<th>Model Category</th>
<th>Frequency</th>
<th>Authors</th>
<th>Data Collection</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td>6</td>
<td>Palmer (1998)</td>
<td>Journals</td>
<td>Qualitative &amp; Quantitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neapolitan (1997)</td>
<td>Field Notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mould (1996)</td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Torres (1996)</td>
<td>Classroom Observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watt &amp; Watt (1991)</td>
<td>Culminating Projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Documents</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
<td>Reiman, McNair, McGee &amp; Hines (1988)</td>
<td>Clinical Supervision Conferences</td>
<td>Quantitative &amp; Qualitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pace &amp; Leibert (1987)</td>
<td>Surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Donlan (1982)</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kroehl (1993)</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Observation/Assessment</td>
<td>6</td>
<td>Hanson (1992)</td>
<td>Assessment Forms</td>
<td>Qualitative &amp; Quantitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pasch &amp; Harberts (1992)</td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phillips &amp; Glickman (1991)</td>
<td>Observation Notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benzley (1985)</td>
<td>Post-Observation Conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Munro &amp; Elliott (1987)</td>
<td>Content Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Involvement in a Development/Improv</td>
<td>1</td>
<td>Jones (1997)</td>
<td>Observations</td>
<td>Qualitative</td>
</tr>
<tr>
<td>Improvement Process</td>
<td></td>
<td></td>
<td>Field Notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meeting Notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Audiotaped Staff Development Sessions</td>
<td></td>
</tr>
<tr>
<td>Individually Guided</td>
<td>1</td>
<td>Kadel-Taras (1996)</td>
<td>Classroom Observations</td>
<td>Qualitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interviews</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.6: General Education Research of Professional Development Models
beneficiaries" (Palmer, 1998, p. 17). High school teachers were found to collaborate differently than elementary school teachers but they did not abandon collaborative learning. The collaborative approach utilized related to Vygotsky's Zone of Proximal Development that allowed teachers to show greater improvement. Vygotsky (1978) defined the zone of proximal development as “the distance between the actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 76). In this light, one may be involved in a collective production which individuals could not have produce on their own. This study had five implications cited by the author. First, Palmer argued that further inquiry is needed in terms of cultivation of interpersonal reasoning through continued reflection and teacher dialogue. Second, it was also suggested that researchers continue to document and analyze faculty and experienced teachers’ collaborative work, specifically focusing on student change. Third, there was a need for research on conceptual change in adult learning. Fourth, teachers’ professional development programs should focus on research and inquiry. Fifth, school districts need to alter the constraints to teachers’ continued reflection and collaborative inquiry and provide time and support for these practices to be implemented during the school day.

Neapolitan (1997) examined how three elementary teachers who acted as lead teachers in public schools perceived themselves as contributors to building a professional culture in schools. He found that lead teachers identified strongly with the teacher role. Further, lead teachers believed that change improved one's knowledge and teaching practice. Additionally, lead teachers understood the connections between curriculum and
assessment in order to increase student achievement. Finally, by participating in action research, lead teachers gained convincing evidence for change. The data "suggests an interplay among the characteristics of lead teachers, their professional development, and the contexts in which they practice" (Neapolitan, 1997, p. 17). The author discussed four implications. It was suggested that lead teachers and principals should share the responsibility for teaching and learning. The teacher as researcher was a powerful professional development model that educated teachers. School districts need to create quasi-administrative positions in schools that require the knowledge and abilities held by lead teachers.

The purpose of a study conducted by Crow, Stokes, Kauchak, Hobbs, and Bullough (1996) was to investigate the influence of a two-year cooperative masters of education program as a vehicle for professional development and school renewal. Data was collected through use of semi-structured interviews and a questionnaire. Data analysis used grounded theory to devise a thematic matrix to identify relationship themes. This program was seen to change participants’ teaching practices. Teachers, as a result of the program, subsequently gave more choice and voice to students in their classrooms. The program also helped to build a community of learners among the participants. The cohort format was a salient element that allowed the community atmosphere to grow. The inquiry-based approach provided teachers with the skills, confidence and opportunities to become reflective about their practice. The results suggest that sustained teacher growth and school renewal need to be encouraged.

A study was conducted by Mould (1996) to explore the potential of enhancing the effectiveness of the early learning experiences of young children. This eleven-month
study gathered data from four schools that participated in an action research empirical study. The methods of data collection included: systematic observation, child interviews and group narratives, teacher interviews, biographies, questionnaires, photographic analysis and researcher journals. This study indicated that teachers’ level of engagement rose throughout a collaborative inquiry experience. Additionally, each of the target school’s level of involvement rose throughout experience. Parents assumed an active role in the research study. A link was found between high involvement in research and high student engagement levels. The relationship between teacher and researcher was integral to the study. Due to interactions with the researcher, teachers’ needs developed in a hierarchical fashion based on the teachers’ stage of development literature. The partnership between the schools, teachers and the researcher was deemed successful.

The purpose of a study conducted by Torres (1996) was to engage teachers in an intentional and systematic study of their own educational practice while sharing and constructing pedagogical knowledge as well as building community with other teachers. This study was framed in the cultural-historical approach to socio-cognition. Data collection included: note-taking of while group conversations, tape recorded Systematic Inquiry Group meetings, teachers’ group work-in-progress reports, self-reflection evaluations of development, program evaluations, and staff meeting notes. Data analysis was based on teachers’ discourse regarding engagement and experience with inquiry. The following five conclusions were presented. First, teachers involved in the study celebrated peer collaboration. Second, teachers were found to transfer their own collaborative experience into their classrooms. Third, Vygotsky's Zone of Proximal Development helped couch teachers’ reliance on collaboration as well as boost and
promote risk taking with new classroom techniques. Fourth, teachers became more insightful and discovered new teaching perspectives as well as new vantage points to view their students. Fifth, teachers became involved in inquiry as an ongoing process. This inquiry process led teachers to see what was truly going on in their classrooms. Inquiry also led to development of more democratic classrooms. Teachers discovered that they were learners from a systematic way of inquiry. The Zone of Proximal Development increased teachers’ spirits and helped facilitate these new experiences into the classroom.

Watt and Watt (1991) revealed that professional nourishment and collegiality was provided for experienced teachers conducting action research. The purpose of this study was to develop methodologies to support experienced teachers in taking on the role of participant researchers and engaging in collaborative inquiry through action research projects about their teaching practices. Collaborative research meetings were conducted throughout the school year. Teachers’ professional development was addressed through formative evaluations of the action research projects. Data collection procedures included: pre and post interviews, pre and post stages of concerns questionnaire, videotaped and audio taped research meeting, session by session evaluation forms, leaders and participants’ notes, journals, planning documents and data gathered by the teachers and researchers reports. These projects allowed teachers to gain new understanding about the content they were teaching, teachers made self-directed improvements in their teaching, and teachers took on new roles as teacher-researchers. The following two implications were discussed. First, the action research approaches and support structures developed by this project may be applicable to other domains. Second,
"the qualities of teachers' understandings influences to a large degree what teachers do in their classrooms" (Watt & Watt, 1991, p. 17). The authors further argued, "the best source for teachers to learn more about teaching and learning, child growth and development, materials and methods is through examination of their own practices" (Watt & Watt, 1991, p. 17).

Each of the studies reported above called for continued inquiry in the classroom setting. Teachers who took on the role of researcher argued that they noticed improvement in their teaching as well as indications of student learning. Study participants also noted that teacher learning occurred throughout the collaborative process. Barriers to the inquiry method of professional development appear to be due to a traditional definition of teaching which does not typically provide teachers time or support for collaboration or inquiry. School districts interested in supporting experienced teachers’ professional development needs must make attempts to restructure traditional practices.

Training

Four studies reviewed discussed findings and implications of general education professional development studies that employed in-service or training models. These studies indicated that in-service training should be based on teacher needs and that teachers should take an active role in developing these programs. Training sessions that provided for continued support assisted teachers in implementing new learnings into the classroom setting. Similar to the inquiry review, the studies indicated a need for teacher collaboration within the professional development process. Traditional one-shot in-
service programs were found to be ineffective while in-service workshops that were ongoing, provided teachers with support, or follow-up sessions were effective.

Reiman, McNair, McGee, and Hines (1988) found that implementation of a "long-term training model has successfully overcome the reservation of many veteran teachers who often criticize staff development as being impractical, idealistic, and/or lacking in substance" (p. 55-56). Staff development training that allows teachers to refine their teaching skills helps good teachers become better. Experienced teachers participating in the study affirmed the benefits of long-term training. Validity was added to the program because classroom teachers taught the sessions.

The purpose of an in-service project studied by Pace and Leibert (1987) was to examine the effects of a year-long inservice program to help experienced teachers in one elementary school appreciate and use recent research in reading comprehension. A pretest-posttest procedure was implemented. They found that the project influenced what teachers thought about reading comprehension. Teachers who participated in the project gained a greater appreciation of factors involved in reading comprehension. Pace and Leibert (1987) stated, "the acquisition of a richer and better understood set of comprehension concepts should enable the teachers who participated in this project to improve their reading comprehension instruction independently with greater confidence" (p. 9). Implications of this project focused on the independent nature of teachers' professional development.

In a longitudinal study, Donlan (1982) found that teachers prefer developmental programs that focus on their needs and desires. Participants attended a five-week workshop and a one-month follow up session. The participants were randomly assigned
to treatment groups (e.g., developmental or deficit). Participants were further stratified by years of experience and locus of control. Each group was observed three times. Experienced teachers were found to have more positive attitudes toward staff development than less experienced teachers. Similarly, teachers with internal locus of control have a more positive attitude toward staff development than teachers with external locus of control. "In effect, staff development serves well those who see themselves as controlling their own changes" (Donlan, 1982, p. 7). Further, instructional techniques such as role-playing, may have little or no effect on teachers' perceptions of themselves as consultants. Due to the nature of the study it was difficult to determine the long-term effects of the study groups.

Kroehl (1993) studied the effects of individual staff member's professional development goals through ongoing training sessions. The purpose of the study was to determine if the construction of inservice sessions based on teachers' needs, interests, and learning styles would result in program satisfaction. Teachers were found to be moderately satisfied with the training program. Experienced teachers pursued their individual goals throughout the process. However, teacher's level of achievement varied greatly throughout the experience. Peer mentoring proved useful to participants in pursuit of goal attainment. In-service sessions, which were based on teachers' needs and which provided continuing support helped teacher's reach their goals.

Observation/Assessment

Six studies reviewed discussed findings and implications of general education professional development studies that utilized observation/assessment models of professional development. Hanson (1992) conducted a study to describe the form that
peer evaluation took and the extent to which it became institutionalized at participating schools. Data were obtained through data analysis of records of teacher participation in a peer evaluation program. Further data was obtained from interviews with lead teachers and principals. Observation data was also collected. He found that staff attitudes and rapport improved during participation in a peer evaluation program. Mixed results were reported related to student achievement. Most schools participating in the study did not increase quantity of observations due to participation in the program. An important program implement indicated that teachers decided who would assess them, and what to be assessed. Schools that implemented a formal teacher-training program experienced growth in teacher involvement. In support of the program, principals provided teachers with flexible schedules, regular substitutes, and teacher-aides. A follow-up process indicated that peer evaluation continued for two-year’s beyond pilot study.

The purpose of a study conducted by Pasch and Harberts (1992) was to measure teachers’ abilities to apply skills and strategies in five instructional areas. Classroom observations of teachers were conducted using a modified version of the Instructional Skills Observation Instrument to measure teachers’ ability to apply skills and strategies in five instructional areas. Student achievement scores from the California Achievement Test (1985) were also examined. The research team concluded that teachers enrolled in staff development for two-years had substantially fewer students performing below average than teachers with only one-year of staff development. The study indicated that "behavior modeling, practice, and coaching are critical ingredients in a staff development program requiring the integration of knowledge and skills into teaching behavior" (Pasch & Harberts, 1992, p. 43). The authors stated, "teachers improved in their instructional
decision making as a result of their involvement in the two-year staff development program" (Pasch & Harberts, 1992, p. 43). Teachers involved in the two-year program shifted their thinking to a higher level of reflective technical analysis. Also, teacher change and student academic gains may have been attributed to teachers’ involvement in the staff development program.

The purpose of a study conducted by Phillips and Glickman (1991) was to describe the effects of a peer coaching program on volunteers and to compare peer coaching teachers with others who did not participate in the program. An exploratory case study approach was used as the research design. “The research design was a two-phase process: a description of the effects of the 22 teacher volunteers who participated in the peer coaching program, and a comparison of t14 of the peer coaching teachers with 14 other teachers in the school who did not participate in the program” (Phillips & Glickman, 1991, p. 23). The research team discovered that teachers experienced significant conceptual change during the peer coaching process. Three of the five teachers involved in the study showed gains in the use of higher conceptual levels of thought development. Teacher interviews indicated that teachers’ interactions with peers increased during the program. Teachers indicated that involvement in the program led them to take risks and increase teaching creativity as well as change their teaching. The authors made four recommendations for future staff development programs. First, it is important to consider teachers' cognitive growth as an outcome of a peer coaching staff development program. Second, participants should be provided support over time. Third, programs should be established for and by teachers. Fourth, programs should allow
teachers to work collaboratively and make decisions about planning, implementing and evaluating instruction.

Benzley (1985) studied the experiences of peer reviewers who participated in the review process. Data was collected through a content analysis of structured interviews with teachers. The interviews were audio taped and these tapes were edited and coded into three stages. Findings indicated that teachers involved in the peer evaluation process were concerned about their extended classroom absence due to the poor quality of substitutes supplied and the high amount of time the process required. Peer assessors felt that the process was fair. Assessors also felt that the process helped them self-reflect on their own teaching. Other influences included providing teachers and mentors with: a source of ideas, increase socialization, and a broader perspective on teaching profession. Teachers were unsure if the process had improved district teaching. Minimal teaching influence was noted on an individual but not on a district level. There was a high level of teacher acceptance of the peer review process possibly due to implementations. The district teacher's association had accepted responsibility for teacher evaluation. Success may also have been due to "teacher involvement in the design and implementation of the educational system" (Benzley, 1985, p. 17).

The purpose of a study conducted by Munro and Elliott (1987) was to determine if a peer coaching program would stimulate teacher growth. Teachers observed or were observed by a colleague in 1984. In 1985 teachers conducted two observations per month, filled out monthly goal sheets in accordance with their individual action plans. Participants took part in a mid-year and end-of-year evaluation program. Four participants, division chairpersons, and the principal were interviewed and all participants completed
two questionnaires. They found that peer-coaching participants achieved a high rate of instructional goal achievement (88%) that was attributed to regular observations. The peer observation process was noted to stimulate teacher growth. In the study “participants reported that observing another teacher automatically initiated a process of self-evaluation, observing a peer led teachers to reflect on their own classroom strategies and teaching methods” (Munro & Elliot, 1987, p. 27). Participation in peer coaching was noted to breakdown effects of teacher isolation. Teachers indicated concerns related to lack of time for observations and conferences as well as a need to increase observation and feedback skills. "Peer coaching promotes a collegial atmosphere that promotes risk taking and allows teachers to continually engage in the study of their craft" (Munro & Elliot, 1987, p. 27-28). The authors made the following suggestions: that peer coaching should be a voluntary professional development option for teachers; that participants should be provided incentives; that teachers should determine their own instructional goals; that teachers should be trained in observation and feedback skills; that program should include an accountability system and provide for substitute teachers and; that teachers should be provided an opportunity to alternate partners to increase expertise.

The purpose of a peer mentor study by Fagan and Walter (1982) was to describe the frequencies and nature of mentoring in teaching and correlate mentoring with job satisfaction, job burn out, and other relevant variables. A 49-question questionnaire entitled the Kentucky Mentoring Survey was employed. A static group comparison design was used. The questionnaires were coded and frequency tallies were calculated. The research team found that beginning teachers involved in the study were not significantly different from the comparison group. However, a significant relationship

53
was found between having a mentor and job satisfaction. The authors indicated three ways to increase mentoring. First, teach novice and veteran teachers to value mentoring. Second, reinforce veterans who sincerely help beginning teachers. Third, arrange the work environment to allow for social exchanges between veterans and novice teachers.

**Involvement in a Development/Improvement Process**

One study was focused on the Involvement in a Development/Improvement Process. Jones (1997) investigated ways that teachers changed as a result of their participation in teacher-generated staff development. Observations occurred during group meetings. The gestures, body language and tone of voice of these 15 participants were observed and recorded with detailed field notes, journalists notes of meetings and school events as well as audio taped staff development sessions. Data were analyzed through a reconstructive analysis. The researcher found that during the course of study group sessions, group members took on a variety of roles (some overlapping). There were six main categories of roles and subroles, which are presented in order of frequency of occurrence: Facilitator, Democrat, Group Member, Insider, Leader, Outsider, and Engaged Learner. Participants identified a variety of perceptions related to existing school structure. Several power structures emerged which were often found to conflict with each other. Study groups continued to meet even after this form of staff development was no longer supported by the administration.

The observation/assessment studies discussed above argued for the benefits of peer mentoring and peer coaching processes. Teachers, mentors, and students all benefited from the observation/assessment process. Once again the studies stressed the need for district support and flexible teaching schedules to sustain the
observation/assessment process. By removing these barriers and providing supports, teachers may be more likely to become involved in this reciprocal process.

Individually Guided

One study focused on Individual Guided Model of professional development. Kadel-Taras (1996) described how teachers in one school acted on their own desires as learners and maintained control in the classroom and control over themselves in order to change their practices. Data was collected through classroom observations and interviews. The researcher argued, "valuing teachers', ongoing changes in practice is one way of empowering teachers in the process of educational improvement" (p. 34). The studies "findings encourage teachers to focus on their own needs to learn and be in control while they also focus on their students' needs to learn and gain some control in their work and lives" (Kadel-Taras, 1996, p. 35). The study argued that school schedules should be changed to create time for teachers to learn. In relation to teachers’ stages of development, Kadel-Taras (1996) stated, "teachers hold different priorities at different times in their careers and need different kinds of support" (p. 35). Further implications of the study indicated that "teachers need to attend to their own interests and ways of learning and to control the rate of change and this must be recognized as beneficial to improving educational practices" (Kadel-Taras, 1996, p. 35).

Literature Related to Physical Education Teachers’ Professional Development

The physical education studies examined in this literature review utilized numerous research designs and methodologies. This literature base encompassed a time period from 1980 to 1995. Research designs employed in the thirteen studies reviewed
ranged from quantitative (Allison & Pissanos, 1993), to studies that incorporated both qualitative and quantitative measures (Tannehill, 1989; O’Sullivan, 1992).

Each of the physical education studies related to teachers’ professional development was categorized within one of the following categories: teacher’s professional needs/concerns, reflection as professional development, the role of cooperating teacher/mentor as professional development, or collegial interactions as professional development (see Table 2.7). The studies within the framework were presented individually in terms of purpose, accumulated evidence as well as implications of the research to inform the professional development practices of teachers.

Professional Development Needs/Concerns of Teachers

The purpose of a study conducted by Beauchamp and Borys (1980) was to implement a process for discovering the professional development needs of physical education teachers. After informal discussion with physical education teachers, it seemed that problems existed with the current structure of professional development practice. The teachers’ believed that the types of professional development activities were too narrow in scope. A two-meeting workshop was devised because the “teachers felt they were capable of defining their professional needs and determining actions to meet those needs” (Beauchamp & Borys, 1980, p. 2). The workshops were structured on the premise that teachers’ would claim ownership in problem solution if they were structured around the teachers perceived needs and interests. The workshop resulted in an identification of 24 teacher concerns. Participants in the workshop brainstormed ideas and generated lists of recommendations pertaining to possible actions and agencies that could help alleviate these concerns.
<table>
<thead>
<tr>
<th>Model Category</th>
<th>Frequency</th>
<th>Authors</th>
<th>Data Collection</th>
<th>Design</th>
</tr>
</thead>
</table>

Table 2.7: Literature Related to Physical Education Teachers’ Professional Development

The purpose of a study conducted by Melograno and Loovis (1982) was to conduct a comprehensive needs assessment in the state of Ohio relative to the provisions for appropriate physical education programming incident to PL 94-142. The research team utilized random statewide sampling with over-sampling in North East Ohio to distribute a questionnaire to 950 physical education teachers. The return rate was reported at 25%. In terms of professional development the researchers discovered that physical educators had not been involved in the multi-disciplinary staff process. Only 35% of the respondents attempted to increase their knowledge or skills to improve teaching
effectiveness. Continuous professional development activities had the greatest appeal and graduate courses were the least preferred method of self-development.

The results of a survey conducted by Zakrajsek and Woods (1983) defined the professional practices of elementary and secondary physical educators in three northwestern states. It was determined that the three chosen states were large and “access to courses and workshops present a hardship for teachers who work in remote areas” (Zakrajsek & Woods, 1983, p. 67). Also, most professional needs were serviced in forms of programs generally attended to by university personnel and were conducted in higher areas of population. Further, teachers generally had coaching duties or other related duties that detracted from the amount of time they were able to spend outside of the teaching day on professional development. Finally, “school districts were becoming more reluctant to endorse teacher absence for professional conferences” (Zakrajsek & Woods, 1983, p. 67). It was suggested that teachers’ personal expense curbed individual participation at traditional discipline-related professional development opportunities.

Anderson (1988) described the efforts of the Physical Education Program Center, a collaborative effort between a university and six school districts. The intent of the center was to assist teachers in identifying needs, developing projects to meet those needs, and carrying out the intended project. The projects included developing and attending regular workshops as well as district and staff meetings that focus on program development. The project resulted in an effective model for promoting long-term collaboration with teachers. The program noted success with many projects within its first eight years of existence. During that time period the school-centered model saw
changes. These changes included the development of new projects and fading of other projects.

The purpose of a study conducted by Loovis and Melograno (1993) was threefold. First to identify a sample of issues and concerns that affect what teachers learn in staff development programs. Second, to describe a process for identifying and ranking the concerns that regular education and administrative personnel believe influence teachers’ abilities to comply with Individuals with Disabilities Education Act (IDEA). Third, to discuss the differences between teachers’ and administrators’ perceptions of what issues and concerns are more or less important. This study employed a comprehensive needs assessment of 26 physical education teachers. The physical educators and 12 administrators were split into two groups, and each group individually generated lists of teachers’ needs. The groups prioritized their lists, and then one month later, the groups merged to review and rank their lists together. The research team determined that staff development within physical education is essential for IDEA compliance. Further, that inservice training needs to focus on school policies, procedures, and practices. In terms of professional development practices, teachers were able to modify their environment to impart change. Also, contextual variables in school districts must be analyzed prior to planning staff development programs.

Chandler and Greene (1995) implemented a study to examine student placements, use of least restrictive environment options, teachers’ perceived needs, curriculum content and activity options in regular physical education and adapted physical education during a period of restructuring from segregated to least restrictive environment placements. The researchers stated “in-service training would educate RPE [Regular
Physical Education] teachers about lifelong needs of individuals with disabilities and about the contribution of leisure to the quality of life across the span of individuals" (p. 272). Adapted Physical Education (APE) teachers were credited with spending more instructional time on content than RPE teachers due to "their heightened awareness of the lifelong needs of individuals with disabilities" (Chandler & Greene, 1995, p. 272). It was discovered that the continuing needs of teachers and students needed to be considered and addressed in order for inclusionary models to be effective. It was noted that until inservice training becomes a priority and unless such training results in a change in curriculum content and teacher attitudes, the current status of integration would not be altered.

The purpose of the Conkle (1995) study was to identify physical educators’ perceived inservice education and training (INSET) needs and determine if these needs are predictors of the physical educators’ needs. A 16 demographic question and 5-factor, 30 item professional development needs questionnaire was completed by 265 Alabama physical educators. Conclusions indicated that physical educators’ strongest needs related to current issues and trends sub-scale. In terms of planning for professional development evidence suggested that select context and teacher variables have a relationship with teachers’ needs.

**Reflection as Professional Development**

Allison and Pissanos (1993) conducted a study for the purpose of gaining insight into the pedagogical uses of the skills of observing by a successful teacher. The research team described three findings obtained from a study which focused on one teacher’s professional development during a seven-day, fifth grade gymnastics unit. The first
finding noted that teacher observations of student performance serve the goals of ordering content, deciding how much content to teach per lesson, and defining subject matter goals for future lessons. A second finding related to a teacher’s use of images for observational comparison. Specifically, the teacher focused on two images of ideal gymnastics and metaphoric nongymnastics images to help improve student performance. The third finding highlighted the subjective experiences of the teacher-observer. The investigators stated teacher actions evolve through observation and reflection of classroom teaching. "Reflection on the observed situation and its context could lead to expanded understanding of the teaching/learning process" (Allison & Pissanos, 1993, p. 54).

Tsangaridou and O’Sullivan (1997) found that experienced physical education teachers from urban and suburban settings utilize microreflection to address pedagogical, content, ethical, moral and social issues that arise in their teaching contexts. These reflections were found to be situationally and contextually bound. Teachers used macroreflection as a form of professional development that influenced changes in their classroom practice. “Ideas, beliefs, professional theories, and values about teaching were modified, changed, rejected or reframed as new information became available and circumstances changed” (Tsangaridou & O’Sullivan, 1997, p. 21).

The purposes of the pilot study conducted for this research by Sullivan (1999) were to determine how experienced teachers make meaning of professional development experiences and to identify the professional development needs and opportunities sought by these participants. The researcher and the researcher’s advisor purposefully selected the two voluntary participants because they were deemed to be effective educators and would be willing to work with the researcher. Materials collected for this study included:
researcher's journal, transcribed semi-structured interviews, completion of two questionnaires, document analysis, and member checking.

During data analysis a conflict was noted between the experienced teachers' pursuit of Individually Guided opportunities and district support of the more traditional models. The participants stated professional development opportunities supported by the school district focused on the needs and interests of entry-year teachers and those at beginning stages of teacher development. However, the Teacher Concerns Questionnaire-Physical Education (McBride, 1993) results indicated that the participants in this study who were experienced teachers were at the Impact stage of teacher development. More specifically, the participants' individual mean scores on the self-scale indicated that they were concerned with items in all three of Fuller's (1969) stages of concerns. Both participants had "little" to "moderate" concerns with items in the Self Stage. The participants indicated "moderate" concerns in the Task Stage. The participants indicated that they were "very" to "extremely" concerned with items in the Impact Stage. The impact items identified the concerns associated with experienced teachers. As stated above, these concerns clearly indicate that these teachers' identified concerns that would suggest that they were within the Impact Stage of teacher development.

Results of the Professional Development Needs Questionnaire-Physical Education (Conkle, 1997) indicated different needs for each of the two participants. One participant indicated little to moderate needs in all five-subscale subjects. Although the mean scores for each subscale were similar the raw scores indicated this participant had a slightly higher need in the Current Issues and Trends subscale. The second participants' mean scores varied greatly across the five subscales. She indicated little to moderate needs in
the Instructional Strategies and Teacher Knowledge and Skills subscales, moderate to strong needs in the Psycho-Social Aspects subscale, and strong to extreme needs in the Curriculum/Evaluation/Supervision and Current Issues and Trends subscales.

The "types" of professional development opportunities sought by these experienced teachers were found to be individually guided. The two experienced-physical education teachers indicated that they preferred Individually Guided forms of professional development because they supported their needs better. Individually Guided opportunities provide the flexibility to pursue individual needs and interests. This finding supported previous literature that indicated teachers in the later stages of development tended to seek professional development opportunities that reflect their individual needs and interests and focuses on individual student achievement (Fuller, 1969). On a similar note, experienced teachers do not tend to gravitate toward one-day workshops. The literature indicates that these "drive-by" seminars do not provide the support for application in the classroom (Lewis, Parsad, Carey, Bartfai, & Farris, 1999; Fuller, 1969).

District support provided for the pursuit of professional development appeared to be primarily in the form of fee waivers and the allotment of two professional development days a year. However, the participants voiced concern that the district did not have the capability to provide physical education specialists as substitute teachers. The district offered some local workshop type professional development opportunities for teachers. However, some of these opportunities were offered at times the participants felt were inappropriate. Although the teachers may be interested in the offerings or even find the topics applicable to their individual needs, they felt that many teachers were often unable to attend. One participant in this study suggested that the one-day workshops
sponsored by the district did not meet her interests and were not conducive to attend due to lack of substitute teachers available and the times at which the opportunities were offered. These data indicated a disparity between what these two experienced teachers want and need and what they perceive the school district supported in terms of professional development opportunities. According to these teachers, the district provided support for traditional forms of professional development that tended to support the needs and interests of beginning teachers while the experienced teachers primarily sought out and individually funded their own professional development.

Role of Cooperating Teacher as Professional Development

The purpose of a study conducted by Tannehill (1989) was to examine the influence of student teachers on the professional lives of veteran elementary specialists. The participants were interviewed twice before the supervising a student teacher and then at the conclusion of the study. The semi-structured interviews focused on the teachers’ perceptions, beliefs, and attitudes about the preservice practicum experience. The interview transcripts were analyzed using constant comparative methodology. The researcher found the process of supervision a source of professional development for teachers. First, supervision allowed teachers to examine teaching practices and to reinforce their own teaching. Second, the cooperating teachers’ enthusiasm was refocused toward students and teaching. Third, the experience provided the teacher with support from the university supervisor that created a stronger professional bond. Fourth, the cooperating teachers perceived their teaching skills and technical knowledge were improved. Finally, the study noted increases in cooperating teacher’s motivation toward teaching. Through expansion of cooperating teachers roles, as supervisors, the experience
allowed them to increase their knowledge and skills to maintain professional credibility. In terms of professional development opportunities, the knowledge and sharing between the student teacher, university supervisor and veteran teacher was seen as most beneficial to the veteran teacher.

O'Sullivan (1992) conducted a study that focused on the professional development of cooperating teachers. The purpose of the study was to describe the professional development of three cooperating teachers during their first experience mentoring a student teacher. The participants were interviewed three times during the ten-week student teaching period. The cooperating teachers and university supervisors kept weekly logs during the experience. Other data collected included: the conference planning guide used for post teaching conferences with the student teacher and Academic Learning Time-Physical Education (ALT-PE) data. This study indicated that "cooperating teachers' saw their roles as that of facilitators to help student teachers improve and self manage their teaching" (O'Sullivan, 1992, p. 63). Specifically, one cooperating teacher saw her role as an extension of the university relating to the teacher preparation program objectives. Cooperating teachers learned about their own teaching from interactions with student teachers. Further, they enjoyed a sense of collegiality, from student teachers and university supervisors, throughout the experience. Cooperating teachers also had an opportunity to participate in and share their perspectives on teaching during one session of the student teachers’ senior seminar. Cooperating teachers were concerned with workload issues, individual supervisory skills, and holding student teachers accountable.

65
Collegial Interactions

Schwager and Doolittle (1988) investigated the program improvement effects a series of collaborative projects had on study participants. Documents (e.g., minutes of workshops and meetings, field notes, and end of year reports) pertaining to Center-sponsored activities between 1980 and 1986 were analyzed. A checklist was designed form the results of the document analysis. This checklist was used as a prompt during the 45-minute teacher interviews. Teachers’ responses to interview questions were transcribed, analyzed, and similar responses were grouped. A frequency of responses was tallied. The teachers indicated that meeting with colleagues to discuss the program and share ideas was beneficial. The projects assisted the teachers to make changes in their existing physical education programs. They indicated that these changes were made due to program pride and interest in improvement. Schwager and Doolittle (1988) indicated that administrative support for collaboration must be extended if this type of work is to continue.

Griffin and Hutchinson (1988) described the Second Wind program developed by the University of Massachusetts for the purposes of supporting Massachusetts’ physical educators. This networking model assisted physical educators with “planning, conducting, and evaluating educational programs that teachers identify as useful to improving school physical education” (Griffin & Hutchinson, 1988, p. 184). This model focused networking and collaboration to remediate problems in real teaching settings.

The preceding review indicated limited research in the physical education professional development literature. Some knowledge has been obtained from these studies specifically related to the importance of linking professional development
opportunities directly to teacher’s individual and contextual needs (Beauchamp, et al., 1980; Chandler, 1995; Conkle, 1995; Loovis, et al., 1993). Similarly, numerous studies (Conkle, 1995; Knowles, 1981; McKenzie, et al., 1997; Melograno & Loovis, 1990; Napper-Owen, 1996; Slater, 1988) noted that continued support was more effective than one-shot teacher training sessions. Although the literature presented some insight, little is still known about experienced physical education teachers’ professional development in terms of opportunities sought, district support, and more specifically how to meet the teacher’s individual needs. The current review has revealed that large voids exist in relation to our knowledge of successful professional development practices (See Table 2.10).

**Literature Related to General Education Teacher’s Professional Development**

The general education studies examined in this literature review utilized numerous research designs and methodologies. This literature base encompassed a time period from 1967 to 1996. Research designs employed in the six studies reviewed ranged from quantitative (O’Hanlon, 1967; Seferoglu, 1996), to studies that utilized qualitative methods (Scheirer, 1991; Westerman, 1990).

Each of the general education studies related to teachers’ professional development was categorized within one of the following categories: general literature, teachers’ professional needs/concerns, reflection as professional development, or the role of cooperating teacher/mentor as professional development (see Table 2.8). The studies within the framework were presented individually in terms of purpose, accumulated evidence as well as implications of the research to inform the professional development practices of teachers.
General Literature

Two studies were reviewed which described investigations related to teachers' perceptions of professional development. One of these studies employed qualitative data collection measures (Westerman, 1990) while the other study (Seferoglu, 1996) used quantitative methods. Seferoglu (1996) did not provide enough detailed information to determine data analysis procedures while Westerman (1990) provided enough description of data analysis procedures to ensure trustworthiness measures were employed.

<table>
<thead>
<tr>
<th>Model Category</th>
<th>Frequency</th>
<th>Authors</th>
<th>Data Collection</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Literature</td>
<td>2</td>
<td>Seferoglu (1996)</td>
<td>▪ Interview</td>
<td>Quantitative &amp; Qualitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Westerman (1990)</td>
<td>▪ Written Lesson Plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Collected Documents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Questionnaires</td>
<td></td>
</tr>
<tr>
<td>Professional Development Needs/Concerns of Teachers</td>
<td>2</td>
<td>O’Hanlon &amp; Witters (1967)</td>
<td>▪ Survey</td>
<td>Quantitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Donlan (1980)</td>
<td>▪ Teacher Logs</td>
<td></td>
</tr>
<tr>
<td>Reflection as Professional Development</td>
<td>1</td>
<td>Scheirer (1991)</td>
<td>▪ Oral Histories</td>
<td>Qualitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Ethnography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Researcher Notes</td>
<td></td>
</tr>
<tr>
<td>Role of Mentor as Professional Development</td>
<td>1</td>
<td>Feinman-Nemser (1992)</td>
<td>▪ Interviews</td>
<td>Qualitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Observations</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.8: Literature Related to General Education Teachers’ Professional Development

Seferoglu’s (1996) longitudinal study focused on teachers’ perception of professional development opportunities and activities. The purpose of this study was to investigate teachers’ perceptions of teacher development practices in Turkey while trying to answer questions and find out more about teachers’ perceptions of their own professional development. A survey was distributed to a representative sample of 500
participants from 52 public elementary schools in Turkey. The survey focused on teachers’ perceptions of professional development opportunities, activities they were involved with as well as teachers’ comments and recommendations. The article discussed ten conclusions of the study derived from the 322 returned surveys. 1) Although teachers found in-service activities helpful they were not widely available to teachers. 2) Urban teachers have more access to in-service training than rural teachers. 3) Teachers with junior college and below education were more likely to attend in-service training. 4) Teachers found the in-service activities were "useful in improving their teaching skills, knowledge, and in solving difficulties in their classrooms" (Seferoglu, 1996, p. 25). 5) Teachers believe that administrators’ evaluations were not "encouraging in enabling them to grow professionally" (Seferoglu, 1996, p. 26). 6) Although teachers believed that peer evaluations were useful they did not have many opportunities to observe each other’s classrooms. 7) Although experienced teachers rarely helped novice teachers, experienced teachers could be helpful as mentors for novice teachers. 8) "Most teachers said that interaction among teachers and exploring of ideas, sharing experiences, difficulties, concerns and problems, sharing instructional materials are useful for teachers' professional and personal development, and they also believe that teachers should be given opportunities to share their ideas with others" (Seferoglu, 1996, p. 27). 9) Teachers believed that peer observation and coaching would help improve their teaching skills. 10) Only a small number of teachers had access to professional publications although they believe that they could help them. Teachers stated, they receive help from magazines, and commercial publications. Seven practice implications for teacher’s professional development were discussed. 1) Elementary school teachers do not have sufficient access
to in-service training. 2) Teachers need organized guidance to improve their teaching. 3) Findings suggest that peer coaching and mentor teaching could help teachers organize their professional development. 4) In-service training should be carefully planned and offered widely to ensure that teachers develop professionally. 5) Administrators should provide for teacher leave during school hours to enable them to attend in-service training sessions. 6) In-service follow-up sessions are needed to help teachers apply in-service activities in their own classrooms. 7) In order to support teacher professional development, administrators need to develop supportive and non-judgmental relationships with teachers and not be placed in evaluating positions (Seferoglu, 1996).

Westerman (1990) conducted a study involving both novice and expert teachers. The purpose was to study the thinking and decision making of expert and novice teachers during three stages of teacher decision making. The following four phases of data collection were utilized: pre-lesson interview of participants, analysis of written lesson plans, stimulated recall during post instruction interview, and participants’ self-reports conducted several months after the interview. Data was analyzed using inductive methods and modified constant comparative and grounded theory methodology. The researcher found that novices and experts think and go about decision making differently. Expert teachers were found to integrate knowledge while novice teachers did not have enough knowledge of the overall curriculum or student characteristics to conduct cognitive analysis. Further, expert teachers linked new information to old during lesson introduction. Expert teachers changed their approach mid-lesson to remediate student disruptive behaviors without terminating the lesson. Teachers identified as experts evaluated their lessons due to internal lesson goals. Novice teachers focused on their own
teaching performance while experts focused lessons on student learning. The author suggested that teacher-education programs train novice teachers to plan lessons in accordance with curriculum not solely lesson objectives. It was also suggested that novices be taught to view teaching as an ongoing process of integration not as components of a process.

Professional Development Needs/Concerns of Teachers

Two studies were reviewed within the professional development needs and concerns of teachers’ category. Both studies utilized quantitative methods but only one study (Donlan, 1980) provided detailed data analysis information.

Donlan (1980) conducted a study to find out what teachers do at conferences. The purpose of the study was to discover whether five stereotypes about teachers who attend conferences held true. Teachers logged their time during conference attendance. Teachers made one entry during each half hour during the three-hour period. Teachers listed and described the most valuable sessions attended. It was found that teachers who attended both workshops and demonstrations found the workshops more valuable. Demonstrations were found to be more valuable to those who attended workshops, demonstrations, and authored sessions. Authored sessions were found to be more valuable than demonstrations. Overall teachers perceived workshops to be the most valuable. Four stereotypes about teachers attending workshops were supported by the data: teachers tended to be experienced, teachers tended to teach in lower grades, teachers tended to be female, and teachers tended to be more interested in specific teaching ideas than in general discussions.
O’Hanlon and Wittes (1967) surveyed teachers and administrators about perceptions of in-service programs. The purpose was to study inservice education programs in Nebraska secondary schools with between 10 and 40 teachers as well as those in neighboring states with strong inservice programs. One hundred sixty five teachers and 155 administrators were surveyed. Most teachers rated their in-service programs inadequate. Pre-school workshops, and faculty meetings were indicated as providing little or no help to teachers. The only in-service program that helped teachers was an audiovisual program. Seventy-seven of the 165 teachers surveyed indicated that in-services were unhelpful. Forty-percent of administrators were unable to describe an effective in-service they had attended in the last three years. Ninety-percent of the experienced teachers felt that college courses had helped. Teachers indicated that there was a need for better communication with administrators. The teachers also claimed that the in-services would be more effective if they played a larger role. Teachers wanted help with student motivation, individualizing instruction, and innovation. In-service programs were found to be ineffective.

**Reflection as Professional Development**

One study was reviewed within the reflection as professional development category. This study utilized qualitative methods and provided detailed data analysis information. The purpose of a study conducted by Scheirer (1991) was to explore how certain expert teachers in informal primary education perceive that they have developed their practices. This study used the following methods: oral histories, intensive audio taped interviews, and ethnography. Data analysis included reading and categorizing the interview transcripts in an order different from which they were conducted. Scheirer
(1991) found that expert teachers focused on teaching and curriculum issues. These teachers were also concerned with professional development within the schools. Colleagues were seen as important to individual teacher’s professional growth. Implications of this study indicated that teacher education continues well beyond the end of formal education. The author argued that teacher educators should continue to dialogue with less-experienced colleagues about teaching issues.

**Role of Mentor as Professional Development**

One study was reviewed within the role of mentor as professional development category. This study utilized qualitative methods and but did not provided detailed data analysis information. The purpose of the study conducted by Feinman-Nemser (1992) was to describe how one support teacher defined and enacted his role and how he learned to do so. Ten hours of classroom observation and 10-hours of interview data were collected. The researcher reported findings from interview and observation data collected from one veteran teacher on leave from the classroom during a two-year mentoring assignment. Through his mentor role, the veteran teacher assisted the novice teacher with learning and increased his knowledge base as well. During the mentoring process he found he was better able to support novice teachers as well as become a better classroom teacher himself. Learning for all occurred through teacher-mentor collaborative efforts as well as through experimentation within this professional learning community. The mentoring process allowed teacher discourse to be valued in terms of teaching and learning. This process provided professional development opportunities to both the novices as well as to the veteran teacher.
The preceding review indicated limited research in the general education professional development literature related to experienced teachers. It was not surprising to find a larger number of studies within the training model because this model has traditionally been an accepted means (and often only means supported by school districts) of teachers’ professional development opportunities. Some knowledge has been obtained from these studies specifically related to the importance of linking professional development opportunities directly to teachers’ individual and contextual needs (Kadel-Taras, 1996; Kroehl, 1993; Reiman et. al., 1988; Watt & Watt, 1991). Similarly, numerous studies (Hanson, 1992; O’Hanlon, et. al., 1967; Reiman et. al., 1988; Seferoglu, 1996) noted that continued support was effective but that one-shot teacher training sessions were ineffective to teacher learning. Further, many studies called for provisions for teacher collaboration as professional development to occur during the school day (Crow et. al., 1996; Kadel-Taras, 1996; Palmer, 1998; Rossen et. al., 1992; Seferoglu, 1996; Torres, 1996). Finally, studies indicated that professional development opportunities should be provided which allow teachers to increase their responsibilities and alleviate administrative hierarchy (Kroehl, 1993; Neapolitan, 1997; Reiman et. al., 1988). However, little is still known about experienced general education teachers professional development in terms of opportunities sought, district support, and more specifically how to meet individual teacher’s changing needs. The current review has revealed that large voids exist in relation to our knowledge of successful practice in current professional development practices.
CHAPTER 3

METHODOLOGY

This study focused on describing the professional development opportunities of four experienced elementary physical education teachers and the extent to which these experiences relate to their perceived needs and stages of development. A second focus of this study featured the teachers’ perceptions of the affects these professional development opportunities had on student learning in their physical education programs. A third focus identified the constraints in knowing about and accessing professional development opportunities. This chapter provides the theoretical basis for the study and outlines the data collection and data analysis procedures employed to answer the research questions.

Theoretical Framework

The crux of this study was based on the theoretical assumptions and ideals found across adult learning theories, which indicate that there are many common characteristics relative to how adults acquire knowledge. Adult learning theories indicate that adults learn differently than children (Conti & Welborn, 1986; Cranton, 1989; Merriam & Caffarella, 1991; & Romero, 1990) and that adults differ in learning style preferences from each other (Kolb, 1985; Murray-Harvey & Keeves, 1994; & Pettigrew & Zakrajsek, 1984). Also, teacher’s stages of development literature indicates that individuals’ professional development needs change over time and across contexts.
(Fessler, 1995; Fuller, 1969; Katz, 1986; & Oja, 1990). In this light, one model of professional development will not meet the diverse needs of all educators. This study was undertaken to better understand the professional needs and pursuit of professional development practices of experienced elementary physical education teachers and how these needs and practices related to teachers’ stages of development.

Study Design

This study implemented elements of a quantitative design but the major foci utilized a qualitative design based on the assumptions of the interpretivist paradigm. The quantitative design elements focused on the analysis of two questionnaires. The primary purpose of the Teachers Concerns Questionnaire-Physical Education (McBride, 1993) was to determine the participants’ stage of teacher development in accordance with Fuller’s (1969) stage theory of professional development. The primary purpose of the Professional Development Needs Questionnaire-Physical Education (PDNQ-PE) (Conkle, 1997) was to determine what the participants’ perceived, as their professional development needs. The quantitative data obtained from the questionnaire added to the demographic data obtained from these teachers’ for the purpose of providing a description of the individual teachers’ professional development needs and their stage of professional development.

This study utilized mixed designs. However, the qualitative aspects of the study were deemed a collective case study. Stake (1994) defined a collective case study as “a number of cases [studied] jointly in order to inquire into the phenomenon, population, or general condition” (p. 237). A naturalistic or qualitative design is appropriate when diminutive information is known about an area of study (Strauss & Corbin, 1990). In this
light "the researcher works to understand the others' world then to translate the text of lived actions into a meaningful account" (Glesne, 1999, p. 156). Through the interpretivist paradigm this study sought to understand how the participants came to make meaning of their professional development experiences. This chapter describes the quantitative and qualitative framework for this study. Descriptions for participants and setting selection, gaining access to the site(s), data collection techniques, data analysis, and data trustworthiness are noted.

Qualitative Framework

The positivist research paradigm stresses that one explicit reality exists. In the positivist paradigm, it is assumed that through utilization of an appropriate research method the path to discovering the one truth will be revealed. Knowledge is obtained through utilization of precise rule governed (primarily statistical) procedures. The purpose of these procedures is to predict and control future occurrences of something. Researchers using the positivist paradigm attempt to control researcher bias through researcher objectivity, or by controlling for subjectivity.

Although, historically education has been dominated by the positivist paradigm previously described, the primary focus of this study relied on the interpretivist paradigm. The interpretivist paradigm stresses that reality is represented by individual schemas that become interpreted as truths/realities (Schwandt, 1997). Knowledge is understood through an interpretation of these individually contrived schemas. Interpretivists believe that it is important to understand how individuals make meaning. It is understood that all knowledge is based on the view of the knower. This paradigm emphasizes the knower's authentic ways of knowing and being. Knowledge is obtained through the use of human
symbols (e.g., language and writing). Researchers employing the interpretivist paradigm use their biases as resources for themselves and the researched. The biases are used to shape the methods used and to interpret data. Even though attempts for objectivity are made, findings are filtered through the researchers’ perceptions.

The purpose of this study was to describe the professional development opportunities of four experienced elementary physical educators and the extent to which the teachers perceived these experiences influenced the teaching-learning process. A secondary purpose was to attain the experienced teachers’ perspectives on the impact of individual professional development on student learning and to identify the constraints and supports for these opportunities. Little research has been conducted in the professional development of physical education teachers; therefore, gaining an understanding through the interpretivist paradigm was of interest.

Subject Selection and Gaining Access to the Site(s)

In the fall of 1999, the researcher contacted all ten of the elementary physical education specialists employed in a suburban school district in Central Ohio. Six of the ten physical educators indicated interest in participating in the study. The researcher explained, to each of the six potential participants, the scope of their involvement and the timeline of the study. Four of these six elementary physical education teachers volunteered to participate in this study. Patton (1990) stated, “the purpose of the purposeful sampling is to select information rich cases whose study will illuminate the questions under study” (p. 169).

The participants were selected because they were experienced elementary physical education teachers with at least five years of teaching experience and were
deemed to be willing to work with the researcher. The participants of this study were given the choice to utilize pseudonyms. Permission to conduct the study was provided from The Ohio State University’s Human Subjects Review Committee exemption number 99E:0266.

Data Collection

Data for this study were collected during the winter and spring of the 1999-2000 school year. Materials collected for this study included: demographic data, completion of two questionnaires, transcribed semi-structured interviews, live coded observation sessions, and document analysis.

Demographic Data

In lieu of an interview, the teachers were asked to complete a short demographic data form (Appendix A). This form assisted the researcher in compiling information such as the following: certification or licensure, years of teaching, teaching background, post baccalaureate degrees sought or courses attended, age, gender, marital status. This information helped set the stage for later interviews and observation sessions.

Completion of Questionnaires

The participants completed two questionnaires prior to the first interview session. These two instruments were utilized to identify the participants’ stage of teacher development and to identify the participants’ perceived professional development needs. The instruments were chosen because they had been utilized and validated with experienced physical education teachers. One of the instruments was adapted by the researcher from the Teacher Concerns Questionnaire-Physical Education (TCQ-PE) (McBride, 1993) (Appendix B). This instrument was based on Fuller’s (1969) work
defining the perceived problems or concerns of teachers. McBride (1993) indicated that the TCQ-PE matched Fuller's (1996) three-factor model very well. This instrument reportedly (McBride, 1993) has face and content validity. The TCQ-PE was found to be reliable for use with physical education teachers through utilization of a two-tailed test that contrasted the mean scores of the 30 inservice participants from McBride's (1993) study with the mean scores of from George's (1978) preservice sample. The intraclass total test correlation coefficient was reported as 0.94 and the individual scale reliability correlation coefficients were as follow: 0.93 self, 0.94 task, and 0.89 impact (McBride, 1993). This instrument was administered at the beginning of the study to help define the teachers' current stage of development. The instrument utilized a 15-question, five-point Likert instrument. The teachers were asked to think about their teaching and to rate the 15 questions based on their concern for each individual question items. The question items each correlated with one of Fuller's (1969) Stages of Teacher Concern.

The second instrument completed by the teachers was adapted by the researcher from the Professional Development Needs Questionnaire-Physical Education (PDNQ-PE) (Conkle, 1997) (Appendix C). This instrument was a 30-question, five-point Likert scale, and was used as a means to assess the physical educators’ needs. Conkle (1995) reported that “the PDNQ-PE was found both reliable and valid for INSET (physical educator inservice education and training) needs-assessment, yielding reliability estimates of .79 to .86 for the five sub-scales” (p. 7). Internal consistency reliability for the entire instrument was estimated at .95 (Conkle, 1995). Face and content validity were found by four experts who deemed the items appropriate to assess physical educators’ inservice needs. Further, Conkle (1995) stated, “the instrument reported here gives
INSET planners a reliable and valid instrument for frequent needs-assessment and designing INSET. The participants were asked to read the 30 questions and choose an answer that best represented their professional development needs. This instrument was also administered at the beginning of the study to provide the researcher a basis for the first interview.

Semi-Structured Interviews

During the study Emily, Michelle and Cleo were interviewed four times and Erin was interviewed five times. The actual number of interviews was determined by data saturation. These interviews were purposefully scheduled in 20-30 minute time blocks. Although the interviews took place during different times of day, all of the interviews took place at the participants’ places of work, either during a planning period or just prior to or shortly after school hours. The first interview focused on obtaining information from the participants relative to their professional development experiences and how these experiences informed the teaching-learning process. The outcome of this interview was the development of a checklist to guide the observation sessions of the teaching. The second interview took place after the observation of teaching sessions and focused primarily on the participant’s pursuit of professional development. This interview also introduced the concept of funding and support from the school or school district. The purpose of the second interview was to identify the supports and/or constraints to teachers’ professional development. The final interviews were based on findings grounded in the previous two interviews, document analyses, information provided in the questionnaires, and observations of teaching. The interview questions focused on the following: how professional development has informed their teaching, how the teaching...
context influenced their pursuit of professional development; how specific local, state and national policies influenced their pursuit of professional development opportunities.

Topics were ascertained inductively as they emerged from data. Each of the interviews was audio-taped, transcribed and analyzed through use of the constant comparative analysis (Glaser & Strauss, 1967).

Observations

Observations are one of the most common methodologies used in qualitative research. Adler and Adler (1994) described observation methods. They suggested that a researcher uses all of their senses during an observation session. The researchers may take on many different roles as an observer. Punch (1990) described the continuum of roles from participant/observer to full observer. A participant observer would be a researcher who immerses himself/herself in the setting and acts as a participant in the setting. Bogden and Biklen (1992) specifically warn against researchers “going native” (Gold, 1958, p.221). Recently the phrase “going native” has been less of a concern to qualitative researchers and “insiders” are now becoming the researchers. On the other end of the continuum a full observer would be an individual who acts as an “outsider” to a setting and attempts to control for any impact their observation may have on the setting. In this light, Punch (1990) argues against “outsiders” doing research. Fine (1990) warns researchers against “othering.” In other words she warns against developing an “us” versus “them” relationship. Fine suggests that researchers can get knottingly entangled in the participant/observer dilemma. Researchers must decide what and how long to observe.
Each participant was observed during one unit of instruction by the researcher fulfilling the role of full observer. The participants’ each self-selected the unit and grade level of the observation sessions. The researcher observed the same class throughout the length of the selected unit. Adler and Adler (1994) suggested that initial observations are general and unfocused but based on the study’s broad research question as a guide. As setting familiarity developed, the observations changed to focus on the emerging themes related to the research questions. Finally, focused observations allowed a shift toward “deeper, narrower, proportion of people, behaviors, times, spaces, feelings, structures, and/or processes” (Adler & Adler, 1994, p. 381).

Observation sessions focused on individual teaching-learning behaviors that were the focus of the first interview session. During the first interview the researcher sought to identify teaching-learning behaviors that could be observed which related to professional development experiences. The researcher compiled the identified teaching-learning behaviors and developed a check sheet for each observation site. This check sheet was utilized for each observation session. The researcher also took field notes during the observation sessions. Observations were followed by an informal interview or e-mail correspondence to provide links between class sessions observed and professional development opportunities pursued. The semi-structured interviews provided participants with an opportunity to describe their actions in relation to their previous professional development experiences. These data were used to determine alignment between professional development experiences and teaching practices.
Issues of Credibility

In order to obtain knowledge or a greater understanding of phenomena, scientists/researchers have employed the techniques of theory, data collection, and data analysis. "Typically conventional criteria for judging the rigor of inquiries include internal validity, external validity, reliability, and objectivity" (Guba & Lincoln, 1989, p. 234). This study utilized two quantitative instruments that had been validated in the physical education environment.

Positivists are concerned with validity issues while postpositivists are more concerned with trustworthiness or credible data sources. Qualitative researchers utilize different criteria to evaluate postpositivist research in social sciences. Qualitative scholars generally agree on the following criteria: prolonged engagement, persistent observation, peer debriefing, progressive subjectivity, member checks, triangulation, referential adequacy, data audits, reflexive journal (Denzin, 1994; Guba & Lincoln, 1989; Lincoln & Guba, 1985). Further, Glesne (1997) suggested that negative case analysis is a verification procedure utilized by qualitative researchers. Although, these criteria are deemed acceptable they are constantly changing as present acceptable paradigms are being deconstructed and new paradigms are emerging.

Historically, reliability has been problematic due to the affect of historical and political influences on dominant thought. Human error may also account for unreliable data or results. Another threatening factor is instrument decay. With this in mind, one may also argue that analysis is merely a human interpretation of data that may be influenced by researcher bias or human error. Total objectivity has been voiced as the
basis of “good” positivist (rigorous) research but researchers are humanly subjective. One can trace the value labels of research throughout history. Guba and Lincoln (1989) stated,

...freedom from the contamination of values or bias in a study is warranted in either of two ways: intersubjective agreement, or the utilization of a methodology and a set of methods that are thought to render the study impervious to human bias or distortion (p. 235).

Similarly, generalizability has been problematic because all groups and events are historically embedded and therefore not all findings are generalizable. Not all qualitative researchers are concerned with generalizability. Many are concerned with representativeness of findings and with such in mind they may draw upon other studies with similar findings or conduct a large number of mini studies. Some are more concerned with generalizable subjects and settings than findings. Documentation of settings and subjects may assist readers to determine if the findings relate to their particular setting. This collective case study provided a thick, rich description of settings and participants to assist the reader in deciding if the generated results relate to their setting.

Although objectivity has been a grave concern of positivists, qualitative researchers have attempted to counter this problem by spending an extended length of time in the field and by using thick descriptive data. Qualitative researchers also attempt to view phenomena from numerous dimensions to show the complexity of a situation. This may also assist with theory generation or understanding the problem. This collective case study utilized thick rich description as well as persistent observation (Denzin, 1994).

Observer/researcher effect is a concern of traditional researchers. However, qualitative researchers often purposefully interact closely with their subjects. Many
qualitative researchers attempt to blend into the setting they are studying, by gaining an understanding of a setting in great detail the qualitative research can take their influence on the setting into account. The researcher addressed this issue by becoming familiar with the setting and the participants prior to the observation sessions. The researcher attempted to develop a relationship with the participants by meeting the participants and visiting the participants’ respective schools prior to the start of data collection. The researcher observed part of at least one class and met with the participants’ to answer questions and drop off surveys and forms to each participant. Also, student teachers, university supervisors or university personnel had previously observed the selected participants. Therefore, little researcher effect was expected.

Qualitative researchers do not expect that different researchers studying the same setting will generate consistent results (Erickson, 1986). Theoretical perspectives, interests, and differing insider/outsider researcher viewpoints will alter the results. Qualitative researchers do not attempt to generate “the facts” of human behavior in an attempt to verify or elaborate on a theory in order to determine cause or predict human behavior. This study attempted to identify the perceptions of the participants involved in this study as well as the supports and constraints that affect their professional development opportunities.

**Trustworthiness of Data**

Trustworthiness was a strategy used in this study to assure credibility of the data. Four strategies were used throughout this research project: member-checking, identifying negative cases, peer debriefing, and triangulation of data. (Bogdan & Biklen, 1992; Lincoln & Guba, 1985). The researcher attempted to establish credibility by becoming
familiar with the setting and participants prior to the start of the study. Prior to the first
observation session, the researcher was introduced as a visiting physical educator to the
classes to be observed. Peer debriefing sessions were completed with a member of the
researchers cohort and the researchers advisor. Data sources were triangulated and
negative cases were sought.

**Member Checking**

Member checking is a method of providing data and data interpretations to the
participants (Patton, 1990). Numerous layers of member checks were used throughout the
study. Initial member checks involved providing the participants with typed copies of the
interview transcripts. The participants were encouraged to comment on or make changes
to these documents. One participant provided written feedback directly on a copy of the
transcribed interview data. The written feedback primarily pertained to providing the
correct spelling of individuals’ names.

A second level of member checking involved sharing typed data interpretations
with the participants. The researcher summarized data sets and shared these with the
participants. Once again, the participants were asked to comment on the researcher’s
interpretations. The researcher’s interpretations were compiled into categories and
shared with the participant to assure accuracy as well as to obtain a deeper level of
understanding. The researcher met with the participants to review interpretations and the
participants’ comments were noted. Also, the researcher e-mailed written interpretations
to the participants. The participants’ each e-mailed responses back to the researcher. The
participants’ comments were used as data that provided a thicker and richer description.
Negative Cases

Although data trends were sought, the researcher was also interested in finding negative cases or outlier cases. These cases were those that do not fit neatly into the emerging themes. This process helped to evaluate the researcher’s interpretation of the data and to test its plausibility (Rossman & Rallis, 1998, p. 182).

Peer Debriefing

“This is a procedure whereby the fieldworker confides in trusted and knowledgeable colleagues and uses them as a sounding board for one or more purposes” (Schwandt, 1997, p. 113). Peer debriefing was used as a means of sharing ideas, getting advice, clarifying the researcher’s interpretation and developing observation check sheets as well as interview questions.

Triangulation

Multiple data sources were used to confirm information and interpretation. Triangulation methods included cross-checking sources of data to improve credibility (Lincoln & Guba, 1985). The data sources included interview transcription, document analysis, data from two questionnaires and a demographic questionnaire. This process was utilized to confirm the researcher’s interpretations. The comparison of multiple data sources allowed the identification of inconsistent or unclear information to be identified and clarified.

Data Analysis

The data analysis methods and data collection procedures used for this study have been linked with each of the research questions that drove this study. Table 3.1 illustrated
how these methods were linked with data collection procedures and data analysis procedures.

**Questionnaires**

The quantitative questionnaires were analyzed individually. The answers to the TCQ-PE (McBride, 1993) question items were tallied and the mean scores were calculated within each of the three categories to determine each teacher’s stage of concern. In accordance with Fuller’s (1969) stages, teachers who identify greater concerns in the Self category were in early stages of development, teachers who identify greater concerns in the Task category were in middle stages of development, and teachers who identify greater concern with items in the Impact category were in later stages on teacher development.

The PDNQ-PE (Conkle, 1997) question items related to one of five subscales. The answers to the question items were tallied and the mean scores were calculated within each of the five subscales. The subscales are as follow: Teacher Knowledge and Skills, Psycho-social Aspects, Curriculum/Evaluation/Supervision, Strategies, and Current Issues and Trends. Subscale mean scores were used to identify the area(s) the teachers identified as their greatest need.

**Document Analysis**

Data derived from transcribed interviews, the transcribed observations, and other collected document materials (printed local, state and national professional development policies as well as materials obtained from the participants), were treated as documents. These documents were viewed from the perspective of structuralism such as “documents” are viewed as “texts” (Manning & Cullum-Swan, 1994, p. 467). These authors described
two specific types of document analysis. The first, content analysis, was defined as “an ongoing narrative ("plot") the immediate semantic environment, the literacy tropes operating, and connections between the text and experience or knowledge” (Manning & Cullum-Swan, 1994, p. 464). This analysis focused on identifying topics within and across documents. The authors discussed the second type of document analysis, narrative analysis, as having a number of different analytic forms. Manning and Cullum-Swan (1994) stated, “narrative analysis is rather loosely formulated, almost intuitive, using terms defined by the analyst” (p. 465). This analysis entailed identification of the “voice” or tone found within or across documents. Document analysis was conducted with these two definitions in mind. Throughout this study, the constant comparative method was used to analyze data and identify themes (Glaser & Strauss, 1967). The researcher continually identified notable themes emerging from the data. These themes were constantly compared with the previous data.

**Interview and Observation Analysis**

Although objectivity has been a grave concern of social scientists, qualitative researchers have attempted to counter this problem by spending an extended length of time in the field and by developing thick descriptive data. The researcher collected data over a six-month period. Qualitative researchers also attempt to view phenomena from numerous dimensions to show the complexity of a situation. This perspective was used to assist with theory generation toward understanding the problem. In this light, the qualitative aspects of this study employed an inductive data analysis procedure labeled the “grounded theory method” of Glaser and Strauss (1967). Strauss and Corbin (1994) stated, “grounded theory is a general methodology for developing theory that is grounded
in data systematically gathered and analyzed” (p. 273). Miller and Crabtree (1994) discussed the idea of emergent themes. These authors stated

the researcher must examine the question and aims of the research. If the goal is exploration, discovery, or seeking to understand the experience of others, the analysis must use an analytic method that keeps him or her more open and intimate with the text (p. 345).

Strauss and Corbin (1994) suggested that after data are collected the researcher analyze the data using a constant comparative (Glaser, 1965) method. Throughout this study the constant comparative method was used to analyze data and identify themes (Glaser & Strauss, 1967). Notable themes emerging from the data were identified by the researcher. These themes were constantly compared with previous data.

This procedure moved the raw data through a series of progressive stages. The first stage was the development of analytic categories that provide the basis for subsequent data collection and data analysis. Some of these categories were developed apriori but most of the categories emerged from the data. In support of the use of apriori categories, Miller and Crabtree (1994) stated,

observational data, already filtered by a note taker, might be analyzed better using methods with a more defined perceptual filter, whereas analysis methods with a less defined filter are preferable with in-depth interview data (p. 345).

Grounded theory coding is not an isolated process of naming categories, but is about “how to dimensionalize them and discover their conditions, consequences, and associated interactions and strategies” (Strauss, 1987, p. 154). The second phase of analysis involved analysis of the initial analytic categories, composition of analytic memos, and reworking the raw data. The researcher utilized memos as a method of beginning analysis. These memos included hunches or perceptions which researcher may
have pursue. Lee and Fielding (1995) stated, “such memos not only rehearse analysis but inform coding” (p. 39). This reworking process may have led to changes in original assertions. These changes may have included adding and merging specific analytic categories. The third and final phase of data analysis involved a search for patterns among analytic categories. During this phase, additional memos were written to further describe the emergent patterns.

Once data were coded into themes the researcher “challenge[d] the very pattern that seemed so apparent” (Rossmann & Rallis, 1998, p. 181). The researcher attempted to obtain an understanding of the professional development experiences of the participants as well as identify the link between these experiences and the physical education classes observed. Through this process the researcher focused on building relationships among the evidence. Although data trends were sought, the researcher was also interested in finding negative cases, or outlier cases. These cases were those that did not fit neatly into the emerging themes. Guba and Lincoln (1989) stated,

freedom from the contamination of values or bias in a study is warranted in either of two ways: intersubjective agreement, or the utilization of a methodology and a set of methods that are thought to render the study impervious to human bias or distortion (p. 235). This process will allow the researcher evaluate data interpretations (Rossmann & Rallis, 1998).

The computer assisted in making comparisons by allowing the researcher to “recover the context from which the data had been abstracted” (Prein, Kelle, Richards, & Richards, 1995, p. 71). The researcher utilized NUD*IST (a qualitative computer program package) to assist with the entire data analysis process.

QSR NUD*IST is a computer package designed to aid users in handling Non-numerical and Unstructured Data in qualitative analysis, by supporting processes
of coding data in an Index System, Searching text or searching patterns of coding and Theorizing about the data (Prein, Kelle, Richards, & Richards, 1995, p. 2).

The computer program assisted with data management. The code-and-retrieval process consisted of labeling passages of data in an index system. "The utilization of both grounded theory and computers in qualitative analysis can be viewed as an attempt to enhance an often vague analysis process by making it more structured and rigorous" (Lee & Fielding, 1995). Data was organized and stored according to similar content or context (Richards & Richards, 1994). The computer program assisted with retrieval of these indexes. This retrieval process helped the researcher with reorganizing data from one index category to another. NUD*IST also made it possible to link back to the raw data to obtain contextual information which would typically be lost or at least more difficult to obtain in paper and pencil index systems. Richards and Richards (1994) suggested that NUD*IST helps the "user in auditing the research process as well as aiding in interpretation of the index system as a structure of theoretical-level concepts and assertions" (p. 458).

Finally data analysis linked the participants' stage of development as determined by the TCQ-PE (McBride, 1993), their perceived professional development needs as determined by the PDNQ-PE (Conkle, 1997), the professional development "activities" individually pursued as identified by the interviews, and the impact on the teaching-learning process as identified by the interviews and observation sessions.
Research Questions

1. What are the professional development policies for the elementary physical education teachers and how are these supported?
   1.1. At the state level?
   1.2. At the district level?
   1.3. In accordance with National Board Certification criteria?

2. What do the experienced elementary physical educators perceive as their professional needs and how are these needs impacted by the teachers' school context?

3. What are the professional development opportunities pursued by these teachers and how do they relate to the teachers' identified professional needs?
   3.1 How do these professional development opportunities relate to the teachers' perceived student needs?
   3.2 Is there a link between the professional opportunities pursued and his/her stage of development?

4. What evidence is there that professional development experiences inform teaching?

Data Collection
- collected documents
- interviews

Data Analysis
- mean scores
- constant comparative

- PDNQ-PE
- interviews
- observation

- TCQ-PE
- interview

- interviews

- TCQ-PE
- PDNQ-PE
- interviews

- interviews
- observations

Table 3.1: Linking research questions to methodology
CHAPTER 4

FINDINGS

This study was designed to describe the professional development opportunities of four experienced elementary physical educators and the extent to which these experiences informed the teaching-learning process. The secondary purpose of the study was to attain the experienced teachers' perspectives on the impact of individual professional development on student learning and thirdly to identify the constraints and supports for professional development opportunities. Four major questions and five sub-questions guided this study.

1. What are the professional development policies for the elementary physical education teachers and how are these supported?

   1.1. At the state level?

   1.2. At the district level?

   1.3. In accordance with National Board Certification criteria?

2. What do experienced elementary physical educators perceive as their professional needs and how are these needs impacted by the teachers’ school context?

3. What are the professional development opportunities pursued by these teachers and how do they relate to the teachers’ perceived student needs or the teachers’ identified professional needs?
3.1 Can these opportunities be categorized by (themes, activities, and/or grade levels)?

3.2 Is there a link between the professional opportunities pursued and his/her stage of development?

4. What evidence is there that professional development experiences inform teaching?

This chapter presents the findings for the collective case study. The findings were drawn from all data sources: collected documents, interviews, demographic data form, questionnaires, e-mail correspondence, and observations. The individual cases were presented collectively where similar themes emerged from data gathered from the participants. The collective case study started with a description of the setting including a description of the participants' school district and a short description of each participant and her respective school. This was followed by data addressing the four major research questions. Each major research question was divided in sections and each section was further divided into themes corresponding to the sub-questions.

In the fall of 1999, the researcher visited each of the participants at her respective school. During this visit the researcher explained the purpose of the study, the procedures to be followed, and the expected duration of participation in the study. The participants each received a Consent for Participating in Social and Behavioral Research form (Appendix D), a Participant Demographic Data form (Appendix A), the Teacher Concerns Questionnaire-Physical Education (Appendix B) and the Professional Development Needs Questionnaire-Physical Education (Appendix C). During this first meeting, the researcher also answered questions the participants had regarding the study.
Prior to the first scheduled interview the research collected the completed forms and questionnaires from the participants.

**Demographic Data**

**Description of School District**

All four participants were employed within the same school district, an upper, middle class, suburban, residential community located northwest of a major city in a midwestern state. The majority of the community was professional people employed in the local area. The median income in the community was $39,424.00. The percentage of teachers employed in the district holding a bachelor’s degree was 58.7% and 41.3% of teachers had a master’s degree or higher. Further, the average teaching experience of teachers in the district was 11.7 years. Racial ethnic data of the district student population were presented in Table 4.1. Seven point one percent of the student population was reported to have a disabling condition as noted in Table 4.2. The district reported total expenditure per pupil was $7,834.00. During the 1999-2000 school year the community had 10 elementary schools, 3 middle schools, and 2 high schools. Information providing school district demographics was reported in Tables 4.3 and 4.4.

**Description of Participants and School Context**

The four participants were the sole physical education teachers at 4 of the 10 elementary schools. Table 4.5 reported the percentage of teachers holding a bachelor’s degree, master’s degree and years of experience reported by school building.
Table 4.1: Racial ethnic data of district wide student population reported by percentage

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian, Pacific Islander</th>
<th>American Indian, Alaskan Native</th>
<th>Multi-racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>88.2</td>
<td>2.2</td>
<td>0.8</td>
<td>7.6</td>
<td>0.1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Table 4.2: Percentage of student population reported to have a disabling condition

<table>
<thead>
<tr>
<th>Average Class Size</th>
<th>Student Attendance Rate</th>
<th>Staff Attendance Rate</th>
<th>Academic Disadvantage</th>
<th>Receive Aid to Dependent Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.1</td>
<td>96.1</td>
<td>96.6</td>
<td>.5</td>
<td>.6</td>
</tr>
</tbody>
</table>

Table 4.3: District demographic data presented by percentage

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Operations Support</th>
<th>Staff Support</th>
<th>Pupil Support</th>
<th>Instruction</th>
<th>Total Capital Outlay</th>
</tr>
</thead>
<tbody>
<tr>
<td>$812</td>
<td>$1,277</td>
<td>$134</td>
<td>$1,667</td>
<td>$3,944</td>
<td>$6,156,615</td>
</tr>
</tbody>
</table>

Table 4.4: Administrative expenditures per pupil

Demographic data describing each of the participant’s schools were presented in Tables 4.6 through 4.7.
<table>
<thead>
<tr>
<th></th>
<th>Bachelor’s Degree</th>
<th>Masters Degree</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily’s School</td>
<td>65.8</td>
<td>34.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Michelle’s School</td>
<td>56</td>
<td>44</td>
<td>14.2</td>
</tr>
<tr>
<td>Cleo’s School</td>
<td>71.4</td>
<td>28.6</td>
<td>11.1</td>
</tr>
<tr>
<td>Erin’s School</td>
<td>60.8</td>
<td>39.2</td>
<td>12.3</td>
</tr>
</tbody>
</table>

Table 4.5: Percentage of teachers holding a bachelor’s degree, master’s degree and years of experience reported by school building.

Emily

Emily was a single, 36-year-old female with 13.5 years of elementary physical education teaching experience. Immediately prior to the 1999-2000 school year Emily had experienced a personal crisis that caused her to seek a new residence. She has taught kindergarten through fifth grade physical education in this same district for 13 years. During her first half year of teaching she worked in another district as a substitute teacher in grades kindergarten through 12. Emily received her bachelor’s degree in 1986 with a certification to teach kindergarten through grade 12 physical education and 7 through grade 12 health education. She obtained a master’s degree in adapted physical education in 1997. Emily was also looking into obtaining Permanent Certification before her current certification expired. Emily described her school as a suburban kindergarten through fifth grade elementary school. This school had approximately 504 students mainly from upper income families (see Table 4.5). The students were predominately Caucasian and the classes were integrated with students with identified special needs (see Table 4.5). Emily’s professional committee duties included involvement in the district’s
Graded Course of Study Committee. She had also initiated a school Safety Patrol. Emily received a supplemental contract for her role in training and overseeing the student safety patrol.

Erin

Erin was a married, 29-year-old female with seven and one-half years of elementary physical education teaching experience. During the 1999-2000 school year Emily was experiencing a personal crisis throughout the 1999-2000 school year. She had taught kindergarten through fifth grade physical education in this district for seven years. During her first half-year of teaching she had worked in two other districts as a substitute teacher and a long-term substitute teacher in kindergarten through fifth grades. She received her bachelor’s degree in 1992 with a certification to teach kindergarten through grade 12 physical education. She obtained a master’s degree in physical education in 1998. Erin was also looking into obtaining Permanent Certification before her current certification expired. Erin described her school as a suburban kindergarten through fifth grade elementary school. This school had approximately 507 students enrolled (see Table 4.5). The students were predominately Caucasian and there were seven students identified as multiply handicapped (see Table 4.5). Erin reported being on numerous school and district committee’s. Within her school Erin was on the Site-based Intervention Team (SIT), and the Author Committee that selected authors and poets annually to spend a few says in the school. Her district committee involvement included Graded Course of Study Committee, and she was a teachers’ union representative.
Michelle

Michelle was a married 41-year-old female with two children. Michelle had 18 years of elementary physical education teaching experience. She had taught kindergarten through fifth grade physical education in this district for 16 years. During her first two years of teaching she worked in four districts as a substitute teacher. She received her bachelor’s degree in 1981 with a certification to teach kindergarten through grade 12 physical education. She obtained a master’s degree in education in 1992 with a focus on teacher education. Since obtaining her masters degree, Michelle had taken about nine hours of post-graduate college credit primarily in technology related areas. Michelle described her school as a suburban kindergarten through fifth grade elementary school. This school had approximately 365 students from moderate to low income families (see Table 4.5). The students were predominately Caucasian and there was a high population of single parent families (see Table 4.5). Several of the students were placed in an inclusion classroom, or received reading intervention. During the 1999-2000 school year the school housed two units of students identified as severely emotionally disturbed (16 total students). Michelle’s committee involvement within her school primarily revolved around the Student Club. Michelle’s district committee involvement was three-fold. Michelle was a representative of the districts teachers’ union, was a member of the Professional Development Time (PDT) Committee for the teachers’ union and served on the Graded Course of Study Committee.

Cleo

Cleo was a single 36-year-old female with two bachelor’s degrees. Cleo had eight years of elementary physical education teaching experience. She obtained her first
bachelor's degree in Fine Arts in 1985. She acquired her bachelor's degree in Physical Education in 1991 with a certification to teach kindergarten through grade 12 physical education. She had taught first through fifth grade physical education in this district for eight years. Cleo described her school as a suburban kindergarten through fifth grade elementary school. This school had approximately 539 students from mainly middle to upper-class families with a small but increasing number of lower-middle class families (see Table 4.5). All of the students' classes were integrated. Cleo's school committee involvement was as the faculty representative of the Student Council. Her district committee involvement included being a member for the Professional Development Time (PDT) Committee for the teachers' union.

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian, Pacific Islander</th>
<th>American Indian, Alaskan Native</th>
<th>Multiracial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily's School</td>
<td>92.1</td>
<td>0.6</td>
<td>0.2</td>
<td>5.4</td>
<td>0</td>
<td>1.8</td>
</tr>
<tr>
<td>Michelle's School</td>
<td>84.2</td>
<td>5.4</td>
<td>2.3</td>
<td>6.2</td>
<td>0</td>
<td>1.8</td>
</tr>
<tr>
<td>Cleo's School</td>
<td>85.5</td>
<td>1.5</td>
<td>.8</td>
<td>10.6</td>
<td>0.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Erin's School</td>
<td>83.8</td>
<td>3.6</td>
<td>1.6</td>
<td>8.9</td>
<td>0.5</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Table 4.6: Racial ethnic data of student population reported by percentage and each school building
<table>
<thead>
<tr>
<th></th>
<th>Administrative Support</th>
<th>Operations Support</th>
<th>Staff Support</th>
<th>Pupil Support</th>
<th>Instruction</th>
<th>Total Capital Outlay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily’s School</td>
<td>$378</td>
<td>$1,263</td>
<td>$160</td>
<td>$1,225</td>
<td>$3,742</td>
<td>$1,885,397</td>
</tr>
<tr>
<td>Michelle’s School</td>
<td>$486</td>
<td>$1,035</td>
<td>$115</td>
<td>$1,892</td>
<td>$4,067</td>
<td>$1,482,508</td>
</tr>
<tr>
<td>Cleo’s School</td>
<td>$351</td>
<td>$1,332</td>
<td>$115</td>
<td>$1,441</td>
<td>$3,713</td>
<td>$2,001,830</td>
</tr>
<tr>
<td>Erin’s School</td>
<td>$354</td>
<td>$1,361</td>
<td>$149</td>
<td>$1,269</td>
<td>$3,832</td>
<td>$1,942,789</td>
</tr>
</tbody>
</table>

Table 4.7: Administrative expenditures per pupil and school building

R. Q. 1. What are the professional development policies for the elementary physical education teachers and how are these supported?

R. Q. 1.1. At the State Level?

In this section current state mandated professional development policies were reviewed. The section was divided into two themes. These themes were: Official State Level Professional Development Policies, and State Support of Teachers’ Professional Development. Data used to answer this question included collected materials distributed from the state Department of Education related to teacher professional development.

Official State Level Professional Development Policies

In 1997 the Amended Substitute Senate Bill 55 and House Bill 412 were enacted by the State General Assembly. The passage of this legislation was a push from the State Board of Education and the State Department of Education toward setting higher expectations for all students, continuous improvement for all school districts, an increase in accountability and for better results from the reform efforts. “Several key concepts from the proposed standards (for example, continuous school improvement plans and
performance accountability) were reflected in the Legislature’s passage of SB 55” (Standards for Ohio, 1998). The State Department of Education, under direction of the State Board of Education, developed new state school standards. During this process the State moved from a teacher certification system to a teacher licensure system. This move was also part of a process that shifted the teacher license renewal requirements from the state to the local level.

In 1998 the State Board of Education revised the teacher licensure system to be “both performance-based and grounded in the knowledge and skills necessary for effective practice” (Teacher Education and Licensure Standards, 1997, p. 2). The state legislature adopted the resolution effective January 1, 1998. Teachers obtaining a Permanent Certificate before September 2, 2003 would not be required to convert to a license or fulfill any further requirements for certification. Teachers not holding a Permanent certificate, by the applicable state deadline, must convert their teacher certification to a teacher license and follow the professional development requirements in accordance with the applicable licensure level. The new teacher licensure standards call for intensive professional development of teachers. The new state licensure system will issue five-year renewable licenses. The Teacher Education and Licensure Standards (1997) state:

To renew a license, a teacher must develop a professional development plan that is then approved by a local professional development committee. Coursework, continuing education units, or other equivalent activities related to the license areas or to classroom teaching will also be required— as well as a master’s degree or 30 semester hours of graduate credit to renew a license the second time or after 10 years. The requirement of a master’s degree or thirty semester hours pertains to any individual who is admitted to a licensure program at an approved college or university after...July 1, 1998, and to any individual who is admitted to a licensure program prior to January 1, 1998, and who completes said program after July 1, 2002 (p. 3).
In accordance with the new state criteria, physical educators meeting all state guidelines will be eligible for a five-year renewable professional multi-age license. This license will be “valid for teaching learners from ages 3 through 21 and prekindergarten through grade 12” (Teacher Education and Licensure Standards, 1997, p. 11) in the respective curricular area.

In order to receive licensure renewal, teachers currently employed in a school or school district must complete the following during the five-year certification period:

Six semester hours of coursework related to classroom teaching and/or the area of licensure; or eighteen continuing education units (one hundred eighty contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district (Teacher Education and Licensure Standards, 1997, p. 20).

The new standards have many purposes: to set higher performance expectations for all learners; promote continued improvement in teaching and learning; to strengthen accountability and local control; to ensure that conditions are right and that appropriate opportunities are provided for learning (New Standards, 2000). Two of the components of the standards apply directly to teachers. One is the Continuous Improvement Plan and the second is Professional Development. The state suggested that the best way for districts to meet the criteria of the statewide performance accountability system was to develop a Continuous Improvement Plan (CIP).

Well-designed continuous improvement plans should contain the basic information a school district needs when applying for federal and state grants. In addition, the planning process can be a valuable way to gain community support and identify potential problems and opportunities that may affect future performances (Interactive Continuous Improvement Plan, 1999, p. 1).
The State Department of Education also supports the Regional Professional Development Centers (RPDCs). The RPDCs were organized to help "advance the State Board of Education's mission that all students can learn by creating a high performance system of education" (Ohio's Regional Professional Development Centers, 1998, p. 2). The mission of the RPDCs was to change education in the state through the formation of learning communities. "The RPDCs were organized to provide long-term, ongoing, meaningful professional development for all educators and school support personnel" (Ohio's Regional Professional Development Centers, 1998, p. 2).

These centers work to:

...build the local schools' professional development capabilities by helping members of school communities connect with other communities that are working to solve similar problems; ...facilitate workshops and individual technical assistance in targeted areas; ...empower educators to recognize that professional development must be embedded in their daily work with students (Ohio's Regional Professional Development Centers, 1998, p. 1-2).

Further, the RPDCs will assist educators by providing links to local, state and national resources that match their needs.

State law requires each school district to have a Local Professional Development Center (LPDC) in place by September 1998 (Local Professional Development Committees, 1998). Accordingly, each public school district is responsible for the establishment of a LPDC. The primary purpose of the committee will be to review teachers' individual professional development plans (IPDP). Further, each educator must develop an IPDP based on their individual needs, their school and their school district, and the needs of their students. To fulfill license renewal requirements individual teachers must design and submit an IPDP to the LPDC for approval (Teacher Education and Licensure Standards, 1997). "The local professional development committee shall be
comprised of teachers, administrators and other educational personnel, and a majority of the members of the local professional development committee shall be practicing classroom teachers” (Teacher Education and Licensure Standards, 1997, p. 20).

**State Support of Teacher’s Professional Development**

The state provided guidelines and resources to assist school districts with the implementation of the new school standards. These resources included: the development of an interactive tool for continuous improvement planning; requiring two professional development days a year; grants to support professional development; and the establishment of SchoolNet.

The State Department of Education and the State SchoolNet Commission “has specified the development of an interactive tool for continuous improvement planning (CIP) for …school districts which provides a systematic approach to the planning process” (Interactive Continuous Improvement Plan, 1999). One of the main process improvements that must be specified in the CIP was the professional development of educators. “Improving how educators contribute to continued improvement in student performance by acquiring new knowledge and skills, solving problems, improving their practice, developing quality systems, and working together” (Continuous Improvement Planning, 2000).

The State Revised Code requires a minimum of two professional development days a year. However, the State Department of education’s Superintendent of Instruction may mandate how the districts structure the professional development time (The Best Teachers for Ohio’s Children, 1997). Both state and federal waivers have been granted to
school districts in an effort to assist school districts with the planning and implementation
of school improvement efforts. Some of these waivers include:

Restructuring time and staffing so that teachers have regular time to work with
one another and shared responsibility for groups of students over time; rethinking
schedules so that students and teachers have more extended time together over the
course of the day, week and year; reduce barriers to parent involvement so that
families and schools can work together toward shared goals; and create stable,
high-quality sources of professional development (The Best Teachers for Ohio’s
Children, 1997).

Further, the State and Federal governments have funds available for professional
development that are distributed through formula and competitive grants (The Best
Teachers for Ohio’s Children, 1997).

State SchoolNet was established on June 13, 1994 with the Amended House Bill
790. The purpose of SchoolNet was to provide public school teachers and students
access to data, voice, and video network technologies.

This state funded program encourages and supports local technology
improvement efforts. To date, 1.8 million students and 95,000 teachers in
660...public and joint vocational school districts have benefited from SchoolNet
funding for technology wiring and development (SchoolNet: Fast Facts).

SchoolNet Plus program was a $433,000,000 project created in 1996 to supplement the
SchoolNet network wiring initiative.

SchoolNet Plus aims to provide at least one interactive computer workstation for
every grade K-4 public school student. All 611 K – 12 ... public school districts
are eligible for SchoolNet Plus funds which may be used to purchase hardware,
software, and professional development opportunities for...K-4 students and
teachers (SchoolNet Plus: Fast Facts).

ONEnet was created in March 1999 due to the expansion of the Internet. The governor of
the state appropriated an additional $90,000,000 to administer a connectivity program to
expand the network technologies started with SchoolNet and SchoolNet Plus.
The ONEnet... project will complete the construction of the State’s education network, linking all public K-12 classrooms to each other and the Internet, while providing equal access to voice, video, and data educational resources for students and teachers (ONEnet: Fast Facts).

RQ 1.2. At the District Level?

In this section current district mandated professional development policies and supports are reviewed. The data used to answer this question included: collected materials distributed from the district, and the District Negotiated Agreement. The Negotiated Agreement was between the District Educators’ Association and the District Board of Education. This document outlined the teachers’ contract for the period of January 1, 1999 through July 31, 2002.

Official District Level Professional Development Policies and Supports

District policy stated that schools utilize site-based decision-making. The Negotiated Agreement stated

This commitment proceeds from the determinations that effective planning and decision-making often need to occur at the primary site for the accomplishment of the District’s educational objectives – the school- and that the breadth of human resources at that site – teachers, support staff, administrators, parents, community members, and when appropriate, students – should be actively involved in those endeavors. Because site-based decision-making is an ongoing process and not a specific program, it permits and encourages change. The scope and structure of site-based decision-making efforts may change over time, ranging from modest building level goals to district-wide issues of curriculum and staff development (Negotiated Agreement, January 1, 1999 through July 31, 2002, p. 78).

Further the document defines time devoted to teacher’s professional development.

For the purposes of professional development, in lieu of early release days, for all full-time staff members the work day shall be 7 hours and 45 minutes on 36 days, the selection of which days may vary from building to building (Negotiated Agreement, January 1, 1999 through July 31, 2002, p. 17).

The district policy recognized professional leave as professional development.
According to policy

The Board recognizes the provision for professional staff members to attend professional meetings pursuant to Section 3313.20 of the State Revised Code. Such meetings shall be closely related to the duties of the professional staff member and shall be of value to the District Schools ( Negotiated Agreement, January 1, 1999 through July 31, 2002, p. 39).

Further

Staff members shall be encouraged to pursue, and shall be provided with professional development opportunities. Opportunities for professional growth shall be provided through such means as the following:

a. Planned in-service programs and workshops offered within the school system;

b. Release time for visits to other classrooms and schools and for attendance at conferences, workshops and other professional meetings;

c. Leaves of absence for advanced educational training.

The building principal and the Superintendent or his/her designee shall have authority to approve release time for conferences and visitations, and reimbursement for expenses, provided that such activities are within budget allocations for that purpose (Negotiated Agreement, January 1, 1999 through July 31, 2002, p. 39).

Teachers were not required to perform duties outside of the contractual school day nor beyond the contractual school year. Article XXIX in the Negotiated Agreement stated that staff members were not required to work on ad hoc committees (January 1, 1999 through July 31, 2002, p. 42). However, staff members may agree to participate on ad hoc committees. In this case, staff members would receive an honorarium at the conclusion of committee service. The rates for voluntary participation in an ad hoc committee as well as the descriptions of committee classifications were illustrated in Table 4.8.

Fee waivers and tuition reimbursement were supports provided to staff members pursuing graduate credit at area universities. The fee waivers for graduate credit were derived from an Exchange of Services Agreement between the school district and area colleges and universities. The area colleges and universities agreed to provide fee waivers
for teachers working in the district in exchange for the ability to utilize the district
schools for the purposes of research and sites for student teacher practicums.

The purpose of fee waivers is to encourage employee educational growth and
advancement by providing benefits in the form of financial assistance. Waivers
are provided to the District City Schools through agreements with…approved
colleges or universities. The Board and Administration strongly support the
professional growth of the teaching staff and encourage their participation in this
program (Negotiated Agreement, January 1, 1999 through July 31, 2002, p. 45).

According to Article XXX, staff members were required to submit a written application
to central administration by the applicable deadlines listed within the Negotiated
Agreement (January 1, 1999 through July 31, 2002). District policy stated that during the
1999-2000 school year

The total fee waivers provided to the school district during a 12-month period
shall be equally divided into 4 quarters (Negotiated Agreement, January 1, 1999
through July 31, 2002, p. 44).

Allocations of fee waivers were distributed in accordance to the preferences illustrated in
Table 4.9.

The District School Board allocated $40,000.00 for the 1999-2000 school year, to
be used for the purposes of reimbursing staff members for tuition costs. The funds were
available to staff attending class(es) at an institution that participated in the fee waiver
agreement and only after fee waivers were depleted.

All tuition reimbursements shall be calculated at the lower of either the actual cost
of tuition for the course or the … State University fee waiver hourly rate for the
same number of hours of such course work. To receive tuition reimbursement
payment from the Board, a bargaining unit member must earn a grade of a C or
better. Upon submission of the grade sheet or official transcript, the
Superintendent or his/her designee shall notify, in writing, the Board’s Treasurer,
who shall attempt to make the reimbursement payment with the next payroll, but
in no case shall the payment be paid later than the second payroll after the
Board’s Treasurer receives notification… The treasurer shall calculate for the
previous 12 months… the total amount…of all reimbursement requests that are
documented and that meet the earned grade requirement… This amount shall be
divided into the total allocated... including any amount rolled over, to determine
the percentage that each teacher shall be receive for the course work completed

<table>
<thead>
<tr>
<th>Classification</th>
<th>Definition</th>
<th>Honorarium Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overnight Educational Opportunities</td>
<td>Supervision of extra educational activities</td>
<td>$40.00 per overnight</td>
</tr>
<tr>
<td>Building Councils, Study Groups, Committees</td>
<td>Groups studying problems, conducting surveys or reviewing curriculums.</td>
<td>$0 - $100</td>
</tr>
<tr>
<td>Administratively Selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Councils, Study Groups, Committees</td>
<td>Groups studying problems, conducting surveys or reviewing curriculums, plan in-</td>
<td>$250</td>
</tr>
<tr>
<td>Administratively Selected</td>
<td>services.</td>
<td></td>
</tr>
<tr>
<td>Special Committees That Serve the District</td>
<td><em>Not defined</em></td>
<td>$100 - $250</td>
</tr>
<tr>
<td>Curriculum or Program Innovations</td>
<td>Members of individual departments or grade levels plan and develop courses of</td>
<td>$450</td>
</tr>
<tr>
<td></td>
<td>study, improvement in teaching methods, and/or new programs.</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Adapted from Negotiated Agreement January 1, 1999 through July 31, 2002

Table 4.8: Ad Hoc Committee Definitions and Rates

Article XLIX outlined the creation and duties and powers of the Local
Professional Development Committee (LPDC) (Negotiated Agreement, January 1, 1999
through July 31, 2002). According to the provisions outlined in the Negotiated
Agreement the LPDCs were to be created by June 1, 1998 as follows:

There will be a LPDC consisting of six members who are certified/licensed
employees of the Board. Three of the members, at least one of whom shall be a
principle, shall be appointed by the Superintendent, and three of the members, all
of whom shall be non-administrative, certified/licensed personnel, shall be appointed by the President of the Association. The terms of all such members of the LPDC shall be three years, provided that, to obtain staggered terms, one of the members appointed and as designated by said President, shall have an initial term of two years, and two of the members appointed and as designated by the Superintendent shall likewise have an initial term of two years as the Superintendent designates (Negotiated Agreement, January 1, 1999 through July 31, 2002, p. 81).

<table>
<thead>
<tr>
<th>First Preference</th>
<th>Second Preference</th>
<th>Individual (Professional Development)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members needing college courses to renew teaching certificate. Certification must be required to maintain current position.</td>
<td>1. Staff members enrolled in an established graduate school program in pursuit of a degree.</td>
<td>1. Staff members who have not used fee waivers during previous four quarters.</td>
</tr>
<tr>
<td>2. Staff members pursuing additional certification.</td>
<td>2. Staff members who have not used fee waivers during previous three quarters.</td>
<td></td>
</tr>
<tr>
<td>3. Staff members on suspended contract status.</td>
<td>3. Staff members who have not used fee waivers during previous two quarters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Staff members who have not used fee waivers during previous quarter.</td>
</tr>
</tbody>
</table>

Table 4.9: Allocations of Fee Waivers

The LPDCs have the following duties and powers.

The LPDC will be responsible for reviewing and approving professional development plans, and for course work, continuing education units, or other equivalent activities, for recertification and licensure as specified in...law governing such committees. One appointee of the Superintendent shall be a nonvoting member with respect to the approval of professional development plans, and for course work, continuing education units, or other equivalent activities, for members of the bargaining unit, and one appointee of the President of the Association shall be a nonvoting member with respect to the approval of professional development plans, and for course work, continuing education units, or other equivalent activities, for non-members of the bargaining unit (Negotiated Agreement, January 1, 1999 through July 31, 2002, p. 81).

113
The District office mandated the constraints of teachers’ professional development during the 1999 – 2000 school year. The new policy was termed Professional Development Time (PDT). The rationale provided for PDTs was as follows:

The ... City School District Professional Development Time (PDT) is the organizing framework for staff members to address the common needs and priorities that have surfaced through the school improvement planning process. The focus for PDT activities would be building-based, which does not preclude staff members from participating in additional professional development activities outside the building or district when such activities have been approved (Professional Development Time: Rationale and Guidelines, 1999, p. 1).

The document further defined professional development as:

The teacher analyzes past experience and pursues professional development opportunities to improve future performance (Professional Development Time: Rationale and Guidelines, 1999, p. 1).

The professional development time document cited the State’s Teacher Education and Licensure Standards to support the framework rationale.

Professional Development shall be guided by the learning needs of all students and the axiom that all students can learn. It should include current theory on the learning needs of educators and shall incorporate a planned progression for improvement on a continued basis (Teacher Education and Licensure Standards, 1997, p. 19).

This same document cited specific characteristics and guidelines for professional development time. The characteristics of professional development were listed in the Professional Development Time: Rationale and Guidelines (1999) were:

1. Results in improved student learning
2. Balances individual priorities with the needs of the district, school, and students
3. Extends beyond traditional course work and workshops to meaningful job-embedded activities
4. Allows educators to connect their learning to the contexts of their teaching
• Requires educators to be responsible for their own professional development and ensure educator quality
• Supports a clearly articulated vision for students
• Focuses on license/certification renewal as a by-product, not as a purpose (p. 1).

The guidelines listed in the Professional Development Time: Rationale and Guidelines (1999) were

• All PDT credit is subject to the building principal’s approval. (Note: The Superintendent of Schools or his designees may issue PDT credit for specific reasons.)
• All PDT sessions must relate to the building’s School Improvement Plan, teacher growth plans, or district initiatives.
• All [District] teachers must document 36 professional development sessions each year.
• All PDT credit must be earned during the academic year, i.e., first day of school to the last day of school.
• PDT credit may be applied toward the renewal of a teaching certificate or license provided that LPDC requirements have been met.
• Committee work for which staff are paid as per The Negotiated Agreement will not be credited for PDT.
• Principals can mandate attendance ay PDT sessions for all staff (p. 2).

Table 4.10 illustrates specific requirements and restraints associated with acceptable PDT options.

The Professional Development Time: Rationale and Guidelines (1999) also outlined the following five non-acceptable PDT Options.

• Presenting at a PDT session or at any workshop/conference
• University coursework
• Summer professional development
• Curriculum development sessions
• Building meetings (e.g., CORE, staff meetings, School Improvement meetings, building-based committee) (p. 2).

The final segment of the Professional Development Time: Rationale and Guidelines (1999) provided guidelines for professional development leave as well as the priorities for granting professional leave.
The following guidelines have been established for the granting of professional leave for the 1999-2000 school year.

♦ School Improvement building priorities should be the focus for all planned professional development leave.
♦ Each professional staff member may be granted one day of professional development leave for conference/workshop participation. (Note: Professional staff may be granted additional professional leave if requested by Central Office.)
♦ The Superintendent approves all out-of-state professional leave for the professional staff and administration.
♦ Requests for professional leave should reflect the individual’s professional development plan as approved by the Local Professional Development Committee (LPDC).
♦ Every effort should be made to schedule professional leave on Tuesday, Wednesday, or Thursday.
♦ No more than two professionals may attend the same conference/workshop unless approved by the Assistant Director of Human Resources…and the Director of Curriculum and Instruction.
♦ Professionals, who have been granted professional leave to attend a conference/workshop may be asked to share their new-found learning with others through building-level PDT sessions or Professional Development Academy.
♦ Professional leave may be granted to those who present at building-level PDT sessions. In such cases, PDT credits (not to exceed 8) may be awarded by the building principal.
♦ Any circumstances that differ from the above-mentioned guidelines will be reviewed by the Director of Curriculum and Instruction (p. 3).

The priorities for granting professional leave cited in the Professional Development Time: Rationale and Guidelines (1999) were as follows

♦ Availability of substitutes
♦ Number of professional staff attending a given workshop/conference
♦ Building School Improvement Plans/PDT programs
♦ Grant requirements
♦ LPDC requirements (licensure/certification)
♦ Central Office needs for curriculum and staff development (p. 3).
<table>
<thead>
<tr>
<th>Acceptable PDT Options</th>
<th>Description</th>
<th>Credit</th>
<th>Originator</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Outside Conferences and Workshops (limited opportunities)  | • Out-of-district staff development opportunities that relate to School Improvement, teacher growth plans, or district initiatives  
• As a condition for PDT credit, participants must share new learning with others or have previously presented | Not to exceed 8 credit sessions | • Individual teacher  
• Building principal | • All out-of-state participation must be pre-approved by the Superintendent  
• Must meet district guidelines for out-of-district professional development  
• Designed primarily for special area teachers  
• Building principal determines the amount of credit to be awarded (up to 8 credits) |
| Building-Designed Sessions                                | Sessions that are designed for all staff by the building principal and the School Improvement Team | 36 credit sessions will be offered at the building; individual teachers must participate in a minimum of 24 building sessions | • Building principal  
• School Improvement Team | Building plans are subject to approval by the Executive Director of Curriculum and Instruction |
| Central Office-Designed Sessions                          | Sessions that are related to curriculum initiatives or job-alike professional development sessions | Not to exceed 10 credit sessions | Central Office Staff | Examples include DRA (Direct Reading Assessment) training, Elementary health education workshops |
| Special Events                                             | Sessions that are sponsored by the Professional Development Academy (e.g., [District] Literacy Conference) | Not to exceed 8 PDT credits | Central Office Staff | • PDT credit should be pre-determined for each event (e.g., Literacy Conference is worth 2 PDT credits)  
• Staff members must verify attendance |
| Building study groups (e.g., book talks)                  | Not defined                                                                 |                                  |                                 |                                                                          |

Note. Adapted from Professional development time: Rationale and guidelines, 1999

Table 4.10: Acceptable PDT Options  continue
Table 4.10 continued

<table>
<thead>
<tr>
<th>Acceptable PDT Options</th>
<th>Description</th>
<th>Credit</th>
<th>Originator</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Individual Plans       | Opportunities for staff to create their own plans for professional development incorporating technology | Not to exceed 18 PDT credits | Individual staff member in consultation with building principal | Staff member must submit a plan that includes the following:  
  • Description of the curriculum product to be created  
  • How the activity supports district and building priorities to improve student achievement and increase the use of technology  
  • A list of course of study objectives, state competencies, and/or national standards the project will address  
  • A plan for how the research will be conducted (including on-line resources)  
  • A description of how the project can be shared |
| Curriculum Guide Activities | Sessions that are designed by Central Office that are product-based for the purposes of implementing a graded course of study and take place outside the student day | Not to exceed 8 PDT credits | Central Office Staff | Groups that design activities or units of study for graded course of study implementation |
| Meetings of Activities designed by the Superintendent | Not defined | | | |

Note. Adapted from Professional development time: Rationale and guidelines, 1999
R. Q. 1.3. In Accordance with National Board Certification Criteria?

The National Board for Professional Teaching Standards (NBPTS) was established in 1987 as a voluntary certification program for teachers. The NBPTS is an independent nonprofit, nonpartisan organization governed by 63-member board of directors. Most of our directors are classroom teachers. The others are school administrators, school board leaders, governors and state legislators, higher education officials, teacher union leaders, and business and community leaders (http://www.nbpts.org/nbpts/about-nbpts.html).

NBPTS certificates are valid for 10 years from date of issue. Certificates are renewable but the procedures for renewal have yet to be developed. The mission of the NBPTS is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national, voluntary system to assess and certify teachers who meet these standards and to advance related education reforms for the purpose of improving student learning in American schools (http://www.nbpts.org/nbpts/about-nbpts.html).

The United States Department of Education and the National Science Foundations have developed grants to partially fund the NBPTS.

Through September 1997, NBPTS has received federal funds of $35 million, representing approximately 41% of the National Board Certification project. More than $51 million (59%) of the project’s cost was financed by non-governmental sources (http://www.nbpts.org/nbpts/about/canfaq.html).

The State Department of Education has funding available to assist candidates seeking National Board Certification.

...monies will be used by the Department of Education to continue to pay the fees for 600 candidates from public and chartered non-public schools each year (fiscal years ending June 2000 and June 2001). An additional appropriation of $300,000 will be used for candidate support programs each year (http://www.nbpts.org/nbpts/about/canfaq.html).

Specifically, the State Department of Education intends to use the monies to support 94 candidates.
The...[State] Department of Education will utilize NBPTS Candidate Subsidy funds to support 94 candidates at 50% of the certification fee with state legislative appropriations paying the remaining 50% of the certification fee for those 94 candidates. State legislation...has also established that appropriation monies will be used by the Department of Education to pay full fees for up to 400 teachers from public and chartered non-public schools. Applicants will be encouraged to attend an Orientation Session so that each will be knowledgeable of the rigors and requirements of the NBC [National Board Certification] portfolio and assessment process. Candidates will be selected on a first-come, first-served basis with funding priority given to those who attend an Orientation Session. Candidates must meet NBPTS eligibility guidelines. Teachers interested in using candidate subsidy funds to help with the fee must submit their application through the program administrator (http://www.nbpts.org/nbpts/where/east/ohio.html).

The State has also provided incentives for those attaining National Board Certification.

Individuals achieving National Board Certification will receive an annual award of $2,500 for the life of the certificate. The Office of Teacher Education and Certification has determined that any [State] teacher who completes the NBC process will receive enough equivalent continuing education credits (CEUs) to have his/her license renewed (http://www.nbpts.org/nbpts/where/east/ohio.html).

There are numerous eligibility requirements for individuals interested in becoming a candidate for National Board Certification.

Candidates for National Board Certification must possess a baccalaureate degree from an accredited institution, must have completed three years of successful teaching at one or more early childhood, elementary, middle or secondary schools, and must submit proof of holding a valid state teaching license for each of those three years. Candidates who are not required by a state to hold a teaching license for those three years must submit proof that the schools in which they taught during those three years were recognized and approved to operate by the state. Upon receipt of their application forms, candidates are sent forms that must be completed and submitted to NBPTS to verify eligibility (http://nbpts.org/nbpts/about/candfaq.html).

Further, potential candidates seeking NBPTS certification must develop a portfolio as well as take part in a full day of assessment exercises at the assessment center.

Candidate’s submissions for certification

Must meet all published deadlines, must submit a total fee of $2000.00, and must demonstrate teaching practice in the certificate areas for which they are applying. Candidates do not have to be currently teaching, but they must have access to one
or more classes, according to the portfolio requirements for their certificate area (http://nbpts.org.nbpts/about/candfaq.html).

Candidates failing to initially achieve certification may retake or resubmit portions of the assessment within a three-year period from initial score notification. The first set of scores will be automatically banked during this time period. The scores from portions that are resubmitted will automatically replace the previous set of scores even if the more recent set of scores are awarded a lower score. A candidate will be charged a fee of $275.00 for each entry or exercise he or she chooses to retake (http://nbpts.org.nbpts/about/candfaq.html).

The requirements for Physical Education National Board Certification were organized into the 13 standards outlined in Table 4.11.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Students</td>
<td>Accomplished physical education teachers use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.</td>
</tr>
<tr>
<td>Knowledge of Subject Matter</td>
<td>Accomplished physical education teachers have a deep and broad understanding of content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.</td>
</tr>
<tr>
<td>Sound Teaching Practices</td>
<td>Accomplished physical education teachers possess a thorough comprehension of the fundamentals of physical education and a broad grasp of relevant principles and theories that give their teaching purpose and guide them as they carry out a flexible, yet effective, instructional program responsive to students' needs and developmental levels.</td>
</tr>
<tr>
<td>Student Engagement in Learning</td>
<td>Through their own enthusiasm and their personal example, accomplished physical education teachers inspire their students to learn and to participate in and appreciate physical education</td>
</tr>
<tr>
<td>High Expectations for Learners</td>
<td>Accomplished physical education teachers tenaciously maintain a stimulating, productive setting that encourages participation, discovery, goal-setting, and cooperation that holds all students to the highest expectations.</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which established protocols and expectations conducive to providing maximum learning for all students.</td>
</tr>
<tr>
<td>Curricular Choices</td>
<td>Accomplished physical education teachers select, plan, and evaluate curriculum in a continuous process meant to assure a sensible, properly structured, positive physical education program that meets students' needs and results in student learning.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Accomplished physical education teachers design assessment strategies appropriate to the curriculum and to the learner. They use assessment results to provide feedback to the learner, to report student progress, and to shape instruction.</td>
</tr>
<tr>
<td>Equity, Fairness, and Diversity</td>
<td>Accomplished physical education teachers model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat each other fairly and with dignity.</td>
</tr>
<tr>
<td>Reflective Practice and Professional Growth</td>
<td>Accomplished physical education teachers participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.</td>
</tr>
<tr>
<td>Promote an Active Lifestyle</td>
<td>Accomplished physical education teachers recognize the multiple benefits of a physically active lifestyle and promote purposeful daily activities for all students that will encourage them to become lifelong adherents of physical activity.</td>
</tr>
<tr>
<td>Collaboration with Colleagues</td>
<td>Accomplished physical education teachers do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.</td>
</tr>
<tr>
<td>Family and Community Partnerships</td>
<td>Accomplished physical education teachers create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.</td>
</tr>
</tbody>
</table>


Table 4.11: 13 Standards for Physical Education National Board Certification
R.Q. 2. What do experienced elementary physical educators perceive as their professional needs and how are these needs impacted by the teachers’ school context?

**Defining Professional Development**

The participants each described professional development as a variety of opportunities and experiences that are ongoing both within and outside of the school context. Emily stated,

> I think it is anything that you get from books, people, whether they are children, professionals, videos, Internet, classes at colleges, parents. Anytime you come in contact with something or someone that gives you an idea on how to teach something, a game or how to break a skill down or different equipment. Even classroom teachers [assist you with] how to integrate more writing or reading into PE. That’s professional development. It doesn’t just necessarily [have to] be something that I seek in the name of professional development but it’s something that happens probably on a daily basis. That is what I think professional development is. [It is] anything that makes you a better teacher, gives you more knowledge on how to teach children, how to organize kids (Emily Interview 4: 488-502). I think that anytime I’ve learned an idea or an objective, a game, read something… I mean all of those things to me are professional development (Emily Interview 4: 87-89).

Michelle indicated,

> I would say basically anything that keeps you learning more. Trying, I guess, … to stay on the cutting edge. It’s pretty simple, just trying to do more (Michelle Interview 4: 644-649). I think in physical education they [professional development activities] can be lots of things. It could be that I’m reading. It could be that I’m participating on a chat group… where you are getting people from all over the country. I really like that… professional chat groups… PE Talk Digest. I think that those are really helpful. I think that activities… whether it would be going to the ropes course, playing Super Games. This isn’t even a workshop… but I go and watch a lady who has been a volleyball coach. She does a workshop with my daughter and I’ve got[ten] several… little activities, skill starters and things like that. I guess you can just learn about anywhere. You know with what I do, I can learn watching sports that I go see. I learn things from watching the lacrosse practice that my son’s in. So it doesn’t have to be just that it’s a workshop that I go to or a class or anything. It is ongoing (Michelle Interview 4: 682 – 702). I guess I’m always striving to learn more so that I don’t go stale myself. And I think that’s the biggest help that any of that kind of stuff can be… any professional development… so I don’t get in a rut (Michelle 4: 476 – 480).
Cleo replied,

If somebody asked me “what is professional development?” I would say that would be anything that contributes to you improving your ability to teach, … a class or workshop, discussions, reading a journal on PE or whatever. I mean all of that would definitely contribute in some way or another. It may be small but it’s gonna affect decisions that you make about a certain lesson, how you do certain things (Cleo Interview 4: 147-155).

Erin commented,

I would say, making yourself a better teacher by setting standards, reflections, sharing of ideas and lessons with other people and finding new ways to do things (Erin Interview 5: 290 – 292). Meetings or speakers on…the up and coming topics…being taught some of the assessment stuff for the Fitnessgram (Erin Interview 4: 529 – 532) I think it is something that should be going on all the time. Whether it is for a curriculum or anything else. I mean you should be a constant learner in my opinion. (Erin Interview 1: 236-239). You become a better teacher if you seek your own professional development, whether it’s workshops or talking with colleagues…integrating academics can be done easily without watering down the PE curriculum (Erin Interview 2: 205 – 209). I just know that the more I do of anything whether it’s personal or professional…the better person I become, the better teacher I become. Even if it’s just seeing an idea that I may not necessarily like, it might make me think “oh well but if I do it this way…this would be great for the students” [be]cause you can see bad things and still change them so that they are really great things (Erin Interview 2: 230 - 238).

**Licensure**

All four participants indicated that they were aware of the new teacher licensure standards. Emily and Erin both held eight-year renewable Professional Teaching Certificates and were working on obtaining a reading endorsement. Michelle held an eight-year renewable Professional Teaching Certificate. Her current certificate expired in June; therefore, she was working on obtaining a Permanent Certificate during this renewal period. Cleo recently renewed her four-year Provisional Teaching Certificate for the second and final time.

All four of the participants indicated that they had heard of the Local Professional Development Centers. They were also aware that the new licensure standards required
teachers to meet the licensure renewal requirements such as completing an Individual Professional Development Plan (IPDP). Emily, Erin and Michelle indicated that they were not concerned with the new licensure standards because they were eligible to obtain Permanent Certification before the state implemented deadlines.

Emily commented,

Our school had a PDT [Professional Development Time] on it [LPDC and teacher licensure requirements] and when these booklets [LPDC guidelines] came out we have a person in our school...a teacher that’s on the committee and if we have any questions we are to go to her and ask (Emily Interview 4: 433-436). We have been told about our local committee and how they approve plans [for] people that are trying to move up in their contracts. It kind of goes through them and then it goes through the State Department and then back through them. We have been told about that but not anything higher than that (Emily Interview 4: 398 – 403). I haven’t really worried about it because I’m getting my reading certificate so I know I’m gonna have sixteen hours...over the next year. So I know that if I need hours that’s not going to be a problem. Plus I’m on a eight year professional [certificate]. When I checked my dates...I believe that I’ve made it within the five years that you need to have...before 2000. All I know is that I can still get my Permanent Certificate because I made it in with my master’s and my professional development in time. I have to teach five years under my Professional Certificate in order to get a Permanent [Certificate]. I’m in year two. I think 2003 was the cut off too. You had to have taught five years [with a Professional Certificate] before 2003 in order to get in there and get your Permanent [Certificate] without going through one of these plans. So I think when I originally thought about it I really didn’t feel like I had to worry too much about it. So I haven’t really looked at it (Emily Interview 4: 397-428).

Michelle stated,

[A representative from] the district...has gone through those guidelines. We have a book that we have to keep. I guess the Superintendent probably told us about it but then...the [representative] from Central Office...came in and told us about it...she came to the building for a staff meeting. We got it this fall [LPDC guidelines] probably maybe December, we had to sign off on it to show that we did get it and then there was two...meetings offered just this February that explained what all the different things were (Michelle Interview 4: 539 – 553). I am in my eighth year and I have to renew it [teaching certificate] (Michelle Interview 1: 8). I’m kind of funny because none of my stuff is going thorough the Local Professional Development [Committee] because I am upgrading to a Permanent Certificate. So none of my stuff goes to the committee. Only credit hours count when you are upgrading. None of the things you would get credit
for...if it's not college credit, continuing ed. credit [CEUs] none of that counts. So only things that I do outside of school at the college count toward upgrading my certificate. Which is really frustrating. As far as I know, once I have my Permanent Certificate it's like you don't have to be accountable for anything. I have to do it now because my certificate expires in June. So I'm working on taking more classes to get my...[Permanent Certificate]. I think it is eight hours (Michelle Interview 4: 558 - 571).

Erin stated that she had heard of the LPDCs and had received the LPDC guidelines but had not spent time looking the guidelines over.

...at some PDT this year (Erin Interview 4: 382). It's a notebook...we got that like...a couple [of] months ago (Erin Interview 4: 388-389). I have a Professional Certificate. I think I can get my Permanent ...because of the number of hours I have and how long I've had my masters. I'm not sure I need to reexamine that (Erin Interview 4: 560, 567-571).

The fourth participant indicated that she was aware of the new licensure requirements and she was concerned about conversion to the new licensure system. When asked about renewing her Provisional Certificate Cleo noted

I'm aware that there are certain guidelines that we have to meet in order to get licensed. And I'm aware that in that book [LPDC guidelines] there are classes that we can take to that affect. But I mean I don't know anything more than that (Cleo Interview 4: 48 - 52). We had a staff meeting a couple of weeks ago and we got those LPDC books and that's [license renewal requirements] listed in there and we went over those as a staff (Cleo Interview 4: 63 - 65). I just renewed for the second time. So now I'm in trouble (laughter) [Cleo Interview 1: 120 - 122]. I've done nothing (Cleo Interview 4: 74).

**RPDCs**

The participants indicated that they knew little or nothing about the RPDCs. Cleo indicated that she had not heard anything about the RPDCs (Cleo Interview 4: 78). Erin indicated that she had heard of the RPDCs at a school staff meeting held at the start of the school year (Erin Interview 4: 379 & 429). Similarly, Emily stated

Yes, I've heard of the RPDC but I don't know anything about it (Emily Interview 4: 397-398).
Michelle stated that she had not heard about the RPDCs. She commented

No, there might have been something about it in that book [District Professional Development Academy Programs & Activities Guide] (Michelle Interview 4:594-595).

Participants’ Perceived Professional Needs

The Professional Development Needs Questionnaire-Physical Education (PDNQ-PE) (Conkle, 1995) was used as an initial data gathering source to identify the participants’ perceived inservice needs. The participants were asked to read the 30 questions and choose an answer that best represented their professional development needs. This instrument was a 30-question, five-point Likert scale. The participants chose one of the following numbers that best represented their professional development needs: 1) No need, 2) Little need, 3) Moderate need, 4) Strong need, or 5) Extreme need. The results of the PDNQ-PE (Table 4.12) indicated that the participants had inservice needs in all five of the sub-scale domains. The highest sub-scale mean score for all four participants fell within the Current Trends and Issues domain. Emily, Erin, Michelle and Cleo’s responses indicated “moderate” to “strong” needs within this domain. Their mean scores were as follows: Emily 3.2, Erin, 4.0, Michelle 3.5, and Cleo 3.7. The second highest sub-scale mean scores for all four participants fell within the Curriculum/Evaluation/Supervision domain. The participants’ responses indicated “little” to “moderate” needs in this domain. The participants mean scores were as follows: Emily 2.5, Erin, 3.7, Michelle 3.3, and Cleo 2.8.

Current Trends and Issues

Analysis of the participants’ answers to questions in the Current Trends and Issues domain indicated four areas of moderate concern. All four participants’ responses
to questions in the Current Trends and Issues domain indicated that fitness-testing strategies that motivate students to develop lifetime wellness programs “moderately” represented their professional development needs. Emily, Erin and Cleo’s responses also indicated that they had “moderate” professional development needs with teaching skills for implementing a wellness-oriented physical education program. Michelle, Erin and Cleo’s responses indicated “moderate” professional development needs in developing and using media in physical education. Cleo and Erin’s responses indicated professional development needs with methods for fitness testing large classes. Erin’s responses also indicated “moderate” professional development needs with economically acquiring and using technologically advanced equipment and learning about grant availability and writing grant proposals.

Curriculum/Evaluation/Supervision

Participants’ responses to questions in the Curriculum/Evaluation/Supervision domain indicated needs in three areas. All four participants had “moderate” to “strong” professional development needs in developing and using student evaluation instruments for improving teaching. All four participants’ responses indicated “moderate” to “extreme” professional development needs in curriculum improvement, implementation and evaluation as well as “moderate”, “strong”, or “extreme” professional development needs in designing curricula resulting in maximum student success and optimal evaluation. Michelle’s response also indicated professional development needs with using curricula models in physical education. Michelle was the only participant that chose to provide qualitative input following her response to the TCQ-PE, providing further information concerning her inservice needs. She wrote “I am more concerned about
doing well for my students than looking good to admin. [administration], they don’t seem that interested.”

The participants’ professional development needs were further defined in Table 4:13. The perceived needs illustrated in Table 4:13 were identified through the two following sources: analysis of interview transcripts; and further analysis of the participants’ responses on the PDNQ-PE.

<table>
<thead>
<tr>
<th>Sub-Scales</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emily</td>
</tr>
<tr>
<td>Teacher Knowledge &amp; Skills</td>
<td>2.4</td>
</tr>
<tr>
<td>Psycho-Social Aspects of Physical Education</td>
<td>2.3</td>
</tr>
<tr>
<td>Curriculum/ Evaluation/ Supervision</td>
<td>2.5</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>1.5</td>
</tr>
<tr>
<td>Current Issues &amp; Trends</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Table 4.12: Participants’ sub-scale mean scores of the PDNQ-PE

The four areas where all four participants indicated professional development needs were the areas of fitness, curriculum issues, evaluation and assessment and time to meet with other physical education teachers. All four participants indicated needs in the area of fitness testing on the PDNQ-PE. Erin referenced a need for fitness on several occasions. When asked what would support her professional development needs she stated
I would say probably fitness, and developing fitness, and different ways to go about developing fitness, fitness testing (Erin Interview 1: 205 – 207).

On a separate occasion Erin indicated that she needed opportunities that focused on fitness training. I mean all elementarys [physical education teachers] are getting the new…Fitnessgram software. I’d like to see somebody come in and train [the teachers] (Erin Interview 4: 180 – 182).

She also indicated that she would like to have a speaker talk to the elementary physical education teachers about fitness (Erin Interview 4: 204).

<table>
<thead>
<tr>
<th>Perceived Needs</th>
<th>Emily</th>
<th>Michelle</th>
<th>Cleo</th>
<th>Erin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation/Assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Time to meet with PE Teachers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Collaborate with teachers in school building and within district</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Information about the Special Education Process</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individually Defined Professional Development Time</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Presenting to Peers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Physical Education Related Topics</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Helping Students Get Along</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Proposals</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recognized as a Professional by Parents, Peers, Administration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.13: Participants’ perceived professional development needs

A second area of professional development need identified by all four participants was related to curriculum issues. Each of the participants indicated a need in this area on the PDNQ-PE.

I would say …probably like integrating the national standards into the curriculum and assessment (Erin Interview 1: 207 – 208).

I'm trying not to water down my curriculum with all these things [professional development opportunities]. I'm trying to find ways to bring them in within my curriculum (Michelle Interview 4: 677 – 679).
The third area of professional development need related to the participants’ desire to meet with other elementary physical education teachers. Michelle indicated she specifically needed time to meet for the purpose of sharing ideas.

Time to meet...that would be really beneficial and we would get together as a group (Michelle Interview 1: 484 – 485) I’d like to be able to meet with other PE teachers [elementary]. It [is] always good to get fresh ideas...there are ten of us [in the district] though and to be able to get ten people who have the same time that they can meet after school...is really hard. That was one of the good things about the early release days because you had to be there. So we got ...at least 9 out of 10 [teachers] if somebody wasn't absent. Meeting with people in other districts I think is good but other than trying to go to the convention or COTA day or something like that...and the Franklin County Academy [of physical education] in years past has done different COTA Day activities. But ...the...enormous task of organization trying to get something like that OK’ed...and the work to go into being the presenter or getting the presenter. It's the same as it is in anything, there are people that always present or are always called on. There are people who go and... they have good ideas...but they wont stick their neck out or...or try and get organized enough that they would get that chance to do something like that. And to have the same people doing it all the time...they get tired of it ...and then it stops...like it has (Michelle Interview 4: 442 – 465). [I would like to get together with teachers] from outside the district if ... you can get together as a group and have sharing of ideas just so that you have more information (Michelle Interview 4: 473 – 477).

Cleo and Erin also spoke of a need to get together with other elementary physical educators to share ideas.

I need time with the other PE teachers, right off the bat (Cleo Interview 2: 413 – 423). [If we got together regularly] then we could discuss, the next time we had a meeting we could discuss how we could use that [ideas] and if we wanted to incorporate that into our curriculum...and those types of things. And then the other thing ... we could bring in game ideas or unit ideas and we would...know what everybody else was doing and if they had a great game and they liked it then we could try it here (Cleo Interview 1: 64 – 69).

...meeting with the other PE teachers and sharing ideas (Erin Interview 4: 165 – 167). There’s a Tae Bo for kids. Even if we were to get together and try it and ...decide if it was age appropriate. Because ...martial arts is getting to be a big thing that is being taught. Any new games that are cooperative. Just even seeing different ways people teach different things. It doesn’t have to be elaborate (Erin Interview 4: 93 – 199).
Emily and Erin stated that they needed time to meet with other elementary physical education specialists to ensure alignment of objectives within and across grade levels.

I want to meet … more with [elementary] PE teachers. I like… the big meetings with all of them [district PE teachers from different grade levels] are beneficial in a way to get a scope of how we flow from one level to the other. More importantly we need to get together as elementary teachers to make sure that we are all… Not that we all have to teach the same thing or in the same way but there are certain standards that we need to make sure that we are all reaching for (Emily Interview 4:278 – 286).

I would say more flexibility with letting the [elementary] PE teachers meet. I mean I think the focus should be within the district but if we could meet with others I think that would be great. And also probably meeting as a whole as PE to make sure there is some kind of continuum going on with learning (Erin Interview 4: 307 - 331).

Assessment was the fourth area that the participants indicated that they desired professional development opportunities. Erin stated she would like to have professional development opportunities related to fitness testing (Erin Interview 1: 207 – 208). She also indicated that she needed information about

…different ways to assess. A big thing when I did my master’s was assessment (Erin Interview 1: 249 – 251). [One] of the topics that we [need is] assessment, and [the] grade card needs to be revised (Erin Interview 4: 324 – 325).

Sometimes when you teach things…you don't have an objective in mind, you need to be clear about why you are teaching it and an objective and it kind of helps you to assess. Not only for the students progress but is this lesson developmentally appropriate or is it something that these kids can be successful at but yet challenged. What questions can I ask them to see if they understand even if they can't physically do it? (Emily Interview 4: 366 – 374).

**Contextual Influence**

Professional development needs were impacted by the individual teachers’ school context. The needs were driven by implementation of school improvement plans, school building and district committee involvement, implementation of PDTs at the school building level, and SchoolNet.
School Improvement Plans

All of the participants spoke about school improvement plans. The foci of each participant’s individual school’s improvement plans are illustrated in Table 4.14.

I talked to my principal about it yesterday and he said that any school that only meets fourteen of 25 standards on the state proficiency test has to... do a Continuous Improvement Plan. It's really the first time that I knew really where it (Continuous Improvement Plans) came from. We haven't really come up with our plan. We know we have to. We don't have any things written down yet. This report card from the State Department [of Education] just came out not more than maybe two weeks ago. So I think we just found out that we need to do it. And things take a little while to get situated. We met twenty-two of the twenty-seven State Standards [Senate Bill 55] this year at [name of school]. So we're kind of in the middle. Districts that meet twenty-six don't have to [develop a Continuous Improvement Plan]. But we're a few steps down from that. That's all I know. I think...Oh the other thing I know about is that our School Improvement Plan... is based on Reading, and Technology (Emily Interview 4: 182 – 198).

Number one at the district level it's computers. And it's just implementation so I don't know how you could achieve that one. Two, at the school level is intervention, I believe, [of all] different learning styles, and three is reading. I'm pretty sure that's the order they are in for this building (Michelle Interview 2: 207 – 212). The plan everybody's suppose to be involved in... just what you can do with it in your class area, anything that you can do to help... improve the student knowledge. Those three areas...[are]...the guidelines for taking classes, or taking workshops [and] how we spend our... teacher money. It’s supposed to be in one of those three areas. The... workshop moneys suppose to be spent in one of those areas (Michelle Interview 2: 216 – 224).

It has something to do with technology. I believe technology, reading and science are our school’s main focus. That term continuous plan does surface at meetings occasionally. But it's not like we go into a technology meeting and say “OK this is part of our plan.” I mean it does get mentioned but it is not harped on I guess (Cleo Interview 2: 308 – 320).

We have a school improvement plan. I think it is the same thing. One goal is reading. And one goal is technology. And into both of those is intervention. Like the students who need help... get it. Like technology can be an intervention for someone that can't write very well. And the reading... they have... we have two reading specialists in our school... that actually... cover grades K through five now. There's a lot more testing going on (Erin Interview 4: 65 – 121).
<table>
<thead>
<tr>
<th>Emily’s School</th>
<th>Michelle’s School</th>
<th>Cleo’s School</th>
<th>Erin’s School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Technology</td>
<td>Technology</td>
<td>Technology</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>Intervention</td>
<td>Science</td>
<td>Intervention</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.14: Foci of each participant’s school’s improvement plan

Committee Involvement

Three of the participants indicated that there was an unwritten school rule that required the teachers to be on school committees. Conversely, Emily indicated that not only was she not required to be on a school committee but that her school no longer used committee work.

We use to have a lot of committees but they’ve kind of gone… the only committee that I’m on is the Graded Course of Study Committee. But that is a district committee not a school committee (Emily Interview 4: 229 – 232).

Although Emily was not required to, nor was she a member of any school committee, she implemented a student-run safety patrol and had overseen this program for eight years. She felt that the school context required the development of this program to ensure student safety. Further, this program allowed her to create an avenue for student leadership to prosper. Emily indicated that her involvement with safety patrol fulfilled her need to interact with students on a different level as well as fulfilled a school need to ensure student safety. She stated that safety patrol

…is a supplemental duty … that’s a supplemental contract. I guess in a way it has been focused more on a community aspect. [It has given me] a larger viewpoint of the school other than just in the gym. I think it has brought me out more in… a global term of… having the children not just in phys. ed. but they’re out in safety patrol. [These students are seen as] more of a role model, of being a leader. I’ve tried to help those students just to understand…leadership and how to help kids be safe and setting an example. I try to do that in class but this gives me an opportunity to work with smaller groups on a daily basis, kind of have more of a

134
rapport with them. In a way I do think it is professional development (Emily Interview 4: 227 – 253).

Erin indicated that she was on numerous committees in her school.

Yes, we are required to and yes I have been on committees. I think it is an unwritten [requirement]...they'd like us to sign up. We (teachers) usually do it (sign up) at the...end of the year for the following year. They [administration] usually tell you [you are required to be on] two [committees]. I'm on like three to four (laughter) (Erin Interview 4: 290 – 293). I'm on the site based intervention team. Which is the team that talks about the school wide goals, school improvement and what the PDTs should be. And I'm on DEA, which is our union. I don't think it is in our contract. I think it is just a school thing that we have to be [a union representative]...and they kind of rotate that. I'm on the author committee, as in author of a book. Through PTO [Parent Teacher Organization], we have people who come in and...sometimes it's an author, sometimes it's an artist. Well, we have artists in the school too. But they usually try and pick an author every year or every other year to come in and be here for a couple days and the focus is that author's works whether it's poetry or reading material or whatever. And this year it's going to be a poet. The person this year is going to stay two [days] but sometimes they spend more [time]. Out of school would be the Graded Course of Study Committee. At least not so far [that doesn't count as a school committee] (laughter) (Erin Interview 4: 124 – 156).

Michelle stated that there was an unwritten school requirement that each teacher in her building was required to be on at least one committee. Although she had been on a school improvement committee in the past, during the current school year she was a member of the Student Club Committee at her school and was on the district’s Graded Course of Study Committee with Emily and Erin.

I am in charge of Student Club. So that's a student service committee rather than being on the like School Improvement Team. We organize different activities for the kids. Student Club is like Student Council but four or five years ago two teachers who were in charge of it said...the kids that get voted into office aren't usually the best workers. So...they opened it up to everybody. So there's no membership, every student in the building is a member of Student Club. So when we have different activities then they can use their own strengths. Some kids like to do the sales at lunch, some kids like to help with posters, some kids like to clean up. Green Team's part of Student Club. And they [Green Team] go around and kind of police the school grounds area, picking up trash and stuff like that. So when they [the student body] see something they want to do they're invited to come and participate. I've been really involved this year because I have more
planning time so I also did the fundraiser that we had for student club (Michelle Interview 4: 329 – 405).

Cleo’s school also required teachers to have committee involvement.

Each school has a bunch of…committees and I'm the student council rep so…in place of another committee that's what I do I handle the student council (Cleo Interview 2: 354 – 357).

**Professional Development Times**

The participants’ responses during interview sessions and through e-mail correspondence with the researcher revealed that the principals in each of the four participant’s elementary school buildings were implementing PDTs differently. Some of the differences related to the frequency and time of day that the PDTs were held. Other differences related to whether teachers were required to attend every session or if individually scheduled PDT sessions were supported. Two of the elementary school buildings had implemented PDTs at the start of the school year while the other two buildings were still working on developing an implementation plan during the second full month of school. Often the PDT session topics related to the school improvement plan foci (see Table 4:14). All four of the participants indicated that many of the PDT session topics did not relate to their needs and did not relate to physical education. The participants stated that this lack of alignment was frustrating.

Emily explained how the 36 required PDT sessions were being implemented at her school.

This year they're [PDT sessions] from 8:05 to 9:00 [in the morning] (Emily Interview 1: 228 – 230). We just received this [information indicating that] our [PDT] day is 7 hours and 45 minutes on 36 days normal[ly] our [non-PDT] day is 7 hours and 15 minutes (Emily Interview 1: 265 – 267). [Our] contract day has been extended this year (Emily Interview 1: 245 – 267).
Emily, referring to the Professional Development Time: Rationale and Guidelines (1999) which she received in her school mailbox in February, stated

And then in here … this tells you what qualifies as a PDT and how to go through the process of getting it [PDT sessions] accepted (Emily Interview 1: 255 – 257).

Further, Emily explained that teachers in her building were required to attend each PDT session and that every teacher was required to develop and maintain a PDT technology improvement plan.

I'm required to be there and be trained like everyone else (Emily Interview 4: 214 – 225).

Every person in the school has their own technology improvement plan and we've just been asked at this time to look at it and see if we're going [to] be reaching for the goal at this time. One of the goals was to learn about …getting a web site…how to create one. I've done a little bit with that. And the other goal was to come up with a database using the Fitnessgram software, learn how to use that…but that program has not arrived yet (Emily Interview 4: 214 –225).

Erin discussed that due to her involvement with the school improvement team she had received guidelines describing how the PDTs were being implemented in her school.

The PDTs are for sure once a week, sometimes twice a week. And they are Tuesday mornings, most of the time, at 8:05 until the school day starts at 9. They are run by [the] principal [and] reading teachers (Erin Interview 1: 352-359). The district has come up with the guidelines [for the PDTs]. The school comes up with…what the PDTs are and what the school improvement goals are. And then they're supposed to tie in. Which none of them really tie into PE (Erin Interview 2: 324 – 328).

Erin further indicated that the school Principal has discretionary funds that were tied into the implementation of PDTs.

I know that there are…school funds for some things. And I think it's [at] the principals discretion. 'Cause I know he's ordered the staff some reading books. [Such as] Mosaic of Thought, [a] standardized testing book, which I've had to request. I didn't just get a copy of [although the other teachers in the building received a copy]. I had to request a copy but I'm expected to be at the PDT and participate [Erin Interview 2: 358 – 364]. For the most part we are required to
attend all [PDT sessions] however yesterday I was told not to come (Erin e-mail correspondence 5/10/00).

Erin also referred to the PDT Technology goals that she was required to devise.

We had to write tech[no]logy goals. I think I wrote that in the future, it's not going to happen this year, although it was suppose to. I want to do a website, a PE web site for [the elementary school] and do a Hyper Studio presentation which I actually did last year. I did one on Fitness and I did one on Acrosport. Parents actually saw the one on Acrosport before an evening Performance (Erin Interview 4: 104 – 11).

Michelle described how her school had implemented the PDTs.

Actually in our building we didn't start until the beginning of October. And those where the first ones we did [but the sessions] were not related to me at all. We read the *Mosaic of Thought* and had book talk (Michelle Interview 1: 58 – 62).

PDTs are within school so ...we have to come 10 minutes early and ours run for generally 50 minutes which is a big problem right now within the district, it's not all the same [how PDT sessions are being implemented at the building level]. They're supposed to be once a week. Ours have been twice a week some weeks because we started very late. They weren't organized (Michelle Interview 1: 168 – 173).

When asked if the PDT agenda was set for the school year Michelle replied

No, they kind of...[come from]...the building goals or the district goals...they set up ideas from that. The district goal is computer technology and then the building goals are reading and intervention. So basically they evolve around that (Michelle Interview 1: 249 – 253).

Michelle indicated that she mostly attended technology related PDT sessions. She further explained that her computer skills were advanced and thus she was seeking individual

PDT technology training, which was supported by the administration in her school building.

We've had the PDTs within our own building which is basically we've been working on computer tasks. In our building it is about a 50-minute class once or twice a week. I've only done two since December and they were basically looking at our technology goals for ourselves. And then one of our goals is a personal goal and the other one is how technology will fit into our curriculum. And that one I am looking on down the road (Michelle Interview 1: 36 – 44).
In our building the principal's running them and we have a School Improvement Team that has basically set the schedule (Michelle Interview 1:233-235).

Michelle also suggested that her principal was open to ideas as to how to alter the PDTs to better meet the needs of the school staff.

I've been talking to the principal about trying to get some PDT sessions that we would be able to do individually or in small groups that might apply better especially to special areas. We've talked about like we have two SED classes in our building for the Severe Emotional Disabled. [I explained that it would be helpful] just being able to sit down and talk with those teachers in a small group and say "what works with these children?", "what doesn't work?", "what are their pet peeves?"...so we can stay away from them? Those kinds of things. Because we don't always know what they [the students] are like because they haven't been in our building. A lot of them [students] aren't even from our district. So we don't know these kids backgrounds. So he's [principal] said that's OK but we have to set it up on our own. Though...basically, it can be during PDT time...[or] it can be another morning. It doesn't have to be during that time. The other thing [is] that ...we're supposed to be able to set up individual ones. So that's what I am going to try and do once I talk with the Tech Rep (Michelle Interview 1:173–192).

Our computer guy just left yesterday for Alaska and he won't be back until after Valentine's day so we'll be working more with that goal setting after he gets back so that I can do a little bit more detailed stuff. While he's been in our building it's [PDT technology sessions] been on a very low level you know, Claris Works, how to open your e-mail, how to do enclosures that kind of stuff, which I already know. So I said I really want to sit down with him to make it individual (Michelle Interview 1:44–52).

Cleo specified how the PDTs were being implemented in her school building.

[We meet] once a week for fifteen minutes. We have them in the morning. We come in 10 minutes earlier. We come in at 8:05 instead of 8:15 and then we go up until about 10'til so if you need to get your room set up you have to come in even earlier (Cleo Interview 1:281–287).

Emily specifically commented on how the PDTs could be altered to better meet her professional development needs.

I would like to have more of an individualized PDT time that I can do. Like plug in my fitness scores if I need to, get on these web sites. I have probably a hundred websites that people e-mail me and tell me are cool websites and I never have time to go on there and check them out. I would like to have more time just to sit
in my office and do my own professional development. I would like to be able to
do that with out big brother watching me (Emily Interview 4: 299 –307).

You wouldn't spend as much time at home on the weekends, trying to get here,
way before school to get these PDTs done. It would be getting PDTs infused
during the workday. 'Cause a lot of times I get great ideas but I don't have time
to... work on it. And... it's frustrating because as you drive yourself further to
become better you become more frustrated because you have less time to do it.
So... that's one of the ways that I think people burn out because they are not
getting support to do the things they want to do or time to do it (Emily Interview

Erin continued to describe the PDT sessions she had attended.

I've had to learn a lot about reading. Some of the PDTs have been technology,
which really hasn't pertained to physical education (Erin Interview 4: 81 – 84).

I left our PDT on technology on Tuesday early. It was the [District] SIS [Student
Information System] on Students.... where teachers can actually pull up their
whole classroom and write down if they have special seating to keep the students
more focused or whatever. And it actually has pop-up menus and stuff like that.
But when I get in I pull-up the whole school. Which is good! However, am I
going to go through and write down special interventions with 600 kids? I doubt
it! Actually most of the classroom teachers were complaining about it to. It's just
another... And are the parents going to be able to access this and... how much
information is too much information? (Erin Interview 4: 87 – 99).

Although Michelle’s school allowed some flexibility in terms of PDT attendance she
indicated frustration with attending some of the mandated sessions.

Usually the ones that the district sets up that are mandated that everybody has to
go to those are the ones that we sit and think "what am I suppose to do with this?"
(laughter) And it's the same for the art, and music room... not so much the
librarian because she implements so much of the language arts and reading and
everything in the library... it's necessary but for a special area teacher to do what
they are talking about a lot of times it's just a waste of our time (Michelle

Cleo also voiced frustration with how the PDTs were being implemented.

This year we are being asked to [attend] a certain number of professional
development things. And they've, meaning the administrators, have set up a
series of guidelines and unfortunately the guidelines end up causing us, and when
I say us I mean related arts and people like guidance and speech that kind of
thing, they are causing us to go to things that have absolutely no meaning. I had to go sit in on DRA... Developmental Reading Assessment type things. Which I could see going to the initial one explaining what it is about and how it works. I mean that's of interest but as far as getting into the nitty gritty of how to teach...with the DRA that's something that really doesn't apply here...or music or art or... So those types of things have happened this year but I don't recall that happen too often in the past (Cleo Interview 1: 253 – 268).

Cleo indicated that her frustration over PDT implementation led her to join a teacher union committee that was created to investigate PDT school level implementation across the district.

The PDT situation here ... I don't think it is being handled correctly. And the union is... they're just not sure how to handle it because every school appears to be doing something different and so they wanted to get a committee together to kind of try to narrow the focus down so that we can actually go in and say "look this is what's happening, this is what we feel needs to happen, here's what we want to do to correct it." So I volunteered to do that because it's kind of... I'm irritated by what's going on so I want to fix it (Cleo Interview 2: 332 – 342).

The number of PDT sessions offered within each participants' school were displayed according to topic (see Table 4.15).

<table>
<thead>
<tr>
<th>Location of PDTs</th>
<th>Administrative</th>
<th>licensure</th>
<th>reading</th>
<th>technology</th>
<th>School Improvement Plan</th>
<th>Library</th>
<th>Standardized Testing</th>
<th>Intervention</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily's School</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Michelle's School</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>22</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cleo's School</td>
<td>3</td>
<td>0</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Erin's School</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.15: Number of PDT sessions by school and topic

141
SchoolNet

All four participants were asked, via e-mail communication, to indicate whether their school received SchoolNet funds and if so to discuss how it had impacted their school. According to the participants each of their elementary schools had received funds.

Cleo replied

Yes, we are, I do not know of how it has impacted our school (Cleo e-mail communication, 3/5/00).

Emily responded

We are SchoolNet compliant with five computers in each classroom linked together. When we got the money from the state... we only received enough to do one building... We passed a bond issue that brought the rest of the district schools up to standard. It is my understanding [that an urban] public [school] was funded 100% from state, but districts like [ours] were only given a percentage. We have five computers per class and we are linked as a school and to the district with e-mail and all have Internet access. How has it impacted the school? I would have to ask the teachers but I would guess it has opened up a whole new world to use to enhance learning and communication (Emily e-mail communication, 2/28/00).

One participant did not respond to the initial e-mail message thus a second prompt was sent. The researcher received the following reply indicating that communication was occurring between the participants.

Basically the same as what Emily said (Erin e-mail communication, 2/29/00).

Michelle initially indicated that her school did not receive SchoolNet funding but during a visit from the researcher she readdressed the issue and stated that SchoolNet had funded some of the technology professional development for teachers.

I asked [my principal] about SchoolNet... and that is where TRECA [Tri-Rivers Educational Computer Association] came from [This association was hired to plan and conduct technology staff development at the school] (Michelle Preobservation Discussion, 3/2/00).
National Board Certification

A final need indicated by the participants was to be recognized as a professional by parents and teachers alike. The participants indicated that obtaining National Board Certification might assist them in obtaining this recognition. Emily stated

I thought it would give our profession more credibility. That is if the process of going through it helped me to be a better teacher... then I would do it... if it is financially feasible. I would like to be viewed more of a professional and I think if I had National Board Certification I would be viewed as more of a professional. Yes, I think I would do it (Emily Interview 4: 465 – 472).

I'm ready get me started! (Erin Interview 4: 514). I want to do it. Oh definitely! Well, I just think for my own personal professional development and I mean... from what I heard the reflection process is incredible. And that really makes you a better teacher and it makes you more reflective (Erin Interview 4: 482 – 486). And there's recognition. I think it would be great (Erin Interview 4: 499 – 502). Well I just think... not only to say that you have it but... for parents to recognize that you worked to obtain this certification to make yourself a better teacher. I think that says it all (Erin Interview 4: 505 – 508).

I would just stand taller (Cleo 4: 138 – 139).

Michelle liked the idea of recognition but felt no need to seek National Board Certification at this time in her career.

I think the ... only reason I would do it is if I was trying to change jobs and at this point... I'm too far along on the pay scale here (laughter) to try and leave this position or leave this district because I've got 16 years in. (Michelle Interview 4: 614 – 618) I just think that would be something that would be nationally known. [If] I was changing jobs ... [and I had] a national certification [I would] say look I did what they've come up with nationally... if I was going to a different state (Michelle Interview 4: 622-631).

Three of the four participants indicated that cost was a barrier to seeking National Board Certification. Cleo stated

The thing that would stop me right away is that I wouldn't be able to afford it right now (Cleo Interview 4: 143 – 144).

I don't want to flat out give up $2000.00. I think they need to establish a better plan for that. I just think that you know if your gonna put out $2000... for National
Board Certification, they need to provide some kind of incentive for you. What is this gonna do for you? Is your district gonna provide you some sort of a pay raise for getting it? Is the state department gonna view these teachers? I don't know. I just think that if you're gonna put yourself through a year of doing that...yes it would benefit the kids...but...I think that's a lot to ask for if it costs that much money for a teacher to put out that much money for it. But I'd have to find out more. My initial thought is that it would be something that I would be interested in doing (Emily Interview 4: 472 – 485).

Erin attended an information session that focused on outlining the National Board Certification process. She spoke with the researcher about this meeting. During the conversation Erin indicated that she did not find cost to be a barrier to seeking National Board Certification. She also stated that the stipend and the recognition were incentives for her to seek National Board Certification.

The standards [Physical Education National Board] are coming out in December of 2000. The State Department of Education is currently paying for the first 800 applicants to...have it paid for basically (Erin Interview 4: 467 – 469).

I actually sent an e-mail today finding out whether, can I go ahead and start (Erin Interview 4: 472 - 473). I'd pay for it. It's $2300.00 (Erin Interview 4: 490).

There's a $2500.00 stipend for hopefully ten years after you get it. And there's recognition (Erin Interview 4: 498 – 499).
R.Q. 3. What are the professional development opportunities pursued by these teachers and how do they relate to the teachers' identified professional needs?

**Overview of Opportunities Pursued During Teaching Career**

The four participants each followed different professional development paths throughout their teaching careers. These paths were not divergent but rather often crossed forming a web of experiences. Each of the participants described the nature of the professional development opportunities she pursued during her teaching career as well as her current professional development focus. The participants also provided documents (e.g., convention agendas) and descriptions of professional development opportunities pursued.

Emily stated

I just finished my master's. I just finish that in '97 in APE [Adapted Physical Education]. I began a reading certification program this past fall. I am taking two classes trying to get my reading endorsement. There's four more classes remaining in that and I went to the summer institute in Indianapolis last June it was a Phys Ed conference and I went to [STATE] HPERD [State Health, Physical Education, Recreation and Dance Convention] this fall for both days. And last year we had four, I think, early releases they were called last year where the Phys Ed teachers in [the district] got together and we discussed, we are revising our graded course of study, so we discussed that. I had four inservice days [last year] where I was out for the whole day to meet with a committee that was chosen to work on that graded course of study. And I've had two release days this year for that (Emily Interview 1: 8 – 23).

I believe in 1998 I had a four day technology inservice it was district wide every teacher was out for that many days. We learned ClarisWorks with somebody from an outside company that came in and did that. And we currently are having …to do 36 sessions this year of PDTs, which are Professional Development Times. This year the topics are technology, reading testing, gifted, certification those kind of areas. And last year we had some but I don't remember I can not remember back. There was a certain amount we had to have I think there was but guidelines are just now becoming more clarified, but we did have some PDTs last year, … those are usually before school. So I would say that's probably a pretty good summary of what we've done. We've also had at the beginning, I don't know if you call this professional development but during the beginning of the
school year we have that day when it is like an in district day and the Phys. Ed. teachers usually meet for lunch and we talk... during that first couple days back to school just kind of get back together and see what the year is going to be like... compare schedules (Emily Interview 1: 26 –46).

Emily also commented on her involvement with the Graded Course of Study. She indicated that this pursuit has altered her professional development focus a little.

Oh I think it has [changed] because we are working with the National Standards. Our [Erin and Emily] basis for doing the graded course of study was to align it with National Standards. So that definitely has impacted it. Also...my focus on fitness, has kind of changed with that, the National Standards which will hopefully be in alignment with our graded course of study so it all kind of... gets in there... all together (Emily Interview 4: 55 – 62).

Michelle stated that initially it took her a while to decide on a direction to pursue.

However, eventually she sought and obtained a master’s degree in physical education teacher education. She described the professional development over her career as follows:

It took me a long time to get really decided on the program that I wanted to do. Initially I thought I was going to do Adapted PE, when I went in [to pursue a graduate degree]. 'Cause I started out in physical therapy and then went into phys. ed. with the intent of getting my master’s in adapted. Then it took a couple of years to get into a teaching position and then at that point ... I did some ropes course ... training... I was like a trainer in the ropes course... took those types of classes... some adventure ed. types of classes. One year I did the adventure camp ... and I did some outside classes not a whole lot (Michelle Interview 1: 414 – 425). My master’s was teacher education and within that I worked on Sport Education and Movement Education because those were the two basic areas that I teach. The Teacher Ed was basically making me a better teacher [it focused on] technique in the classroom, maximum hands on, maximum activity time, trying to think about all of the different ways that you can connect with children. Different mind theories and all of that. Since I've got my master's I would say that... [I am] trying to be more technology literate. [That] is probably my goal just because that is a good way for me to learn... I can do it on my own time. And then ... the different workshops that I have gone to are still along [those lines]... because our curriculum isn't going to change much and I do believe in the Sport Ed because I really think it has helped in my area especially. This building has changed so much over the years that I have taught here... there's a lot more... single parent families. When I first started teaching here, you'd say "Who takes gymnastics outside of school?" and two-thirds of them [students] would put their hands up. Now it might be two or three [students], maybe none. "Who takes swimming?" who takes... even soccer and youth soccer in [the District] is huge and these kids
just don't have the same opportunities to get into those feeder programs because their parents aren't there to take them or don't have the funds or whatever. So I think it's important for them to get some background into sports. Trying to be our own little feeder system into the middle school and the high school. The kids on this side of the river ... do tend to be really good athletes. I mean [this area] has some real good athletes but not a lot of cash flow (Michelle Interview 1: 378 – 410).

Cleo indicated that although initially she was quite involved in physical education professional organizations her current pursuit of professional development has focused primarily on developing computer skills.

At first it was just a matter of me trying to stay current in all the new teaching strategies and that kind of stuff. I went to the National conventions on a couple of occasions and also the [state] HPERD conventions and then I believe it was ...my fourth year when they [administration] changed the rules or whatever you want to call them on how...if you are going to a conference they started turning you down for payment so I just kind of fell off. Yes, the support definitely changed so it kind of made it a little more difficult ...plus a couple of the conventions were like in Seattle and I just couldn't afford to go (Cleo Interview 1: 131 –144).

Since then ...I've been in the process of trying to decide which way to go and as far as my education. I'm at the point where I need to decide on my masters and I've been dragging my feet because I don't know...what I wanna... ...pursue. So as far as classes... I've only taken what has been necessary for me to get my certification. I had ...a class last summer. Spirituality in Education...how it relates...I mean that was interesting. [I chose] that one partially was because of my schedule but partially...I just wanted to know ...I mean spirituality and education ...what does that have to do with anything? But it was it was very interesting. It was a great class. It turned out to be really a good class Cleo Interview 1: 195 – 211).

Cleo's interest in technology opened up an opportunity to pursue further technological training that was supported by the district. She described her role, district support and training as follows

Well basically we have a computer...one of the teachers here [in the building] is our computer rep and any training that we get usually comes from her. Now we have these TRECA people that are here and they're doing a lot of the training as well. In my situation ... I applied ...to be one of the computer rep people. So I'm getting additional training from the district and I don't get any of that training here at the school. I have to go over to central office and we have separate meetings
and...they gave me a laptop and I am suppose to be learning all this fancy stuff (laughter) (Cleo Interview 1: 152 – 162).

My understanding is that I’ll be... utilized by the teachers here [in the school building]. So we have an extra person who is knowledgeable etcetera (Cleo Interview 1: 167 – 169). They [district administration] are just picking one [computer representative to receive additional training] per year from each school and then we meet as a group (Cleo Interview 1: 173 – 174).

[I am to be training in] everything [computer applications and programs] that we have available to us in the school. I have to know all of the elementary teacher bundles and whatever is available to us on our computers: Apple Works, Claris Works, Microsoft, ... Hyperstudio, Avid Cinema, and all that (Cleo Interview 1: 178 – 182).

Erin indicated that, prior to and after obtaining a master’s degree in sport science, her primary professional development focus throughout her career had been related to fitness. Recently this focus had expanded to include curriculum and assessment. The main link to her current professional development drive, related to physical education, revolved around the National Association for Sport and Physical Education (NASPE) National Standards for Physical Education. Her current pursuit of a reading endorsement supported her efforts to seek ways to integrate curricular areas into physical education. The primary push for this focus was to obtain respect from administrators and other teaching staff.

I would say probably fitness, and developing fitness, and different ways to go about developing fitness, fitness testing and probably integrating the national standards into the curriculum and assessment (Erin Interview 1: 205 – 208).

I’m really working to have a more respected reputation. So one of the things that I have to do is integrate the academics into PE whether it be...right now the focus is language arts. And that’s a district wide focus...or reading and...so that’s one of my big goals this year... not water down physical education but find a way to include it. So that the kids can read and write and move and do all that stuff but they realize that you know PE's just as important. And the teacher's see it too (Erin Interview 1: 217 – 226).

When asked whose respect she was trying to obtain, Erin replied
Administrators, staff...I don't want to be a gym teacher. I'm not! (Erin Interview 1: 231 – 232).

This year we have something called PDTs, which is professional development time, nothing has been PE related this year. Last year we had early release days, which is where the kids get out early and the teachers go into meetings and some of the early release meetings were...elementary PE teachers meeting together. So that... would be professional development. Quite a few of those we worked on the graded course of study...like what we thought the goals should be, or some of the skills that we thought should be included. We went to a school to see a climbing wall. Last year was more than the year before the year before we met like only twice. So last year I would say probably maybe four times. And that's once a month that those meetings were (Erin Interview 1:261 – 266).

**Opportunities Pursued**

Although each participant chose a different path in her pursuit of professional development opportunities some common themes emerged from the data. Analysis of collected documents, and transcribed participant interviews revealed the professional development opportunities each participant pursued since the prior school year. These opportunities were categorized into the following themes: PDTs, conferences, resources, graduate course work, and networking with teachers.

**PDTs**

Collected documents and participant interview data indicated that PDT sessions were determined by individual school building principals. Although district policy specified mandatory teacher attendance at PDT sessions, participants indicated that they did not always attend or stay for the entire PDT session. Cleo stated

> It'll be interesting to see what they [district] do if a person hasn't met them [attendance at the minimum number of PDT sessions]. They are aware that some people will not have all [36] of them due to their schedule (Cleo e-mail Correspondence, 5/8/00).

Michelle indicated that, within her building, a master list of PDT session offerings was never devised. She also pointed out that although teachers were being held responsible
for verifying attendance at 36 PDT sessions, there wasn’t a plan for keeping track of PDT sessions teachers attended. Therefore she created a spreadsheet to assist with keeping track of session attendance.

I did not go to all the PDTs, only the ones [I] checked [on the spreadsheet]. As the DEA Rep[resentative], I put together the list for all the teachers because there was no "master" list of what had been offered, so this is another problem point that the building/district has not addressed. I made it on a spreadsheet and sent it via email to all the teachers, that way they could check what they attended and print it out for the principal (Michelle e-mail correspondence, 5/12/00).

Themes relating to the PDT session topics emerged from documents collected from the participants. The total number of PDT sessions attended by the participants as well as the total number of PDT sessions available at each participant’s school were illustrated by emergent themes (see Table 4.16).

<table>
<thead>
<tr>
<th>Location of PDTs</th>
<th>Administrative</th>
<th>Licensure</th>
<th>Reading</th>
<th>Technology</th>
<th>School Improvement Plan</th>
<th>Library</th>
<th>Standardized Testing</th>
<th>Intervention</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily’s School</td>
<td>O   A   O   A   O   A</td>
<td>O   A   O   A   O   A</td>
<td>O   A   O   A   O   A</td>
<td>O   A   O   A   O   A</td>
<td>O   A   O   A   O   A</td>
<td>O   A   O   A   O   A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle’s School</td>
<td>1   1   1   1   12</td>
<td>5   22</td>
<td>1   1   0   0   3   3   1   1   0   0   0   0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleo’s School</td>
<td>3   3   0   0   18</td>
<td>0   3   1   3   0   0   10</td>
<td>0   0   0   11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erin’s School</td>
<td>1   1   1   1   12</td>
<td>14</td>
<td>5   5   3   3   2   1   1   1   0   0   3   2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. O (Sessions offered in school buildings) A (sessions attended by participants)

Table 4.16: PDT sessions attended by participants’ based on emergent themes

According to district policy the PDT opportunities at the school building level were to focus primarily on the School Improvement Plan. The greatest number of PDTs
offered within Emily’s school were aligned with the identified School Improvement Goals of reading and technology. Emily attended all but one PDT session offered at her school building. Over half of the PDT sessions offered at Michelle’s school were related to technology, one of the identified School Improvement Goals. The other School Improvement Goal for Michelle’s school was in intervention, but only one PDT focused on this topic. The second greatest number of PDT sessions offered at Michelle’s school focused on reading. Michelle attended 5 of the 12 reading PDT sessions, 14 of the 22 technology PDT sessions and did not attend the 1 intervention PDT session. The PDT sessions at Cleo’s school primarily focused on reading, standardized testing, and science although the School Improvement Goals were reading, technology and science. Cleo reported to attend only 4 of the 48 PDT sessions offered at her school. She attended three administrative PDTs and one technology PDT. The PDT sessions offered at Erin’s school primarily focused on reading, technology and the school improvement plan. Although the reading and technology School Improvement Plan goals were addressed in the offered sessions intervention, the third goal, was not the focus of a single PDT session.

Although Emily did not identify technology as a professional development need, when referring to the PDT sessions she stated

You can take up to 18 technology ones [PDTs] and I have been taking technology ones to help me with different things like the Quick Take Camera…how to use e-mail…that’s helpful (Emily Interview 1: 307 – 310).

Further, Emily indicated that the technology PDTs assisted her with gaining skills that allowed her to feel and potentially be viewed as a professional by others. She specifically stated
I feel more professional when I have a lesson plan that looks good and someone could come in and use it. I feel good about handing that to someone to evaluate me or to look at it. I think it does make me feel better than to have ...a messy piece of paper (Emily Interview 1: 334-346).

Michelle indicated that the PDT sessions on technology did not meet her needs.

One of the problems that they [administration] have had with computer classes that they have given us that are mandatory to take because they were Professional Development Time, was they were too low. We were doing stuff on e-mail, we were doing stuff on Claris Works, I said I've been doing this stuff for years, I've been doing this. My suggestions was... you're paying a computer person to be here, have them offer three [technology sessions] a week a beginner, an intermediate, and an advanced, so that you have a choice of what you want to do. You don't have to go to the beginner one you can go [to a more appropriate level]...and he [technology representative from TRECA] could recycle those same things later on in the year. If you were in the beginner [session] earlier, then maybe you're ready for the intermediate later or if you're an intermediate then you're ready for the advanced later. Or have three or four or five classes on the same thing so you can really delve into it. That was one of the things that I suggested I'd really like to see (Michelle Interview 4: 410 – 427).

Cleo reported to attend only one technology PDT session within her school building.

However, when discussing the PDT technology training sessions she often discussed the technology training sessions provided to her from the district. In response to a question that asked her to indicated if the technology PDTs had been helpful to her professional development needs, Cleo responded

I really had no prior computer use other than coming here [to work in the district]. I felt like I was really behind. I wanted to make sure that I was able to use it [computer] (Cleo Interview 1: 88 –92).

Emily compared the district supported professional development sessions she attended last year to the PDT sessions she attended this year.

We did get to meet after school with ...elementary [physical educators from the district]... last year. I think there was more freedom and it was specifically related to what I teach and it impacted children. This year I feel that the district has gotten off that and I think...everybody’s going to the same sessions whether or not they relate to your area. I don’t feel it’s helping me out personally. The reading part of it is probably helping me a little bit because I am seeking that
endorsement but had I not been seeking the endorsement it wouldn’t have even been interesting to me. So this year I say the PDTs have not been as specifically related to Phys. Ed as they could have been (Emily Interview 1: 95 – 113).

Michelle discussed that although the PDT sessions that focused on reading were not useful to her, she did enjoy the sharing aspect of the PDT sessions.

We read the Mosaic of Thought and had book talk...so that was a little bit different but ... just to get the teachers together to share some views on different things. And it was interesting...[there is] a lot of the stuff that I do, even though the teacher's don't think [it] relates [to me]. It's like we're talking [about] just a different sense of how the kids learn and... that kind of stuff was interesting to be able to share (Michelle interview 1: 61 – 69).

Erin stated that the PDTs have not directly assisted her to improve teaching within the physical education environment.

I think it [PDT sessions] will [help me] later on ...but for now it is just added information. To make me a better PE teacher they haven't been [helpful] for the most part. To integrate some things, I've gotten some ideas as far as like spelling. Like the word wall that I...have up in the gym. [They have] kind of [provided me with] some other ways to do assessment and some things about reading. But to help me be a better PE teacher, no [they have not helped](Erin Interview 1: 270 – 277).

With technology... I've done a slide show that I've used ...with students and parents and I learned the technology through PDT training. I've done a lot of word processing and using database and spreadsheets within my own daily planning (Erin Interview 5: 4 – 8).

Conferences

Participants spoke about conference attendance. Some of these conferences were physical education conferences and some were general education conferences. Emily, Michelle and Erin each attended two of the same physical education conferences since the 1998 – 1999 school year. Due to their involvement with the graded course of study committee, these three teachers were provided funding to attend the Physical Education
1999 Summer Institute Conference held in Indiana as well as the 1999 State conference of the Association of Health, Physical Education, Recreation and Dance.

I went to the summer institute in Indianapolis last June it was a Phys Ed conference (Emily Interview 1: 13 – 14). The Summer Institute was paid for [this included] the fee for the conference and the room and board was paid for. That [conference] was in Indianapolis which they [administration] don't normally let people go out of state [to attend conferences] but since we're revising the graded course of study it was kind of pushed through for us. But it was a great conference that was not very expensive I think it was $80.00 ... per person for both days (Emily Interview 1: 195 – 202). I would say the conferences were very helpful. [They were] specifically related to what I teach and gave me ideas and [provided me with opportunities to] network with other PE teachers (Emily Interview 1: 82 – 84).

Michelle also referred to attending the Summer Institute conference

I went to the Summer Institute this past summer with Erin and Emily, which was a great one. It was a three-hour college credit though Indiana, we just didn't do that. But basically we did all the work (Michelle Interview 1: 25 – 31).

She indicated other ways that conference attendance had related to her identified needs.

I think being able to meet with the other PE teachers helps you not to feel all alone and it gives you a sense of team which I think all of us need. We've been on teams although obviously were in phys ed. we've probably been on a team. And there's a feel[ing] ... since you're the only one in your building ... sometimes you feel ... like your not really a part of a group or no one understands what your situation is. I think meeting with the phys ed. teachers helps you to feel [less isolated]. They listen to you, you want to hear what their side of the story is or what's happening at there buildings so it really gives you a chance to feel like you're part of something ... instead of being by yourself in your building (Emily Interview 1: 362 – 385). I have a Drinking Fountain Rules Poster behind my drinking fountain. I got the idea form the Indiana Conference and it just has three basic rules for how to get a drink safely and quickly (Emily Interview 3: 130 – 133).

The Summer Institute was a three-day physical education conference. This conference had a set agenda therefore each of the participants took part in all of the offered sessions. There was a mix of offerings between lecture/informative sessions and
activity sessions. Table 4.17 illustrated the Summer Institute conference session topics attended by Emily, Michelle and Erin.

Emily, Michelle and Erin also attended the two-day 1999 State Health, Physical Education, Recreation and Dance conference. Since conference attendance was funded by the Graded Course of Study, Emily, Michelle and Erin indicated that they felt obliged to attend sessions that related to curriculum development. During the first day of conference

<table>
<thead>
<tr>
<th>Day 1 Sessions</th>
<th>Day 2 Sessions</th>
<th>Day 3 Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The New State Standards and Your Program</td>
<td>Fitness News</td>
<td>Right Fielders Are People Too</td>
</tr>
<tr>
<td>Activity Session: Yoga for Children</td>
<td>Activity Session: Have a ball with Fitness</td>
<td>Activity: Teaching Tennis</td>
</tr>
<tr>
<td>Activity Session: New Looks at Old Classics</td>
<td>Activity Session: Martial Arts in Physical Education</td>
<td>Activity: The Three R’s [Respect, Responsibility, and Resourcefulness]</td>
</tr>
<tr>
<td>Adapted Physical Education</td>
<td>Evaluation and Grading</td>
<td></td>
</tr>
<tr>
<td>Activity Session: Contra Dance</td>
<td>Activity Session: Folk Dance</td>
<td></td>
</tr>
<tr>
<td>Activity Session: SHAREBADE Scooters</td>
<td>Activity Session: Spinjammer Fun and Free Equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoops for Heart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promoting Lifelong</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity with Fit Frogs</td>
<td></td>
</tr>
</tbody>
</table>

*Note. Derived from Physical Education Summer Institute 1999 Schedule of Activities*

Table 4.17 Summer Institute conference session attended by Emily, Michelle and Erin

attendance they perused the conference grid for applicable sessions and then separated to be sure that they obtained as much curriculum related information as possible (see Table 4.18). These three participants also indicated that they were interested in hearing all of
the featured speakers. Therefore, they generally attended the sessions as a group. During
the second day of conference attendance the participants attended the same three sessions
as illustrated on Table 4.19.

<table>
<thead>
<tr>
<th></th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily</td>
<td>Addressing the National Standards in PE</td>
<td></td>
<td>Accountability and Assessment in Physical Education</td>
<td></td>
<td>Stress Management</td>
</tr>
<tr>
<td></td>
<td>Integration in Elementary Physical Education: Thematic Units Connected to Curriculum</td>
<td>Integration continued</td>
<td>Student Portfolios in Physical Education: An Assessment Tool</td>
<td></td>
<td>Incorporating the Sport Education Model into PE Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wow-What a Neat Idea!</td>
</tr>
<tr>
<td>Erin</td>
<td>Addressing the National Standards in PE</td>
<td>Encouraging Youngsters to be Physically Active</td>
<td>Accountability and Assessment in Physical Education</td>
<td></td>
<td>Interdisciplinary Instruction in PE and the Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wow-What a Neat Idea!</td>
</tr>
</tbody>
</table>

**Note.** Derived from 1999 State conference for Health, Physical Education, Recreation and Dance Conference Grid.

Table 4.18: Day 1 Session Attendance of Emily, Michelle and Erin 1999 State conference for Health, Physical Education, Recreation and Dance.

Emily, Michelle and Erin were asked to describe how attendance at professional conferences met their individual professional development needs. Emily stated that the conference provided her with management ideas to use in her classroom.
When the kids come in...your lining up procedures, your warm-up procedures [and] you get new ideas... new little quirks on how to hand out equipment (Emily Interview 2: 362 – 365).

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Responsibility Through PE</td>
<td>Informal Conversation with Don Hellison and Daryl Siedentop</td>
<td>SUPER GAMES</td>
</tr>
</tbody>
</table>

**Note.** Derived from 1999 State conference for Health, Physical Education, Recreation and Dance Conference Grid.

Table 4.19 Day 2 Session Attendance of Emily, Michelle and Erin 1999 State conference for Health, Physical Education, Recreation and Dance.

Michelle described how attendance at conferences related to her professional development needs.

On the one hand just to get you reenergized. Sometimes you get down and in a rut and to go to a workshop and be able to just be with people who are excited again... that kind of thing has ... helped a lot (Michelle Interview 1: 532 - 536).

Michelle discussed how recent attendance at a non-physical education conference related to her professional development needs. She also described how she had combined ideas and resources obtained from different conferences.

I went to [a conference] ... recently [on] how students get along. It’s coming right after a lot of shootings and stuff. It was like ... we really do need to focus on that in every area that we can. And a lot of those kinds of workshop ideas are what I start the year with.... [for example] cooperation, cooperative games [that are] focusing on cooperation. She [the presenter] was not talking phys. ed. but ... her whole idea was home court and having the home court advantage and how ... when you walk into your own school and how everybody is rooting for you. [She stated] that elementary school...all schools should be like that...the classroom should be like that... everybody is rooting for you to win. There's not somebody that's saying "oh that was a dumb idea" or ... even in the classroom "why would you pick that as a topic?" or something like that. So just trying to get ... the whole feeling. So that is what I did this year for example we call it the Home Court Rules but I also pulled some stuff from my Summer
Institute thing I went to and John Hichwa he said that Right Fielders are People Too and his three R's are Respect, Responsibility and Resourcefulness. So I combined those two ideas and I said...this is the basis for Home Court Rules...but we want everybody to succeed. And you know even if it is somebody on another team...I use it as an example... say..."hey if somebody throws a beautiful pass in football and it's the other team... cheer for them...it doesn't matter that it's not your team." We are trying to get everybody successful and we want everybody to win. It was interesting this year in football especially because I told a lot of the kids that it might not be your favorite sport but give it a try. You know it's fun it's a recreational activity for boys and girls. And I got some kids who weren't quite interested in the beginning really into it. So those are the kinds of things that I get...ideas from people when you go to these different types of workshops [Michelle Interview 1: 532 - 577].

Resources

The participants indicated that they sought a variety of professional resources. They indicated that they looked for resources to obtain new ideas. The Internet was one resource that the participants identified using. Other resources sought included professional journals and books. Sometimes the information sought was applied directly to a lesson and other times it was to assist with gymnasium decoration. Emily indicated that she utilized the Internet, books and catalogues to assist her.

I've gotten on the Internet ... I've gotten on different web sites to find different ideas for graded course of study (Emily Interview 4: 32 – 33). I've been on PE Central and a couple of other websites and I can see what other teachers do, what games, best practices, organizational things, that they've chosen and I can ... try it and see if I like it, maybe change it and adapt it to fit my school, my kids (Emily Interview 2: 32 – 37).

I got the definitions [for the fitness posters] out of a book. [I] go over the FIT Principle with them [students], which is frequency, intensity, and time. That's out of a book also (Emily Interview 3: 66 – 69).

I have a series of jump rope posers that are copies of the Jump Rope for Heart book that the...American Heart Association provides for us (Emily Interview 3: 80 – 82).

Then I have a series of Exercise is Fun [posters] and it shows different kinds of exercise. I got this from Sport Time (Emily Interview 3: 76 – 78).
I have an Attitude is a Little Thing that Makes a Big Difference Poster which was ordered out of a catalogue and You Can Never Know What You Can Do Until You Try. [These are] just motivational things (Emily Interview 3: 166-169).

Erin indicated that she used professional Internet websites and professional journals to keep her knowledgeable about the current trends. She specifically used PE Central, I mean I read PETE [Physical Education Teacher Education], I read JOPERD [Journal of Physical Education, Recreation and Dance] (Erin Interview 4: 540 – 541).

Michelle indicated that she obtained ideas from numerous resources such as the Internet and books.

I had never played knock out before this year in basketball. I got that [idea] off of... PE Talk Digest. So that would have been... that reading type thing (Michelle Interview 4: 154 – 157). A lot of stuff I get from books and stuff that I have bought (Michelle Interview 4: 163 – 165). [I get the books] at conventions sometimes [or] I get... the cards in the mail... that free thirty-day trial. Human Kinetics, I look at their catalogue quite a bit. I've been to Great Activities Workshops and I've bought things at their workshops and then when you see something from Great Activities you think... well it's going to have some good ideas in it. [I] tend to buy stuff from Human Kinetics or Great Activities (Michelle Interview 4: 168-176)

I get... PE Talk Digest and that comes sometimes three [times] a day. I go through and I read them. Sometimes I'm just skimming for information but I usually pull out the ones that I like and copy those to a notepad and then print those so I've got ones that are applying to me rather than having to go back and search through the archives. I've not had much luck with that. I'm printing the ones that I want and I'm sharing them. I've sent a couple on to other people thinking... we do this or I know you do this. I've been on Sport Time's web page and PE Central I use that [also]. [I use them for] looking up [topics]. PE Central I like their Instant Activities, some of the lesson plan ideas, I've used some of their assessment things. [For example there's] a picture test for a gymnastics quiz [I may use with the] first and second grades (Michelle Interview 1: 92 – 118).

I've got most of my floor hockey posters on one side [of the gymnasium]. Puck Handling Rules, Stick Handling rules. I always have my Warm-up Poster either it's pictures or some kind of a chart because captains do lead. I've also got my Floor Hockey Diagram, Crease Rules, Goal Keeping Rules, and then um Goalie Skills, Offensive Strategies, and Defensive Strategies. Those are just things that I've either gotten from the rules book or some teaching books (Michelle Interview 3: 29 – 37).
Cleo utilized the Internet as her primary resource. She used it to seek information pertaining to the unit she was teaching.

I've done things...little things with the computer...mostly looking up things [on the Internet]...like...when I start a new unit I'll get a little bit of history about it so that has come in handy as far as that goes (Cleo Interview 1: 239 – 243).

**Graduate Course Work**

Emily, Michelle, and Cleo described how specific graduate courses they enrolled in related to their professional development needs.

The volleyball I'm doing right now with the three on three games I learned a lot of the strategies from the Sport Model...and that class [graduate class at a local university] (Emily Interview 4: 162 – 164).

I've taken graduate courses in Adapted PE. I've learned how to teach to all children regardless of their developmental level or skill levels. [The courses also] gave me a lot more practice on how to make things easier or harder, change the size of the ball or...[provide] more individualized teaching strategies. I also learned about special education laws and...[the courses] kind of filled me in on the whole cycle of how kids get services and how I fit into that picture. Because I think a lot of times PE teachers don't know...a lot about that unless their district does a good job of working as a team...like[to] know what the APE teacher, or the OT, or PT [do]. Taking those classes helped me to understand how I fit in there (Emily Interview 2: 5 – 18).

Michelle stated that she needed to take graduate credit for requirements related to her teaching certificate renewal. However, she was having difficulty finding courses to meet her needs.

One of the things that I did that was part of my masters [course work] was great [for student learning experiences] because you start your statements the same way or virtually the same way all the time. So the kids know I've got to tune to this 'cause she's going to tell me what to do. You know I need to be able repeat that statement and know what it is (Michelle Interview 2: 31 – 37)

Generally though there hasn't been stuff to take. I'm more interested in taking the classes that I can take as a workshop type class. I'd go 8 – 5 Monday through Friday for a week and be done with it. So that you are immerse in whatever you are doing. One of the classes I took [years ago] for graduate credit was like that. We learned things and applied them right then and there with each other. We ate
lunch together, we shared the whole time and we were just totally immersed in it. It was...a couple of weeks before school so I could plan things for school and really put it to use right away. It’s just better for me than dragging it out having a family (Michelle Interview 1: 300–317).

Cleo was greatly surprised by the information she gained when enrolled in a graduate course during the Summer of 1999.

Yes that class [Spirituality in Education] in particular was helpful because I think I had the thoughts about separation of church and state. Our class kind of took on the religion versus spirituality aspect and so it was interesting because most of the people in there were educators. Not all of them, but most of them were educators and it was really interesting to see how they viewed not just religion but how different people reacted as far as their morality and a lot of it was based on morality and it was really eye opening. It made me see...where people come from and how they make their decisions. I mean one person's values are completely different from another persons. And yet they are working together on the same staff and they may make a decision as far as disciplining a child and then this other person might make some completely different decision. So it was really kind of an enlightening class and I didn't expect it to be. So it was kind of a nice surprise. But that was a good class (Cleo Interview 1: 217–236).

Networking with Teachers

The participants discussed networking with teachers within their own building, within the district as well as with teachers from neighboring districts as professional development.

Erin explained that she was involved in professional development networking on a daily basis. Erin and Emily were best friends whose schools were situated less than a mile a part. This close physical proximity as well as their use of e-mail allowed these two teachers to interact on a professional level constantly throughout the day. Erin described how her professional relationship with Emily developed and how their interaction occurred as follows

My first year [of teaching] I traveled between [two schools] so I worked with Michelle because she was at [one school]. But Emily and I had to team teach one year in a situation where we had two classes in the gym ... one class was hers and
one class was mine. And actually when I was traveling we worked on lessons together because to keep the kids all on the same line and curriculum and that stuff...and then we've just kind of carried through...it's kind of like a mentoring thing. We kind of mentor each other. We have just decided that it's easy...‘cause we kind of have the same philosophy and the same focus...we take turns. I might do the first and second grade lesson and she might do the third, fourth and fifth grade lesson and then we e-mail it to each other and then we talk about it afterward or we send changes...And then we are always talking about "well I did it this way" or "I added this to the game."

When asked to specifically pinpoint how often her interactions took place Erin replied

Informal I would say I do it...every school day with Emily. Well, with Emily we either e-mail or we talk on the phone. And...we're constantly talking about our lessons whether it's a first and second grade lesson, three, four, five lesson, behavior problems, a student...their toeing-in or something like that. So it can be an issue from one class or it can be an issue every class...you didn't like the lesson or...kind of a reflection (Erin Interview 1: 311 – 319). We have shared units for...probably the last...I have taught with her all eight years. No, that's not right...all seven years. Constant yeah. And it has been for the last five years definitely...five or six (Erin Interview 1: 326 – 328).

Emily described their interaction similarly, and then continued to describe her professional interactions with other school and district staff members.

[I network with] Erin my friend....[for the purpose of] basically sharing lesson plans asking for ideas, different strategies, different games for different units that we do and different PE teachers. Maybe like if there's a problem with Parks and Rec[reation] or gymnastics equipment or whatever we kind of go back and forth on e-mail. I also network with the APE teacher that comes to my school. Anyway...[the APE teacher] will come to see children that she sees for adapted PE and we will talk about different strategies that she uses with the kids. Things they need to practice in phys. ed. and I've also talked to the OT...[for] similar things, just how children are doing that she's working with. Help them get equipment out and that kind of stuff (Emily Interview 4: 8 – 24).

Emily stated that her interactions with the APE and OT teachers are mainly done in person while she utilized e-mail to connect with others in the district.

It's face to face. I have e-mailed the APE teacher on a specific student before. So, I have also...networked for the graded course of study with the other PE teachers (Emily Interview 4: 28 – 32).
I talk to her, the APE teacher, I talk to her weekly. But the other PE teachers probably maybe once a month. Michelle I talk to, she does a lot of stuff on PE Central and sends me a lot of ideas, but I don’t necessarily reciprocate back to her. She’s probably [a] weekly [contact].

Emily indicated that she networked informally with teachers in her building during lunch.

Lunch possibly but … very informal (Emily Interview 4: 76).

Michelle stated that she networked with elementary physical education teachers across the district to share information and ideas. She described how initially the teacher’s interactions occurred formally and in person and that now she tended to use e-mail to communicate and share ideas.

The best way that we’ve done it is getting together just our staff, or our Phys. Ed. staff in groups. And before they [the district] even had the early release days we would try and get together and plan. Then that kind of was a spin off of Franklin Country Academy so that’s… kind of what spurred everything. I had all the information I was the district representative then so I would pass along all the information and everybody was [saying] “do you want to get together?”. So we would get together on our own. Then once the early release days [were set up] and they [district] let us get together as a group…those really helped a lot. Now that we’ve got the Internet and e-mail and we’re all on there. It’s really easy to e-mail somebody a question or “have you tried this?” or “does anybody have any ideas for…?”; or …I’ve sent lesson plans and everything through enclosures. But I tend to work more with [two elementary teachers in the district that were not participants in this study]. I’ve always just networked with [one teacher] because…she was kind of my mentor when I graduated. She really taught me a lot after I had graduated. I had subbed for her several times. She use to request me as a sub so we had a good working relationship (Michelle Interview 2: 196 – 217).

Michelle also indicated that she networked with Erin and Emily. She stated that her regular professional interactions with Erin and Emily increased since all three of them begun working on the Graded Course of Study Committee. She described her interactions with Erin and Emily centered on

Sharing ideas, getting some new fresh blood I guess. You know that kind of stuff. I’ve done more of that with them since we’ve been together doing stuff with graded course of study and meeting. You just know who is excited about things
when you get into one of those groups. ‘Cause then you tend to do “OK let’s go out for lunch” or something like that (Michelle Interview 2: 227 – 233).

Michelle described how her interactions with physical education teachers occurred.

I would say I either talk to or e-mail [one teacher] at least once a week. Erin or Emily it might be once or twice a month and the same with [the other teacher] (Michelle Interview 2: 241 – 243).

We’re [Cleo and Michelle] on that same, hopefully changed [district] Committee, and then… when we had early release days. The thing that’s nice I think about e-mail is that you can do it when you have… the time. You’re not actually … having to talk to each other that way. It’s so frustrating, a couple of years ago… [one teacher] and I would be trying to talk on the phone. We didn’t have any common time (Michelle Interview 2: 247 – 254).

Michelle often e-mailed information found on PE related Internet sites to elementary physical educators in the district. She stated that she sent information out to members of two different group listserves at least once or twice a month. She described the two listserves she created as follows

I just have group mail… [so I] got that list going. So I will send PE Central and there’s PE News Digest I think it’s called. I have one Elementary Phys Ed. [list serve] and I have one [list serve] that’s Graded Course of Study (Michelle Interview 2: 260 – 269).

A link was drawn between the professional development opportunities the participants’ pursued during the 1999-2000 school year and the teachers’ identified professional development needs (see Table 4.20).

RQ.3.1. How do these professional development opportunities relate to the teachers’ perceived student needs?

Although the teachers were asked on at least three separate occasions to describe how the professional development opportunities they have pursued related to the students needs, teachers did not answer this question directly. However, analysis of interview transcripts revealed that teachers spoke indirectly about how their students were impacted
by the professional development opportunities they attended. The themes that emerged from the interview transcripts focused on opportunities pursued due to teachers' involvement with the graded course of study, conference attendance, graduate course work, PDT general sessions and technology sessions as well as networking.

<table>
<thead>
<tr>
<th>Professional Development Opportunity Themes</th>
<th>Emily</th>
<th>Michelle</th>
<th>Cleo</th>
<th>Erin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>P</td>
<td>N</td>
<td>P</td>
</tr>
<tr>
<td>Fitness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Technology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Evaluation/Assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Time to meet with PE Teachers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Collaborate with teachers in school building and within district</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Information about the Special Education Process</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individually Defined Professional Development Time</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Presenting to Peers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Physical Education Related Topics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Helping Students Get Along</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Proposals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognized as a Professional by Parents Peers &amp; Administration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Note.** N (Perceived Need of teacher) P (Opportunities Pursued)

Table 4.20: Professional development opportunities pursued by the participants that relate to the participants' identified professional development needs.

**Graded Course of Study**

Emily, Michelle and Erin's involvement with the Graded Course of Study Committee provided them with opportunities to meet and share ideas with other physical educators. During these sharing sessions the committee decided that the elementary schools should all use the same fitness-testing program. Fitnessgram was selected as the fitness program of choice because the teachers on this committee believed that it was a

165
better fitness test than others they had used in the past. This program was also chosen because a technology application accompanied the program materials. Due to the committee’s recommendation, the district purchased Fitnessgram for each of the ten elementary schools.

I changed to Fitness Gram because I liked the test more...it’s [a] fitness test...it’s not...agility and stuff like that. You’re not trying to get the ribbons so much as attaining a good level of fitness. I thought it was more important, more valuable to the kids. Rather than trying to get a ribbon for [being]...the fastest runner in the class. There are some kids that just aren’t ever going to make that but if they see their fitness improving...I like that...because it shows what their last score was and what their present score is (Michelle Interview 4: 111-122).

Emily described the posters she had displayed on the walls in her gymnasium. She specifically described some large posters she had painted which displayed and defined terms used in the Fitnessgram Program.

I made the...cardio-respiratory endurance [poster] and underneath that I broke it down to strong heart and lungs, [the] flexibility [poster] I broke it down to full range of motion, Muscular Endurance [poster and] Muscular Strength and Body Max Index [posters] are up. They're probably about ten to twelve feet posters by about two feet. And I think it helps to reinforce [what we are doing in class]. When we go over fitness terms the kids can use it [the posters] ... when they talk to each other and to understand the components of fitness (Emily Interview 3: 36 – 46).

Conference Attendance

Emily, Michelle and Erin’s involvement with the Graded Course of Study Committee provided them with opportunities to attend two physical education conferences. One conference was the 1999 Summer Institute conference and the other was the 1999 State Health, Physical Education, Recreation and Dance conference. The teachers discussed how their attendance at these two conferences impacted students.

The Three R’s: Respect, Responsibility, and Resourcefulness Posters are ideas where I received from the Indianapolis Conference and I listed the ones that I felt the kids could use in PE at the elementary level. When I went to Indianapolis I really liked how the gym felt like a classroom and there was posters everywhere.
It was really motivating and exciting. So I tried to put up a lot of posters this year [so] the kids...[would] have something to look at and it's motivating and if they think I take pride in the gym maybe they'll take pride in the gym too (Emily Interview 3: 161 – 175).

On my white cart [by my office] there's a poster that says, "Please get yourself together so you can join us we need you". I got that [idea from] the Summer Institute from the classroom teacher...we were in her gym. I just liked it. I thought it was a really good point to make with the kids (Michelle Interview 3: 5 – 11).

Erin spoke about her belief that teacher’s need to provide feedback to students to assist them with growth. When asked where this reference originated from Erin stated

I would say that it is reinforced through almost all workshops or conferences that you go to (Erin Interview 2: 217 – 222).

Michelle described one idea she obtained from the Sport Education workshop session she attended at the State Health, Physical Education, Recreation and Dance conference. Michelle believed that the press release was one way to integrate different learning styles into class lessons.

I've not tried this before. It's a twenty- second blip. I said pretend you're the sportscaster they only [have] thirty seconds or a minute on any one thing so if you can think of three or four things that came out of the game for the day that'll be your twenty second blip (Michelle Interview 4: 249 – 255). The captains [are] gonna talk to the team [before the game] and say "OK who wants to do the press release at the end?" What I'm trying to do with that is say ...OK think of all of the good things that have happened...look for good things and just try and report on those right now. So that we're not putting anybody down. So it's getting them to look at what someone else is doing. They're getting positive feedback rather than it just being from the teacher. And then they get to announce it to the rest of the class. So we are going to try that this time (Michelle Interview 4: 238 – 247).

Graduate Course Work

During one observation session the students in Erin’s class were asked to sit in front of a white board. The students were each given a Jump Rope for Heart sponsor sheet to complete during class time. Erin used the white board to illustrate what the
students were to write on the sheet. Then she walked the students through the directions for completing the sponsor sheets (e.g., student name, date and classroom). Erin pointed to the words on the white board and asked the students to read the words with her and then find the same words on their sheet. When asked, by the researcher, why she chose this method of instruction, Erin replied

I took a class that had student’s [using choral] responses and that’s where I learned the choral responding. So I thought it was best that they try to spell it out loud with me (Erin Interview 2: 42 – 45).

**PDT General Sessions and Technology Sessions**

Emily indicated that most of the PDT sessions she attended did not impact the students directly. However, she thought the sessions that permitted the related-arts staff to meet and plan integrated thematic units positively impacted the students.

PDT sessions …that relate specifically to my area [are useful], whether I am planning with art and music about an integrated lesson on African Dance [or something else]. [Those are the ones that] definitely impact my classroom. I am really taking it to the kids and they’re getting benefits from that. Ones [PDT sessions] that I am meeting with the schools indirectly might relate [to me]. It [attendance] helps me to have a better idea of what the whole schools doing. So in that respect it’s good for me to be in communication with [what] the school is doing or the district [is doing]. [Knowing this] makes me part of the big picture. But as far as directly relating to kids I don’t think it impacts the kids at all (Emily Interview 1: 347 – 357).

The inservice days help you think about what your doing and if you are on the right track. They help you to kind of evaluate why your doing what your doing and if its where you think that you want to go and where the district wants to go. So I really think that every four years that’s a really good thing [getting together with physical educators] to do. And ‘cause times are changing. America’s changing, the kids are changing and we need to look and see if we’re really doing …the best job that we can in our area. So I really think that is [important]. [The] technology inservice I don’t think it impacted my students although I did use my computer and technology mostly for lesson plans I do make some awards which I probably I learned the word process which probably doesn't impact the students directly (Emily Interview 1: 325 – 338).
Although Cleo attended only 4 PDT sessions during the current school year, she indicated that attendance at the PDT sessions provided her with a broadened view of the school.

I've learned a lot about how the school works and some of the problems that classroom teachers face. Obviously, I don't get to be in their classrooms so I don't really know a lot of what goes on but... in some of the [PDT] meetings it has been enlightening from that respect. It's been like oh I didn't realize that you guys had to do that. So that's kind of nice...to see and understand some of the things that they [classroom teachers] go through (Cleo Interview 1: 345 – 532).

The PDTs we are doing this year on reading, I think have given me a...broader scope of what I can do in Phys. Ed. to help children in language arts. They are not doing things that are extra they are just things I'm doing as I'm teaching that can help bridge between language arts and PE. Maybe a little more practice on something, like doing the Word Wall. Just giving the kids an opportunity to see the word after I say it. I think it's a small step. You wouldn't really think it would be a big deal but if we are doing a writing exercise I can say...go check the Word Wall out. I don't have to spell exercise five hundred times. So I'm also learning about...reading. The reading PDTs we have had [that focus] on how to sit with the kids, a child or student and help them to read and see what level they are at. I never really understood how to do that. So it has kind of given me a sense of what a classroom teacher does (Emily Interview 2: 35 – 52).

The participants indicated that the information and skills gained from the PDT technology sessions did not directly pertain to students. The participants indicated that they were having difficulty finding ways to integrate technology into their classes.

I use...my computer and technology mostly for lesson plans. I learned...word processing which probably doesn't impact my students directly but indirectly it helps me become organized and have my lessons...neatly put together so indirectly I think it helps my teaching (Emily Interview 1: 334 – 346).

I don't have enough time, I feel, to be able to pull kids out and say well you can go over and try and input your scores [into the computer]. I'm a little too afraid at this level to have them try...those kinds of things (Michelle Interview 4: 101 – 105).

I have scanned some pictures...that I'll try and blow up. I...have them on the computer where I can change things around a little bit more. Whether I [use them as] a picture or make a poster. I do a lot with the computer and then blow it up on the copier and then make that into a poster. It's more legible...too and it's also black and white so they can see it (Michelle Interview 4: 138 – 147).
By learning how to use the computer, I’m able to see how I can use the technology in here [gymnasium]. One of the things I’ve tried to do is during our gymnastics unit, I have an acrobatics routine that the kids do and I am trying to make a video. Not just a regular video but incorporate the computer along with it and so we are using slideshows that the kids can make and then [we are] trying to marry the two together. The best way I can describe it is like a music video. The kids work on the routine here in the gym, and I tape it for them, then they go back to the classroom and during their computer lab time they can come up with their ideas [for] the slideshow. It was kind of cool to see how that… came together. Unfortunately, we didn’t have the right types of equipment to marry the two so I’ve got this video that is all kind of chopped up but if you look through the static you can kind of see what we were trying to do (Cleo Interview 1: 92 – 114).

I do make some awards [on the computer] which I probably learned [from] the word processing [PDTs] (Emily Interview 1: 335-336).

**Networking**

Erin indicated networking with classroom teachers in her school assisted her in developing learning opportunities for the students. Erin described how visiting classrooms and talking with teachers allowed her to gain a greater understanding of students reading and writing skill levels.

I’ve asked them [classroom teachers] questions. I’ve asked the teachers questions like… can the students write their names? I definitely know that they can spell their first name. In one case there was a student who asked me how to spell his second name. So I don’t know if they can spell their second name but I know that they have to write their names on their papers… ‘cause I’ve been in their classrooms and I’ve seen that and the teacher’s expect that of them (Erin Interview 2: 60 – 67).

Michelle spoke about how her interactions with teachers have impacted students in her classes.

I would say my choice of professional development comes out of what I am doing with students. Where I feel I need some more ideas. Most of the time… when I have to take a class… I usually try to find something that I can do… whether it was a PE class professional development opportunity or not, but I try and find something that I can then use. It could be something little like trying to give them [students] more visuals for the different types of learners. One of the things I remember, [from] when we did the different types of mind research, just off the
top of my head the...[was when the] inclusion teacher was talking about...what's good for somebody that's having trouble learning. [She suggested using] black and white as opposed to using a colored marker, which I do on the large poster. [She indicated that] the more definition there is the easier it is for them [students] to read, the more big print, large letters, loudness of trying to get their attention, draw their attention in more than one way. So those kinds of things, I see come out of my teaching where I've picked it up one place or another (Michelle Interview 4: 62 – 81).

R Q.3.2. Is there a link between the professional opportunities pursued
and his/her stage of development?

Teacher Concerns Questionnaire - Physical Education

The TCQ-PE (McBride, 1993) was used as an initial data gathering source to assess participants’ concerns. The participants were asked to read the 15 questions and choose an answer that best represented their professional development needs. This instrument was a 15-question, five-point Likert scale. The participants chose one of the following numbers that best represented their level of concern: 1) Not concerned, 2) A little concerned, 3) Moderately concerned, 4) Very concerned, or 5) Extremely concerned. Results of the TCQ-PE (Table 4.2) indicated that the four participants had concerns in all three categories of Fuller’s (1969) Concerns Model. Emily’s highest recorded mean score (5.0) was in the Self stage. This mean score indicated that Emily has “extreme” concerns in this category. The other three participants’ mean scores within the Self Category indicated “little” concern (2.0 – 2.2). Cleo’s highest recorded mean score (3.4) was in the Task stage. This mean score indicated that Cleo had “moderate” concerns in this category. The other three participants’ mean scores within the Task category were “moderate” in scale (3.0 – 3.2). Erin and Michelle’s highest mean scores were in the Impact stage. Erin’s mean score (4.6) responses to questions in this category indicated that she was “very concerned” while Michelle’s mean score (3.8) responses indicated that
she was “moderate to very concerned.” Cleo’s mean score (2.4) in the Impact category was reported as having “little concern” while Emily’s mean score (4.0) indicated that she was “very concerned” with items in this category.

**Self Category**

Emily’s responses to the TCQ-PE indicated that she was at Fuller’s Self stage of Concern. Her greatest areas of concern were: being respected by professional persons, getting favorable evaluations of her teaching, and maintaining the appropriate degree of class control. The responses in this category indicated that Emily was primarily concerned with her own adequacy as a teacher.

**Task Stage**

Cleo’s responses to the TCQ-PE indicated that she was at Fuller’s Task stage of Concern. Her greatest areas of concern focused on: lack of consistent or equitable grading policy in physical education, working with class sizes that are too large, and poor/inadequate scheduling of physical education classes. The responses in this category indicated that Cleo was primarily concerned with dealing with teaching tasks.

**Impact Stage**

Erin and Michelle’s responses to the TCQ-PE indicated that they were both “moderately” to “extremely” concerned with all items categorized within Fuller’s Impact stage of Concern. Erin and Michelle’s greatest areas of concern focused on: meeting the needs of different kinds of students, guiding students toward intellectual and emotional growth, and whether each students’ needs were being met. Michelle’s responses also indicated concern with diagnosing student learning problems. The responses in this category indicated that both Erin and Michelle were primarily concerned with
recognizing the social and emotional needs of students as well as individualizing instruction.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Emily</th>
<th>Erin</th>
<th>Michelle</th>
<th>Cleo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>5</td>
<td>2.2</td>
<td>2.2</td>
<td>2</td>
</tr>
<tr>
<td>Task</td>
<td>3</td>
<td>3.2</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>Impact</td>
<td>4</td>
<td>4.6</td>
<td>3.8</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Table 4.21: Category mean scores of the TCQ-PE for Self, Task, and Impact Concerns

There was some evidence that the professional development opportunities pursued by Emily linked with the Task stage of development. Emily commented [previously stated] that the skills she gained through the technology PDTs assisted her to be viewed as a professional. She also indicated that she felt good about handing a typed lesson plan to an observer or evaluator (Emily Interview 1: 334- 336). These statements reflected the concerns of teachers in Fuller’s Task stage of teacher development. Specifically noted were her concerns related to being evaluated favorably and respected as a professional. Another example that reflected the Task stage of development was Emily’s concern with class management. Emily stated that information obtained at professional conferences provided her with procedures for dispersing equipment, warming up and lining up the students (Emily Interview 2: 362 – 365). Emily also stated that she learned some useful class management ideas at the Summer Institute conference (Emily Interview 4: 152 – 161). These statements illustrated Emily’s concern with obtaining and maintaining class control. However, some of Emily’s comments reflected the Impact stage of development. Emily stated that the graduate courses she took while
pursuing her masters in adapted physical education provided her with information that allowed her to successfully adapt lessons to students at different developmental and skill levels (Emily Interview 2: 5-18 & 4: 8 - 24).

Michelle's statements provided a link between the professional development opportunities she pursued and the Impact state of development. Teachers in the Impact stage of development desire to explore the professional realm in an attempt to better themselves and their profession. In response to a question that asked "why do you seek professional development opportunities" Michelle stated

I need it [professional development] for personal growth. I need it to help me teach my students better (Michelle Interview 4: 652 – 653).

This also linked with Michelle’s statement that attendance at professional conferences helped her get reenergized and excited (Michelle Interview 1: 532 – 536). Michelle’s recent focus on the topic of helping students get along led her to seek conferences outside of the domain of physical education. Teachers in the impact stage are deemed ready to take on new challenges that would better fulfill the educational needs of their students. Michelle also provided a link between her concern for student’s need to be successful and her implementation of Home Court Rules. Through Home Court Rules Michelle created a positive and supportive learning environment for students. Michelle was additionally concerned with individualizing instruction for students. She specifically spoke about creating learning opportunities to meet the learning styles of all students (Michelle Interview 2: 38 – 50). Michelle often shared the resources she found with other elementary teachers in the district. She described how she utilized group e-mail to distribute information she found on the Internet (Michelle Interview 2: 260 – 269). These actions provided her an opportunity to act as a mentor to other teachers in the district.
Michelle further illustrated characteristics of a teacher in the Impact stage of development when she described how she had diagnosed students with learning problems.

As an undergrad you didn’t learn about other problems that children have. We’ve learned about reading things [and] I’ve spotted reading problems with kids and vision problems with kids that the classroom teacher might not have picked up on and brought it up. I had a little boy … the other day [who] had a seizure and it was a brain tumor. You know just things that I’ve learned to keep an eye out for and you learn that … whether it’s [from] the OT [who] has come and talked to us [teachers in the building] at one point or we’ve had a pediatrician come in and talk to us, eye doctors and just things to be on your toes for (Michelle Interview 2: 4 – 15).

Similarly to Michelle, Erin also described the numerous ways she attempted to meet student needs (Erin Interview 4: 4 – 8). Erin’s focus on reflecting as a means of improving her teaching specifically focused on meeting the needs of individual students (Erin Interview 2: 293 – 306). Another example of meeting student’s individual needs was provided when Erin described how her professional interactions with Emily allowed her to seek support and individualize instruction for a student who was hearing impaired (Erin Interview 1: 376 – 396). These examples provided links between the Impact stage of development and the professional development opportunities Erin pursued.

Emily, Michelle and Erin each illustrated characteristics of teachers in the Impact stage of development through their pursuit of aligning the districts physical education Graded Course of Study with NASPE’s National Standards for Physical Education. All three of these participants were willing to seek new challenges that would better fulfill the educational needs of their students.

The information provided by Cleo did not provide a link between the Task stage of development and the professional development opportunities she pursued. Cleo indicated on the TCQ-PE that her greatest areas of concern were with lack of consistent
or equitable grading policy in physical education, working with class sizes that are too large, and poor/inadequate scheduling of physical education classes. The professional development opportunities pursued by Cleo were primarily related to attaining technology knowledge and skills. Cleo stated that she had incorporated some ideas she obtained from professional development opportunities, pursued in previous years or from Internet searches, into her teaching but most of the time she was unable to link what she had pursued into the classroom (Cleo Interview 1: 420 – 422). The other area of concern for Cleo was the morning PDT sessions provided her with minimal time to setup her gymnasium (Cleo Interview 1: 281 – 287). This example would represent an individual in the Task stage of teacher development. This was the only link that could be drawn between the opportunities she pursued and her stage of development. In response to a question that asked, “Why to you pursue professional development opportunities?” Cleo replied

I think the biggest thing is that if I don't do anything than I feel like I am not a good teacher (laughter). You know I feel like a slacker. I go through cycles. I'll be real active for a while and then I'll get burned out and I'll be like I'm not going to do anything for a while. I'm kind of finding ... I can't be constantly pushing like that. I just get burned out so I kind of take in the scene. I get uninvolved for a while. Then I get back in because I feel like oh you slacker you need to be doing something you better get out there (laughter) (Cleo Interview 1: 325 –335).

R.Q. 4. What evidence is there that professional development experiences inform teaching?

The participants’ each selected one unit to be observed by the researcher. The observation sessions began in the winter of 2000. Prior to scheduling the first observation session, the researcher had gained an understanding of the integral professional relationship shared by Emily and Erin. Due to the fact that these two participants shared
materials and teaching plans, the researcher asked them to select separate units to be observed. Emily selected a first grade four-day volleyball/net games unit. Erin selected a first grade four-day jump rope/basketball unit. Cleo selected a fifth grade six-day volleyball unit. Michelle selected a fourth-grade seven-day floor hockey unit. The focus of each of the selected units is illustrated in Table 4.22.

Data collected from transcribed interviews with the participants, observation check sheets of each lesson within the selected units as well as unit and lesson plans provided by the teachers were analyzed to seek evidence that professional development experiences informed teaching.

<table>
<thead>
<tr>
<th></th>
<th>Unit Topic &amp; Grade Level</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
<th>Lesson 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily</td>
<td>Volleyball/Net Games 1st Grade</td>
<td>Toss &amp; Catch</td>
<td>Toss &amp; Catch w/ Partner</td>
<td>Toss &amp; Catch w/ Partner Over Net</td>
<td>Toss &amp; Hit w/ Partner Over Net</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle</td>
<td>Floor Hockey 4th Grade</td>
<td>Stick &amp; Puck Handling</td>
<td>Dribble Pass &amp; Shooting</td>
<td>Dribble/Weave, Penalty Shooting</td>
<td>3 v 3 game</td>
<td>3 v 3 &amp; 6 v 6 games</td>
<td>6 v 6 games w/ Press Release</td>
</tr>
<tr>
<td>Cleo</td>
<td>Volleyball 5th grade</td>
<td>Bump Pass</td>
<td>Set/Overhead pass</td>
<td>Serve</td>
<td>Serve</td>
<td>Game Play</td>
<td></td>
</tr>
<tr>
<td>Erin</td>
<td>Jump Rope/Basketball 1st Grade</td>
<td>Single &amp; Partner Jumps &amp; Dribble</td>
<td>Single Jumps &amp; Side Swings/ Chest Pass</td>
<td>Partner Jumps w/ short ropes</td>
<td>Jump rope for heart</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.22: Unit and lesson topics by participant

Cleo believed that professional development opportunities have informed her teaching.

Yes, I would say they [professional development opportunities] have [informed my teaching]. Most are really going to be affecting how I would plan a lesson. For example, if I were say in a striking unit and….say I've done underhand strike a certain way for two years and I'm sick of it then I can find some other way of...
trying to accomplish whatever it is I am trying to accomplish. It keeps me from getting into a rut. It keeps me fresh and it gives me ideas to build on. I may talk to Erin or somebody and she has an idea and then I figure out I can modify that to work in a unit. So from that aspect I guess I could say it [professional development opportunities] keeps me fresh and up to date (Cleo Interview 1: 308 – 320).

The only evidence observed that links the professional development opportunities pursued by Cleo, during the current year, to her teaching were related to searches she performed on the Internet. Cleo discussed the history of volleyball with the students on two separate occasions (Cleo Observation 1, 1/18/00 & Observation 2, 1/26/00).

Yes, as a matter of fact, well I was on there [Internet] this morning but unfortunately I didn't make it all the way [to the site]...the computer did not comply (laughter). My intent this morning was just to see if I was remembering the story right or telling the story right. With the [history of] volleyball story I don't tell them a whole big story. Like with basketball...the whole peach basket thing I'd go into that whole thing but with volleyball I haven't found out everything that I want to know. A couple of the kids asked me, not today but have asked me in the past, ... the guy kind of derived it [volleyball] from baseball and a little bit from tennis and everybody is like "what does that have to do with baseball?" And I did look that up at one time and the source that I was using didn't explain it so I was in there [Internet] today trying to...see if what they had in there was gonna explain that but I'll have to get back at that site and see what I can find (Cleo Interview 2: 93 – 112).

Cleo also provided information that linked attendance at a local physical education conference, held during the 1996 – 1997 school year, to her teaching. The small-sided drills and games were observed during the fourth observation (Cleo Observation 4: 2/11/00).

At some point I got a packet and I believe it was from a [Tactical Games] workshop and that changed how I ran my volleyball unit a little bit. I incorporated some of the drills that she had in there. I did actually use that and still use that. I believe in a couple more lessons those ideas will come out. And that was great because I was at the point where ... I didn't know what kind of drill to use in that particular [instance]... right before we go to [full court] games so I was trying to marry in the concepts of the initial skills and then put it into game practice but I wanted to be in a small area. And so those drills were really good. So that's one example I can give (Cleo Interview 2: 247 – 259).

178
Evidence was observed and obtained that illustrated how Michelle’s professional development experiences informed her teaching. Michelle stated that the opportunities she pursued during her career had helped inform her teaching.

[The opportunities have informed my teaching] in little ways I think... on a day-to-day basis. [For example] with... behavior management... some of the things that I've learned at different ADHD [Attention Deficit Hyperactivity Disorder] meetings that we have had. [Also ways of getting students to] try and stay focused and things like that. That’s probably more day-to-day (Michelle Interview 4: 181 – 186).

During the fourth and sixth observation sessions Michelle assisted two separate students. Michelle was observed using verbal and visual cues to prompt a student get back on task (Michelle Observation 4, 3/2/00). On a separate occasion Michelle used physical, visual and verbal prompts to assist a student. The female student Michelle assisted spoke Spanish as her primary language. To illustrate the position she should be playing, Michelle walked the court with the student and pointed toward her team’s goal (Michelle Observation 6, 3/14/00). Michelle stated that other experiences had informed her teaching.

The conferences I went to ... How to Teach Children How to Get Along and that whole Home Court Rules concept [informed my teaching as well]. I've been doing a lot of things like that already but that was just something that really tied it together (Michelle Interview 4: 186 – 190).

This statement was supported by observations as well. During the second observation a female student stated “nice try” to a male partner after he attempted a shot on goal during a drill (Michelle Observation 2, 2/17/00). During this same observation session one male student patted another male student on the head and said “good job” after the first male completed a shuttle run (Michelle Observation 2, 2/17/00).
Michelle indicated that her work with the Graded Course of study and her knowledge of the National Standards had informed her teaching.

I think when I look at how I set up my class… as far as Has, Is Does, all those standards, hopefully I'm setting up my unit and my year along those guidelines. I think that our graded course of study… has always been compliant with that I guess (Michelle Interview 4: 529 – 535).

Michelle’s pursuit of opportunities assisted her in understanding how to meet the learning styles of students. She specifically stated

I can bring my expertise to other people and I can also get information about how people learn differently. I'm a very kinesthetic person and some people I can talk to them and be able to teach them better, some people I have to move them thorough, what the skill is, and different ways. I use a lot of posters and stuff like that and then some kids have to be able to read what I am saying 'cause hearing it is not going to work for them. Seeing it sometimes doesn't work either. So, I try to have posters up. And those kinds of things are what has come out. (Michelle Interview 2: 39 – 50).

Michelle was observed using a puck and stickhandling poster during the first observation session (Michelle Observation 1, 2/14/00). She used this poster as a prompt for visual learners. During the observation session Michelle had students read the poster with her as she reviewed the rules. Similar prompts were observed during subsequent observations (Michelle Observations 2 – 4).

Most of the information found on the floor hockey rules posters was obtained from resources Michelle sought. After observation three, Michelle was asked via an e-mail communication “Where did you obtain the Goal Keeping and Creasing rules from?” Michelle replied she had obtained the rules from the Cosom Floor Hockey Book (Michelle e-mail communication 3/1/00).

Michelle’s professional development opportunities that focused on the three R’s (Respect, Responsibility and Resourcefulness) were observed during successive class
sessions. During the third observation one female student stated "I don't want to play" and a male teammate responded saying, "Are you sure? You are good!" (Michelle Observation 3, 2/25/00). Later during the same observation session the male student asked the same female "J are you sure you don't want to play?" (Michelle Observation 3, 2/25/00). Michelle indicated that these examples illustrate the students understanding of the expectations that they are to be respectful of one another.

During the fifth observation students in Michelle’s fourth grade class were asked to watch the floor hockey games carefully and report game highlights at the end of the class period (Michelle Observation 3, 2/25/00). One player from each of the three teams was given about thirty seconds to describe game highlights. This idea had come from the State Health, Physical Education, Recreation and Dance convention that Michelle attended in the winter of 1999 (Michelle Interview 4: 249 – 265). She stated that this learning experience utilized the different learning styles of students as well as provided an opportunity for students to take responsibility and show respect for one another.

Emily provided evidence that their work with NASPE’s National Standards for Physical Education informed their teaching.

There's a lot of things in the National Standards, just examples of things that...I've used in my teaching. I don't really shove everything into each standards. I don't say this is standard one, this is standard two, this is standard three. I don't really see a need for that in my daily teaching. Although I could probably divide them out if I had to. But I think that when you plan your overall curriculum it is very important to be sure that you have...items in all of the categories, your not just focusing on the cognitive or the knowledge that you're getting social aspect in that multicultural aspects into it, the physical fitness aspects. Things to balance...the National Standards are a really good balance. And if you can get that in your program than it is going to help the kids out (Emily Interview 4: 374 – 388).
Emily discussed how experiences working with classroom teachers had informed her teaching. She discussed how she had helped to develop integrated teaching units.

I've done it before with the classroom teacher with like Australia doing Australian games talking about the boomerang, little things like that. Dinosaurs how do dinosaurs move. Those things were not discussed at any PDTs they were just more ... “We’re doing this.” “Can you tie in this?” I do not see as much of that happening as could but I think that it has happened. I think the kids get a lot out of it when it does happen (Emily Interview 1: 424 – 432).

Emily also indicated that her warm-up routine came from interactions with another elementary physical educator in the district.

The warm-ups I do, kind of came... when I first started teaching in Dublin I worked with [a district physical educator] and she used, the tape warm-up and I like that because it gives you a few minutes to get attendance and work out any problems with kids that are sick or hurt or whatever. At the beginning of class the kids will just organize themselves or just spread out on their own spots so it is a routine I think works for the kids, the elementary kids (Emily Interview 4: 165 – 173).

Following observation two Emily was prompted by e-mail to indicate “Where did you get the idea for the 3 v 3 underhand toss game that was observed in today’s lesson from?”

Emily responded

[I] adapted it from a v-ball [volleyball] game I do with older kids which I played in high school and college. I also learned about 3 on 3 at a workshop with [local teacher] in [a neighboring city] a few years ago when she was working on how to teach strategy (Emily e-mail Communication 3/6/00).

Erin was observed assisting students to read. She utilized some of the teaching strategies that she learned through professional development opportunities (Erin Observation 1, 1/21/00).

You saw me point to the letters on the teacher’s name? That’s one of the things that they [classroom teachers] do when they [students] are learning to read. I have a sign outside the door... it has the date and then it has today is “b” day and then they [students] have to read it [before entering for physical education class]. Usually with the first and second grade... the teacher or myself points to the words and they [students] read [the sign]. Today it says laps and it says stretches and at
the end it says today is basketball and jump rope. So they knew exactly what we were working on (Erin Interview 2: 23 – 33).

I know that when I've tried to do other stuff with them [students]...like we did this heart rate paper that was probably too hard but they [students] figured it out because I color coded everything. So by telling them what's in... red was what was on the paper that they were looking for and then what was in purple was what they were actually going to put on their paper. I think it made it easier (Erin Interview 2: 96 – 103).

The researcher prompted Erin to provide an example of how her interactions with Emily impacted her students.

I would say my professional development meetings with Emily... impact me to make me a better teacher. They make me think and they make me reflect "oh well I could have done it this way" or "that's a good idea"... or "maybe I should try this" or give me ideas... ways to do new... different things or try something different with a student if I am having problems with them. As far as impacting my students... I think they have a huge impact on my students (Erin Interview 1: 376 – 384).

I have a student who is deaf... and I took a sign language class so that I could communicate with him but Emily has an adapted PE [certification] also so I was asking her ways to work with him. He can read my lips and I didn't know that initially. And he has an aide with him but the aide's not always the best at getting him to do the activity... so Emily has given me some ideas [to] make sure that I'm in front of him... or making sure he looks at me when I talk... and definitely demonstrating stuff. And that's helped (Erin Interview 1: 376 – 396).

Erin also provided information during an informal conversation with the researcher following the first observation session. The researcher asked where the idea for the Cookie Monster game, that was observed during the lesson, came from (Erin Observation 1, 1/21/00).

I actually think it's... Emily's game... but I'm not exactly sure where she got it from. Of course if you watch Sesame Street you know there's Cookie Monster and he's constantly eating cookies. I mean it's actually the dribble tag game that you can play lots of different ways. But with the little kids whether its hockey or pillow polo, or soccer, or basketball, we always call it Cookie Monster and the teacher always has to be the Cookie Monster. And they like it (Erin Interview 2: 114 – 122).
The students in Erin's class were working on group jumping skills during observation three. Following observation three Erin was asked “Is professional development embedded in your daily work with students? If so, how?” She responded as follows

I would say … I constantly reflect on the processes or the steps that I take to teaching the skills. And making changes whether it's been individual change for a student or you know maybe a change for the whole group or maybe I learned something I know the next time I do first grade long jump rope I'm gonna say turners always stand on the edge of the red line. Because I said that about five times. [At] first...I said keep the rope on the red line but I didn't say turners and that was something that I really should have said. So I feel that reflection keeps me constantly doing professional development, mainly for lessons. But I also feel like I'm always asking the teachers about something or they're asking me about a concept, or a theme or [something] (Erin Interview 3: 293 – 306).

Due to the professional relationship between Erin and Emily, as well as the fact that both participants were seeking a reading endorsement and attended the same conferences, similar experiences informing teaching were found in both classrooms. Erin and Emily both have a Word Wall displayed in their respective gymnasiuems. Emily described her Word Wall as follows:

I have a Word Wall, which I have the alphabet up, and I have the letters A through Z. As we go over different skills or different sports I list… the words [in the corresponding letter category on the wall]. Sometimes I have the kids give me a word or tell me what [word] they think we should add to the Word Wall or we talk about the words, or "can you find a new word that's up there?" So we use it in a number of ways. But I also use it when we have a writing experience in class and they need it to check spelling on something or get an idea (Emily Interview 3: 112- 121).

It's PE words, so if my lesson today, … was with square dance with the little kids I will put Virginia Reel up there, and square dance, and do-sa-do, and arch and all the terminology that I taught [the] first and second graders. For older kids fitness terminology would be up there because that's what we worked on for today (Erin Interview 3: 283 – 290).

When I do …a writing activity or …even a quiz sometimes if it's fill in the blank...I'll say you can use the words on the words wall but they have to be spelled correctly. If I think it's a word that's at their level to spell and so that's been real helpful (Erin Interview 3: 302 – 307).
I definitely think it [professional development] has influenced my teaching. I think it has made me a better teacher. Whether it’s integrating things that the classroom teachers do, which is something I try to do daily with the Word Wall, or reading to the younger students (Erin Interview 4: 4 – 8).

Erin and Emily were both observed using the same warm-up routine during each observation session. During Emily’s entire volleyball/net games unit, she utilized a warm-up tape that had been recorded by Erin. The researcher asked Emily via e-mail after the first observation session “whose voice is on the warm-up tape?” Emily responded

[It’s] Erin's voice on [the] tape. We take turns doing them (Emily e-mail Correspondence 2/17/00).

One other similar link between experiences that Emily and Erin shared that informed their teaching focused on implementation of the Three R’s into their classroom. Both participants obtained this idea from a combination of a workshop they attended at the Summer Institute and from an idea obtained from PE Central (a physical education Internet web site). The participants were observed implementing this idea as a motivational strategy for students. During an interview Erin explained how she and Emily came up with the idea. The researcher asked, “Where did the Secret Student come from? And how do you go about deciding who the secret student is?” Erin responded

That [idea] is off of PE Central. I’m not sure that direct idea is. I’m not sure it’s called that but...the concept of it came from that. It is picked ahead of time...I take and I highlight [on a spreadsheet the student] who has had it and who hasn't had it. And I try to alternate girl boy or if they’re catch[ing] on that it’s always alternating then I will do girls in a row to trick them. The idea is that [if] they follow the three R's,...which is respect, responsibility, and resourcefulness, which are my three rules,...and if they do that, and I watch them do that, I kind of keep an eye on that person the whole time, then they get secret student. And if I pick somebody who wasn't doing that. Whether they weren't respectful or they weren't staying on task or whatever the reason then I just say the person that I picked today doesn't get it. And then I take them aside later on when no one's around and then I say you know you were secret student today and I didn't give it to you why
do you think that is? And [I] have a conversation with them. So the idea is that they [the students] all are on their best behavior 'cause they could be secret student (Erin Interview 2: 129 – 150).

Emily explained where they obtained the idea for the Three R’s.

At the Summer Institute I learned a lot of management rules and just some ideas for classroom management. The Three R's, it's responsibility, respect and resourcefulness, I really like that and I learned that there. Actually one of the presenters talked about that and then I bought the book and read about it. (Emily Interview 4: 152 – 161).
CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of this study was to describe the professional development opportunities of four experienced elementary physical educators and the extent to which these experiences informed the teaching-learning process. The secondary purpose of the study was to attain the experienced teachers' perspectives on the impact of individual professional development on student learning and thirdly to identify the constraints and supports for professional development opportunities. This chapter will discuss each of the research question findings, and provide recommendations for professional development practice and future research.

Policy Overview

As part of a national movement toward improving teacher quality, in this mid-westerns state, legislation has been passed. The legislation became the foundation upon which the State Department of Education constructed its framework of change. Part of the change process included the creation of multi-level reform efforts to improve schools and increase student performance. Senate Bill 55 called for public accountability for school performance. District and school performance will be measured annually according to the 27 state performance standards which are based on proficiency test scores, student drop out rate, graduation rate, attendance rate and vocational completion
rate. State report cards are used as the method for publicly reporting the extent to which districts are able to meet the performance standards.

In compliance with Senate Bill 55 school districts will be designated as “effective”, “continuous improvement”, “academic watch”, or “academic emergency.” School districts will be assigned a performance rating based on the number of performance standards met. The four schools in this study were rated “continuous improvement.” Therefore, all four of the schools in this study were required to develop continuous improvement plans (CIP) for the purposes of improving student performance on the proficiency tests, increasing attendance, and graduation rates. The proficiency tests focus on the following core curricular areas: citizenship, math, reading, writing, and science. Accordingly, each of the school building goals reported by the participants addressed at least one of those content areas.

At the same time state teacher licensure was in the process of undergoing change. All teachers currently holding teacher certification must convert to a teacher license before 2003. However, teachers obtaining a Permanent Certificate before this date will not be required to convert to licensure or fulfill any other requirements for certification. Only one of the four participants in this study indicated that she would be required to convert to licensure.

The National Board for Professional Teaching Standards (NBPTS) is a voluntary certification program for teachers. This program was created in alignment with educational reforms that focus on improving student performance. National Board Certification was developed as a professional development option for teachers with at least three years of teaching experience. Financial and public recognition are the
incentives for seeking this voluntary certification. Three participants indicated interest in pursuing National Board Certification. However, two of these three indicated that cost of pursuit was a barrier to this pursuit. Further, at the time of this study only one of the participants had made steps to begin the process.

The new teacher licensure standards call for intensive professional development. The professional development criteria specify that activities pursued must be related to the teacher’s area of license or to classroom teaching. The purpose of the change is to ensure ongoing and purposeful teacher growth in a focused educational direction.

Measures were established to ensure a link between license renewal and the states focus on improving student performance. Two integral parts of the state standards for public schools directly apply to the teachers. Both the Continuous Improvement Plan (CIP) and professional development expectations were set in place to ensure a statewide accountability system.

The Regional Professional Development Centers (RPDCs) were created to develop learning communities that would assist schools in building professional development. Accordingly to the RPDCs professional development was to be “long-term” and “ongoing” as well as embedded in the teachers’ daily work with students. To further assist in the process of reforming professional development of teachers, the Local Professional Development Committees (LPDCs) were developed.

Each school district in the state was required to establish a LPDC for the purpose of reviewing teachers’ Individual Professional Development Plans (IPDPs). Teachers seeking license renewal are required to create and submit an IPDP to their LPDC. The teachers’ IPDP must align with the school improvement plan (CIP) and the district goals
that focus on improving student performance on the proficiency tests. However, none of
the participants in this study had created an IPDP. Only one participant in this study
would be required to convert to licensure and thus required to complete an IPDP before
her current teacher certification expired.

The school district in agreement with the district teachers’ union developed
guidelines that outlined an extension of the teacher workday for the purposes of
professional development. The district education association (teachers’ union) was
supported by the state and national education agencies that support and encourage the
professional development of its members. The policy statements of these national agency
encouraged affiliated district agencies to support the professional development
opportunities of members. The district teachers’ union indicated this support through
negotiation for professional development as outlined within the Negotiated Agreement.
The Negotiated Agreement also indicated that specific implementation of professional
development was to be a building level decision. Further, professional development at the
building level needs to be aligned with the districts’ educational objectives that focus on
improving proficiency scores and integrating technology into each classroom. This once
again strengthened the link between district goals and building initiatives. However, the
implementation of building level professional development in the form of PDT’s failed to
provide resources for the elementary physical educators. The building level PDT’s
primarily focused on reading, technology and science. These PDT sessions did not
address the perceived professional development needs of the participants nor physical
education content. The participants indicated a few instances where the PDT sessions
proved informative. Although all of the participants used technology in their planning
they were unable, for the most part, to be able to integrate technology or any of the other information derived from PDT sessions directly into their teaching.

Due to an Exchange of Services Agreement with area colleges and universities the school district was able to provide support in the form of fee waivers and tuition reimbursement to teachers pursuing graduate credit. The Negotiated Agreement stated that fee waivers were a benefit for school district staff. This was one way in which the school district was able to support and encourage employee educational growth.

The school district policy for implementation of professional development for the 1999 – 2000 school year was termed Professional Development Time (PDT). The rational for this professional development framework was to provide professional development activities for staff that would focus on the goals of the Continuous Improvement Plan (CIP), teacher growth plans as outlined in the IPDP, or district initiatives. The PDTs offered at each school building were designed similarly to the Coordinated Approach model (Seyfarth & Magill, 1998) which suggests that school staff development sessions should continue to offer a variety of topic sessions but these sessions should be linked to the school’s mission or goals as well as relate to improving student achievement.

Professional Development Opportunities Sought

The participants’ context influenced the professional development opportunities each sought during the 1999 – 2000 school year. The teachers sought numerous forms of professional development opportunities. The professional development opportunities recognized by the school district were in the form of PDTs, conference attendance, graduate course work, or committee work. The professional development opportunities
sought that were not recognized by the school district focused on seeking educational resources and networking with teachers.

**Professional Development Time**

Implementation of the PDT sessions varied within each of the four school buildings. Some of the differences pertained to the time of day the PDT sessions were held, the length or frequency of the sessions, and the session topics. District policy mandated that each teacher attend at least 36 PDT sessions per year and that 24 of these had to be building PDT sessions. Further, only 18 technology sessions could count toward the 36 required sessions. Only 24 building PDT session were offered in Emily’s school, therefore in order to meet the district mandated minimum she was required to attend all building PDT sessions. Erin and Michelle both discussed instances when their attendance at building PDT session was not required. This may have been due to fact that 33 and 41 PDT sessions were offered in their respective buildings and thus they had some choice in attending offerings. Cleo’s building offered a total of 48 PDT sessions during the 1999-2000 school year.

The purpose behind allowing PDT sessions to be defined at the building level was to “address common needs and priorities that have surfaced through the school improvement planning process” (Professional Development Time: Rationale and Guidelines, 1999, p. 1). However, Emily’s school was the only one that seemed to fully align the CIP goals with the building PDT sessions. The other three schools PDT sessions focused on only one or two of the CIP goals. Part of this misalignment may have been due to what the teachers perceived as disorganization on the part of administration.
Michelle specifically commented that her school got off to a late start with PDT implementation and that a master list of PDT sessions was never generated.

The teachers in this study were not involved in the decision-making process or implementation of the PDT sessions. Further, the participants indicated that although some of the PDT sessions topics were developed with teacher input most were designed by administration. Although the PDT sessions were to be designed and implemented locally, the same topic sessions were noted across buildings (e.g. book talk on Mosaic of Thought). The implementation of the PDTs appeared to be contrary to “best practices” of inservice. Numerous research studies have indicated that teachers’ participation in inservices should be voluntary and that teachers should have a role in the construction of inservice sessions (Anderson, 1987; Lieberman & Miller 1984a; Sarason, 1982; and Schwager, 1983). Further, the inservice sessions did not address any of the professional development needs identified by these teachers.

Also due to alignment of the PDTs to district and building goals that were based on deficiencies on the students’ proficiency scores, the professional development opportunities provided during the teachers’ workday did not address the physical education content or context. These findings were similar to Pissanos (1995) who stated that the teachers “appreciated the opportunity to feel a part of the collective group of teachers, but they were at times frustrated because these...in-school staff development experiences failed to acknowledge the physical education content area” (p. 224).

Philadelphia, Pennsylvania and South Carolina’s public schools include physical education as a discipline area that is assessed with performance-based assessments. Philadelphia includes physical education as an academic standard discipline area (“the
basics”) (http://www.phila.k12.pa.us/Admin/Children_Achieving/high_expect.html). These standards are assessed with performance-based assessments that allow students to demonstrate their mastery of academic subjects and real-world tasks. In South Carolina physical education is assessed at the program level. The number of students who meet the state standards at each school will be reported on the state report card (S.C. Education Accountability Act of 1998 Section 59-18-310; Dr. J. Rink e-mail communication, 5/22/00). If physical education was included as a core content area, similar to South Carolina and Philadelphia, Pennsylvania, then physical educators may be provided greater opportunities to infuse meaningful professional development within their contractual school day.

The participants in this study indicated that they received some professional enrichment due to attendance at PDT sessions. The benefits of PDT attendance offered participants a chance to network with teachers in their building, an opportunity to view the school in a more global sense, obtain information and skills related to student learning, or improve technology skills. However, for the most part they felt that the PDT sessions did not pertain to them. Locke (1984) stated “if teachers do not have a major part in deciding what inservice to have (what skills to develop or problems to solve) the probability of long-term success is small” (p. 51). The participants spoke of being frustrated with district policy that mandated attendance at PDT sessions, even when session offerings did not pertain to their teaching context. This finding relates to previous literature in which a physical educator indicated that the inservice opportunities available were relevant for classroom teachers but there were no inservices focusing on physical
education (O'Sullivan, 1989). Mike, the participant in that study, stated that attendance at these inservices, "...is like intellectual isolation" (p. 234).

The district technology initiative was designated as a CIP goal for each of the four school buildings. However, Emily and Michelle's schools were the only ones to reflect this emphasis in the number of technology PDT sessions offered. One explanation for this could be that all four of the elementary schools were also receiving technology support from TRECA (Tri-Rivers Educational Computer Association). SchoolNet funds had assisted with implementing the district technology initiative. In Emily and Michelle's schools TRECA offered numerous (11 and 22 respectively) technology sessions during the PDTs. However, the technology PDT sessions at Cleo and Erin's schools were substantially fewer (3 and 5 respectively). TRECA provided technology support to teachers through these formal PDT sessions but also on an individual basis according to teacher need and building policy. Michelle reported that the technology sessions offered were aimed at individuals with a low-level of computer skills and thus they did not meet her needs. On the same note, Doolittle and Schwager (1989) suggested "inservice developers can not assume teachers are homogenous, nor that they will respond positively to issues important only to experts outside of the school teaching context" (p. 113).

Although each of the four participants were interested in improving technology skills the PDT technology sessions were either focused on a low skill level or did not have a direct link to the participants' teaching context. In order to make the technology PDT sessions more relevant, the teachers' needs and skill levels should have been addressed prior to planning and implementation. Lieberman and Miller (1984b)
suggested that teachers find inservice sessions that are designed for specific skill levels most useful. Further, Doolittle and Schwager (1989) summarized staff development literature that indicated that planners should accommodate for “individual differences in inservice offering, [by] providing activities for teachers matched to the various stages, and planning to conduct development over a sustained period of time, with frequent structured follow-up activities” (p. 112). Although attempts were made to make instruction relevant, through the development of individualized technology goals, the sessions themselves assumed teachers were at the same level of knowledge and experience. The technology sessions offered were merely a series of one-shot training sessions. The TRECA representative at Michelle’s school provided the only exception by offering her individual follow-up activities to support her use of technology.

The TRECA representative in Michelle’s school appeared to provide the most individualized support. Although TRECA representatives were also available in the other three schools, Emily, Cleo and Erin did not report receiving any individualized technology training from them. These teachers reported having difficulty meeting their individualized technology goals. One teacher reported that equipment ordered had not arrived. Others indicated that limited time during the school day and support to make the link into their teaching context were barriers to meeting their technology goals to bring technology into the classroom.

Participants did not feel that the PDT sessions were related to physical education content. They had difficulty linking the general PDT sessions as well as the PDT sessions that focused on technology to what was going on in their gymnasiums. Emily and Erin found some useful information related to how to assist students with reading. All four of
the participants indicated that the PDT sessions which allowed some interaction between teachers within the school building assisted them gain a broader understanding of students and how individuals function as a whole. These experiences occasionally provided the teachers with opportunities to be viewed as professionals. The misalignment between PDT sessions and teachers’ needs forced teachers to go beyond district professional development offerings and seek opportunities related to their content area. However, available time and financial support limited these opportunities.

Conferences

Michelle was the only participant who attended a conference that was not financially supported by the school district. This general education conference focused on how students get along. The two physical education conferences attended, during the 1999 – 2000 school year, by Emily, Michelle and Erin were supported by the school district through conference fees, housing, and provision of substitutes. The participants indicated that they were allowed to attend these conferences solely due to their involvement with the districts’ Graded Course of Study Committee. Due to their involvement with this committee the district waived some of the conference attendance policies. Specifically in allowing the participants to attend the conferences the Director of Curriculum and Instruction waived the following professional leave criteria: the conferences did not pertain to the CIP, the conferences lasted more than one school day, one of the conferences was held out-of-state, none of the participants had developed an IPDP, the conferences were not held on a Tuesday, Wednesday, or Thursday, more than two professionals from the district were attending the same conference, and the participants were not asked to share their new-found learning through PDT sessions.
Although the district supported three of the four participants’ attendance at professional conferences, the three teachers attributed this to their work with the Graded Course of Study Committee. Conversely, Cleo claimed that district policies precluded her from attending professional conferences. Her experience with attempts to attend professional conferences was similar to those indicated in a previous research study (Templin, 1989). Cleo’s frustration was similar to another physical educator who stated “They don’t really like teachers to be out for any reason…. If you go [to a conference] then they ask for implications for the school or program and nothing ever happens. Either scheduling can’t be arranged or no funding. It’s a hassle” (Templin, 1989, p. 193). Therefore, the district support for teachers’ conference attendance appears to be limited. The opportunity to pursue attendance at professional conferences may cease once the Graded Course of Study Committee’s work is complete.

Emily, Michelle and Erin indicated that due to the fact that Graded Course of Study Committee money was supporting their conference attendance they chose sessions primarily related to the development of curriculum. However, all three participants attended the keynote speaker sessions at conferences due to their interest in current issues and trends. This finding was similar to Pissanos (1995) who found that experienced elementary physical educators sought the remarks of keynote speakers because they were motivating and focused on current trends and issues.

Graduate Course Work

The participants in this study utilized fee waivers to pursue graduate course work. Emily, Michelle and Erin each used fee waivers to obtain their master’s degrees. Further, Emily and Erin were currently using fee waivers to obtain their reading endorsement.
Cleo reported using a fee waiver during the previous summer. All of the participants described how pursuit of graduate coursework was meaningful professional development. Emily and Erin specifically noted they were able to enrich their current physical education curriculum by intertwining knowledge gained through pursuit of the reading endorsement within their current context. Although Cleo indicated that the Spirituality in Education class she pursued broadened her view of morality, she was unable to link this class to her teaching context. Development of an IPDP may help Cleo align and define her professional goals.

The district-supported teachers seeking graduate course work, however, these efforts were not recognized as professional development. Teachers were not provided PDT credit for graduate coursework. This may have been due to the fact that the coursework assisted with individual teacher development and not the school CIP. The districts current support of PDTs as the primary source of professional development appears to contrast previous policy that supported graduate course work and Continuing Education Credits (CEUs) as the primary sources of teachers’ professional development.

**Committee Work**

The Negotiated Agreement specifies that teachers are not required to perform duties outside of their contractual school day and that committee involvement is also not required. Further, teachers who voluntarily participate on ad hoc committees should receive an honorarium at the conclusion of committee service. All four of the teachers were involved in school related duties that occurred outside of the contractual school day, and three of the four teachers indicated that there was an unwritten requirement that they had to be involved with school committees. Emily’s involvement with the Safety Patrol
was the only school related duty that occurred outside of the school day that was financially supported. Emily, Michelle, and Erin indicated that they were to receive an honorarium due to their involvement with the district’s Graded Course of Study Committee. In contrast to district policy, all other committee work described by the participants occurred outside of their contractual day and was not associated with an honorarium. Although committee work tied into school improvement it was not recognized as a professional development opportunity by the school district. However, all four of the teachers viewed their committee involvement as professional development.

**Resources**

The teachers reported seeking numerous resources as a means of professional development. The Internet, professional journals and books were resources the participants used to stay current with the field of physical education, obtain ideas, assist with room decoration or to provide depth to their lessons. The participants found these resources through exploration on the Internet, engaging in professional chat groups, subscribing to professional listservs and journals, as well as through networking and conference attendance. Although the participants found these resources helpful, they indicated frustration due to limited time available to pursue these resources. Jane, Emily, and Cleo indicated that much of the time spent attending mandatory PDT sessions could have been used more efficiently. They indicated that they would spend more time seeking resources if provided more time during the school day.

**Networking**

Networking seemed to be the most fruitful avenue of professional development opportunities pursued by these four elementary physical educators. Teachers reported
networking with building staff as well as physical educators within and outside of their district. According to Lewis, L., Parsad, B., Carey, N., Bartfai, N. & Westat (1999) “these networks can be powerful learning tools to engage professionals in collective work and allow teachers to go beyond their own classrooms and schools to engage in professional discourse about their own experiences and the experiences of others” (p. 49). The participants voiced frustration in regard to the limited amount of time available to network with others prior to and during the 1999-2000 school year. Unless the building principal made special accommodations for teachers, formal opportunities to network with classroom teachers or specialists located within the same school building did not exist during the school day. Emily and Michelle both described accommodations that were made to assist with in school networking. However, the teachers were responsible for finding a common time. This common time was generally before or after school and often was not recognized as professional development. Doolittle and Schwager (1989) indicated “most teachers’ schedules are so restrictive that finding time for planning with other teachers during the school day is extremely difficult” (p. 113). In fact although both Emily and Michelle mentioned they received permission from their respective principals to schedule these networking sessions neither participant reported that they ever came to fruition. Also, these networking sessions were not noted on the individual PDT attendance forms.

The participants also provided descriptions of networking with elementary physical educators across the district. Michelle stated that the availability of district wide e-mail and having a computer in her office alleviated much of her previous frustration with networking. She specifically noted that it had been difficult in the past to find a
mutual planning time to call a peer and seek support or obtain resources. Networking with elementary physical educators employed in the district primarily occurred through the use of e-mail but also occurred face-to-face. The participants reported that the networking occurred regularly either weekly or monthly for the purpose of seeking support, ideas, sharing expertise or resources.

Emily and Erin both described their unique professional relationship. These two participants interacted numerous times on a daily basis through e-mail, telephone communication, as well as occasional visits to their respective schools. They attributed the development of this relationship to an initial team-teaching experience, that their schools were located within a mile or each other, and that they both had access to a telephone and e-mail in their offices. Their constant interaction was purposeful. These teachers shared resources and supported each other. Their relationship provided them with an outlet to reflect on daily thoughts and experiences. Further, they split the responsibilities for unit plans and lesson plans. Emily and Erin both indicated that their professional relationship allowed them to provide their students with richer experiences. Most of the networking experiences the participants pursued were inhibited by lack of time. Emily and Erin’s interactions were an exception. These findings support those previously presented in the literature. Templin (1989) found that although the school he studied supported peer interaction the teachers did not have time to pursue opportunities to interact.

Needs

Analysis of the data indicated that during the 1999–2000 school year, Emily, Michelle and Erin had pursued opportunities that addressed most of their perceived
professional development needs. All four of the participants indicated that they needed time to collaborate with teachers in the school building and within the district. Although some informal opportunities were pursued the participants indicated that they needed more formal opportunities in which to meet with others. Pissanos (1995) found that four experienced elementary physical educators were frustrated over their isolation and that they expressed a need to contact other physical education teachers. The teachers in Pissanos’ (1995) study indicated they needed time to meet with other physical educators for the purposes of talking, learning from each other, exchanging ideas, sharing, and discussing problems. Even the intricate professional relationship Emily and Erin had developed did not completely fulfill the needs of these teachers. Further, although the availability of e-mail had provided a means for which to network, the teachers desired further opportunities to meet.

Emily and Erin both indicated that they had a professional development need to present to their peers. This need was not fulfilled during the current school year. This may have been due to the districts lack of support for peer presentations. Although, presenting to peers at PDT sessions was indicated as a requirement after returning from a conference, the teachers were not required to fulfill this obligation. One reason the teachers may not have pursued opportunities to present to peers may have been due to the fact that presenting to peers was not an acceptable PDT option. Therefore, if the teachers had presented to peers they would not have accumulated PDT credit for this experience. However, literature states that teachers prefer to learn from colleagues than from “outside” experts (Decker & Dedrick, 1989; Reiman, McNair, McGee & Hines, 1988).
The findings indicated the development of a unique professional development structure created by the four physical educators in this district. It appeared as if networking was the key component to the professional development of these elementary physical educators. The primary purpose of networking seemed to include sharing ideas, resources and knowledge, a means of support to counter the effects of isolation as well as an avenue to assist with developing ways to implement the new knowledge into practice. Figure 5.1 depicts the importance that professional development opportunities have on sustaining networking as a means of professional development. The teachers used the physical education teacher network as a means to disseminate and obtain information acquired through other professional development opportunities (e.g., attendance at conferences, reading professional journals, Internet searches, as well as chat groups and listservs, etc.). It appears as if the information and knowledge gained through professional development is the foundation upon which the network of support has been built. Opportunities for networking may be the missing link that would assist the teachers to use the knowledge gained from opportunities pursued directly within their context.

According to a 1999 statistical report on the preparation and qualification of public school teachers (Lewis, Parsad, Carey, Bartfai & Westat) “traditional approaches to professional development (e.g., workshops, conferences) have been criticized for being relatively ineffective because they are usually short term; they lack continuity through adequate follow-up and ongoing feedback from experts; they are typically isolated from the participants’ classroom and school contexts; and they take a passive approach to training teachers, allowing little opportunity to learn by doing and reflecting with colleagues” (p. 36). However, the teachers in this study indicated that these traditional
approaches to professional development were helpful to them when followed with opportunities to network with other physical educators. Lewis, L., Parsad, B., Carey, N., Bartfai, N. & Westat (1999) stated that “professional development and collaboration with other teachers are strategies for building educators’ capacity for effective teaching particularly in a profession where demands are changing and expanding” (p. 6).

![Diagram of professional development network]

Figure 5.1: Sustaining a professional development network

Stage of Development and Needs

**Stage of Development**

The participants’ responses to the TCQ-PE indicated that these four participants were not in the same stage of teacher development. Analysis of the participants’ responses on the TCQ-PE indicated that Emily was in the Self stage, Cleo in the Task stage, and Michelle and Erin in the Impact stage of Fuller’s stages of teachers’ concerns.
However, analysis of the interview transcripts provided some indication that the participants’ life cycles may have an impact on them thus possibly causing an ebb and flow between stages of concern. Although both Emily and Erin were both experiencing personal crises prior to and during the 1999-2000 school year, Emily’s stage of concerns may have been impacted more by her crisis. Some of Emily’s statements reflected concerns associated with an individual in the Self stage of concern while other statements suggest she was in the Impact stage of concern.

Conversely, none of the opportunities Cleo pursued during the 1999 – 2000 school year aligned with her perceived professional development needs. This may have been due to Cleo’s inability to determine her future professional direction. The literature on life stages specifies “periods of intense questioning and reassessment may have considerable impact on job performance and career options” (Fessler, R., 1995, p. 182). Further, Cleo’s current ambiguity about her professional direction may explain why she remains in the Task stage of concern. This professional ambiguity may also explain why analysis of interview transcripts provided little data to support the findings of the TCQ-PE that indicated she was in the Task stage of concern. Since Cleo continues to hold a Provisional Teaching Certificate she will be required to create an IPDP before her current certification expires. The process of creating an IPDP and the guidance of the professional development centers may assist Cleo in determining a purposeful direction to her professional development efforts.

Analysis of Michelle’s interview transcripts provided the greatest alignment with the Impact stage of development. Not only was she concerned with the needs of students, she also reported little concern with “looking good to administration.” Michelle reported
that her current life cycle impacted the professional development opportunities she sought. Specifically, her role as wife and mother caused her to seek weeklong professional development opportunities that allowed her to immerse herself in the task of learning. She stated that these intense opportunities better aligned with the needs of her family and allowed her to implement the new knowledge directly following the experience. Michelle’s interest in pursuing graduate course work that was constructed in a nontraditional format and allowed for immediate application to her setting, aligned with the findings of Pissanos (1995). Who stated “the teachers did, however, express a concern that educational institutions often presented graduate course work in a manner that would not be directly applicable to their teaching situations” (p. 220).

Similar to the findings of McBride, Bogess, and Griffey (1986), the participants were concerned with their status as professionals. All four of the participants made reference to the importance of being viewed as professionals. Erin stated that her involvement with school committees was often due to her need to be recognized as more than a “gym teacher.” Michelle indicated that she had purposefully been involved in the school improvement team in the past for the purpose of being viewed as a professional. She indicated that her contributions to this team opened the eyes of teachers and administrators and through this experience she had gained their respect. Emily specifically noted that her involvement with the school Safety Patrol expanded her role into the community. The participants believed that their committee involvement was an avenue toward being viewed as a professional. McBride, Bogess, and Griffey (1986) attributed this need for professional recognition to “the physical location of the gymnasium [which is] often removed from the school mainstream” (p. 155). These
opportunities expanded the physical educators’ roles beyond the gymnasium. Further, Emily, Erin, and Cleo noted that they were interested in seeking National Board Certification, as this would elevate their professional status.

**Professional Development Needs**

Findings from the PDQ-PE duplicated those found in Conkle (1995) and Sullivan (1999) that indicated the strongest perceived inservice needs were within the Current Issues and Trends domain. These findings further supported the need these teachers had to pursue opportunities beyond those found within the school building. Teachers indicated these needs were met through attendance at physical education conferences, subscription to professional journals, interacting in professional chat groups, subscribing to professional listservs, and meeting regularly with other physical educators.

Findings also indicated that despite years of experience, these four elementary physical educators’ still had concerns about their teaching. Emily specifically indicated that she was concerned with class management issues. These findings support those of McBride, Bogess, and Griffey (1986) that “discipline and maintaining class control… do not necessarily diminish as a result of experience” (p. 155). Emily also stated that she sought class management ideas when attending professional conferences. Further, “inservice teachers still require updated information and strategies for dealing with these concerns” (McBride, Bogess, & Griffey, 1986, p. 155).

**Student Needs**

Analysis of data indicated that the participants provided limited discussion about how professional development opportunities relate to the teachers’ perceived student needs. During observation sessions the participants were not observed to implement any
systematic efforts to assess students. Although Michelle indicated that she sought professional development opportunities based on student needs she did not discuss how student needs were assessed. Further, she was unable to specifically define how opportunities sought were linked to student needs. Instead she provided examples of how she had integrated ideas obtained from professional development opportunities to create a positive learning environment for the students.

One reason formal student assessments were not observed in practice or discussed by participants may have been because the participants taught between 365 and 539 students. Further, the participants only met with these students for one 40-minute class period every four days. Michelle stated that limited class time with the students was a barrier to bringing technology directly into her learning environment.

Another reason that teachers were not observed to assess student needs may have been because no formal accountability measures for physical education were established in the district or by the state. Further, because the physical education curriculum was in the process of development these teachers did not have criteria to follow.

Participants did provide specific examples of how information attained from professional development opportunities impacted their students. Specifically, three of the four participants identified wall posters and class rules and routines that were ideas obtained from professional development experiences. Most of these examples were not implemented directly from examples or ideas presented from professional development opportunities but rather they were emerged with previous ideas or altered to fit a particular teachers classroom. Specifically, although three of the four participants
attended many of the same conferences during the current year, the ideas obtained from 
these conference sessions were implemented differently across teaching contexts. 

Technology was one common professional development experience of all four 
participants. The participants described how technology was integrated in their planning 
but they were unable to provide many examples of how technology was infused in their 
teaching. The participants indicated that lack of assistance with implementation at their 
school site, lack of physical education technology models, and limited time with students 
as barriers to infusing technology into their teaching.

Professional Development Models

Professional Development

According to policy, the district recognizes the following activities as professional 
development: planned inservice and workshops offered within the school system, release 
time to visit other classrooms, conferences, workshops and professional meetings, and 
leaves of absence for advanced educational training. According to district policy, the 
purpose of professional development

The teacher analyzes past experience and pursues professional development 
opportunities to improve future performance (Professional Development Time: 
Rationale and Guidelines, 1999, p. 1).

However, district policy and building level implementation of professional development 
did not align with the teachers' definitions of professional development. All four of the 
participants' descriptions of professional development defined a variety of experiences 
and opportunities that occurred both within and outside of the school context. Each 
participant indicated that the knowledge gained from professional development should be
linked to improving teaching. Yet, minimal support was provided to these teachers to pursue the professional development opportunities they described.

**Training**

The PDT sessions offered at each school could be described as training, the fourth model of staff development defined by Sparks and Loucks-Horsley (1990). According to the authors, staff development included traditional educational workshops that typically maintained a large student-to-teacher ratio and has proven cost effective for school districts attempting to “train” great numbers of employees. “The power of training to alter teachers’ knowledge, attitudes, and instructional skills is well established” (Sparks & Loucks-Horsley, 1990, p. 14). However, many of the “best practices”, previously discussed, found within the inservice literature were not implemented in planning the PDT sessions. Although district policy indicated locally developed PDT sessions, due to district mandates and school building implementation the PDTs appeared to be the externally driven, top-down staff development approach described by Richardson and Hamilton (1994).

The apparent lack of local building level PDT development may have been due to the fact that this was the first full year of PDT implementation in the district. If the PDTs had been structured locally within school buildings and more collaboratively there may have been closer alignment with teachers’ needs. The Collaborative model creates a partnership between a facilitator of and participant in the staff development process (Richardson & Hamilton, 1994). Further, the district may want to establish some district wide PDT sessions developed on a needs basis. This type of PDT session may assist with
meeting the teachers’ perceived needs to network within the district, address content specific topics, and ensure curricular alignment across grade levels and school buildings.

**Individually Guided**

All four of the teachers described a need for opportunities which would align with Sparks and Loucks-Horsley’s Individually Guided model of staff development in which teachers explore and design their own professional development. This desire also aligns with Richardson and Hamilton’s (1994) description of teacher-initiated activities as “an umbrella term to denote individually determined professional growth” (p. 111). New licensure policy that mandates teachers devise IPDPs may better align with the teachers’ needs to individually devise their professional development. According to Sparks and Loucks-Horsley (1990)

This model assumes that individuals can best judge their own learning needs and that they are capable of self direction and self initiated learning (p. 7). Through creation of an IPDP as well as the individual technology plans the teachers will be provided opportunities to individually devised the activities and learning experiences that would help him/her to grow in the teaching profession. However, if the IPDPs are to be more meaningful than the individual technology plans devised by these participants, on-sight support for implementation is needed.

**Involvement in a Development/Improvement Process**

According to Sparks and Loucks-Horsley (1990) curriculum development and school improvement theoretical bases were derived from the literature on change and innovation as well as the research on effective schools. These teachers were involved in curriculum development and school improvement plans. Emily, Michelle and Erin’s involvement with the Graded Course of Study aligned with Loucks-Horsley’s (1990)
Involvement in a Development/Improvement Process model. Through this experience the three participants joined other physical educators in the district to collaboratively devise means of acquiring the needed knowledge to solve the problem. Further, Michelle and Cleo’s involvement with the district teachers’ union for the purpose of investigating the implementation of PDTs also fell within this category. Also, the CIPs were a final form of Involvement in a Development/Improvement Process that was described by the participants. However according to the participants, due to the focus on the core curricula and minimal input by the related arts teachers (e.g., art, music and physical education) they were not truly “involved” in this process.

Conclusion

Teachers’ progress through stages of development does not align directly with years of teaching experience. Individual experiences and life cycles may have an affect on the concerns of teachers as well as the types of professional development opportunities they pursue. Further, the school context and district support impacts the types of opportunities teachers explore. Figure 5.1 illustrates how the numerous professional development opportunities, these four participants engaged in, assisted them with sustaining a professional development network.

Some of the initiatives implemented throughout this change process may have been meaningful to these participants if further support had been provided. However, other factors such as mandated attendance, misalignment with teacher needs, lack of teacher input, minimal support for pursuit of content specific opportunities, and the practice of devising PDT sessions directed at one skill level failed to meet the needs of these participants. Consequently, minimal evidence was found that professional
development opportunities engaged in during this academic year, excluding Emily and Erin's professional relationship, informed teaching or related to the students needs.

Due to the alignment of district and building supported professional development opportunities with district report cards focusing on core subject areas, these participants were forced to go beyond their schools to meet their professional development needs. However, the majority of these opportunities were funded only for the participants working on the Graded Course of Study. Therefore unless district policies change, opportunities for conference attendance and time to meet with other physical education specialists will most likely be limited. Until the state includes physical education within the core curricula, physical education will most likely continue to be marginalized and these teachers will remain intellectually isolated.

State legislation has mandated that teachers develop IPDPs in order to obtain licensure renewal. District policy mandates that teachers attend a minimum number of building PDT sessions. District support for teachers' professional development opportunities outside of the PDTs is minimal unless an alignment exists with district committees or initiatives. Although three of the four participants will be exempt from developing an IPDP, Cleo may have difficulty completing the IPDP requirements. Similarly, the elementary physical educators in this district may soon find themselves at an impasse where the professional development opportunities required will not meet the needs outlined in their IPDPs. Thus, requirements may block physical educators opportunities to obtain license renewal.

As figure 5.1 indicates there are numerous professional development opportunities that assist with sustaining and expanding the physical educators’
professional development network of support. “Unlike traditional professional
development activities peer collaboration has been heralded by teachers, researchers, and
policy makers as essential to teachers’ continuous learning” (Lewis, L., Parsad, B.,
Carey, N., Bartfai, N. & Westat, 1999, p. 47). However, access to these traditional
professional development opportunities is pertinent to the maintenance and growth of this
network of support. Further, if the school district continues to support predominantly
local professional development opportunities as the primary means to professional
development then changes must be made to insure implementation of “best practices”
within the design framework. Specifically teachers must be included in the design of
inservice opportunities. These opportunities must align with the needs, individual
differences and skill levels of the participants. Attendance at inservice sessions must be
voluntary and onsite support must be made available.

Findings suggested that these teachers were not uniformly aware of professional
development opportunities. Rather, the three teachers who chose to extend their
committee involvement beyond the school walls appeared well informed about
professional development opportunities while the remaining teacher remained isolated
and uninformed. Additionally, teachers must be provided time to network regularly with
teachers in the building as well as with content specialists throughout the district if
professional development experiences are to impact student learning.

Teachers in this study primarily defined professional development opportunities
as those directly related to physical education content and context. Michelle was the only
participant who sought opportunities that addressed developing responsible students. This
was the only professional development focus that specifically addressed the general
educational goals of students. The participants predominantly narrow definition may have prevented them from focusing on the students overall educational needs and thus from contributing to overall educational goals.

Recommendations for Professional Development Practice

As a result of this study the following recommendations are provided for school districts as a means to improve the design of professional development policies related to opportunities provided for their physical education staff.

1. Design professional development opportunities that are aligned with the needs and skill levels of the physical educators.

2. Provide physical education staff members a voice in determining the focus of building level professional development opportunities.

3. Allow physical education staff members to select the opportunities that best meet their needs, interest and skill levels.

4. Devise support mechanisms that assist physical education staff members to implement new knowledge into their teaching context

5. Develop regularly scheduled formal opportunities for physical educators to network both within the school building as well as across the school district.

6. Create district policy that supports teachers’ desires to present to colleagues and to learn from one another.

7. The district should redefine professional development to include the pursuit of graduate course work.
Recommendations for Research

1. Given the fact that these research findings are based on data provided by four teachers employed within one school district, the first recommendation to be offered is that this study should be replicated on a broader scale across the district or throughout the state to address issues of assessment and the role of teachers in schools.

2. A study to examine the supports and constraints for professional development opportunities of physical educators in states where physical education is a core curricular area and included on the state report card.

3. Findings from this study suggested that all four teachers experienced difficulty identifying the student needs. It would be interesting to explore if other physical educators experienced this difficulty.

4. Due to the limited physical education professional development literature base, a longitudinal study should be employed to examine the professional development life history of a physical educator known to display exemplary practice.

5. Further study is also needed to determine how physical educators use the knowledge obtained from professional development experiences.

6. Although numerous models of professional development practice exist little is known about the effects of different models on physical education practice. Therefore, a study that examined the affects of employing different models of professional development interventions on practice.

7. Exploration is needed to determine how important quality physical education is to policy-makers at a state and local level.
REFERENCES


Continuous improvement planning: Basic guidelines for Ohio school districts. (2000). The Ohio Department of Education.


Melograno, V., & Loovis, E. M. (1990). Description of an inservice training model to provide appropriate motor development for handicapped students in an urban school district. (ERIC Document Reproduction Service No. ED 324300)


ONEnet: Fast Facts (http://www.ohioschoolnet.k12.oh.us/progra...onenet&program_long=program%5Flong\&goto.html)


SchoolNet (http://www.orangeschools.org/comp_serv/schoolnet.html)

SchoolNet: Fast Facts (http://www.ohioschoolnet.k12.oh.us/program...schoolnet&program_long=program%5Flong&goto.html)

SchoolNet Plus: Fast Facts (http://www.ohioschoolnet.k12.oh.us/progra...netplus&program_long=program%5Flong&goto.html)


227


Torres, M. N. (1996). Teacher-researchers in the "zone of proximal
development": Insights for teacher education. (ERIC Document Reproduction Service
No. ED 410189)

Tsangaridou, N., & O'Sullivan, M. (1997). The role of reflecting in shaping
physical education teachers' educational values and practices. Journal of Teaching in
Physical Education, 17(1), 2-25.

development opportunity for experienced teachers. Paper presented at the Annual
Meeting of the American Educational Research Association, Chicago, IL (ERIC
Document Reproduction Service No. ED 336356)


tested in prospective physical educators. Journal of Teaching in Physical Education,
Introductory Issue, 66-70.

making: An integrated approach. (ERIC Document Reproduction Service No. ED
322128)


universities and business: Indicators of effectiveness. Continuing Higher Education
Review, 57(1-2 ), 45-57.

Commission on Teaching & America's Future. (ERIC Document Reproduction Service
No. ED395931)

Wlodkowski, R. (1993). Enhancing adult motivation to learn. San Francisco:

Elementary and secondary physical educators. Journal of Physical Education,
Recreation, & Dance, 54(9), 65-67.
APPENDIX A

PARTICIPANT DEMOGRAPHIC DATA FORM
PARTICIPANT DEMOGRAPHIC DATA

Please answer the following questions as accurately as possible.

Teaching Experience
1. How many years have you taught physical education in a public K-12 school? ____ years
2. How many years have you taught physical education in your current school district? ____ years
3. How would you describe your current school? (e.g., urban/suburban, grade levels, student population, SES of population, percent of special education population, etc.)

4. Please complete the following - starting with current teaching assignment.
   Date(s) of employment       Name of School District       Grade Levels Taught
   ___________________________       ___________________________       ___________________________
   ___________________________       ___________________________       ___________________________
   ___________________________       ___________________________       ___________________________

Educational Experience
5. Where and when did you receive your bachelors degree?
   Institution: ___________________________ Year graduated: ___________________________
6. What certification(s) did you obtain with your degree? ___________________________
7. If you have a masters degree, where and when did you receive your degree?
   Institution: ___________________________ Year graduated: ___________________________
8. What certification(s) did you obtain with your degree? ___________________________
9. Have you or are you pursuing formal education beyond what you indicated above?
   Explain. ____________________________________________
   ____________________________________________
   ____________________________________________

Personal Information
10. What is your sex? _____ Male _____ Female
11. What is your birth date? _____ / _____ / ______
12. Marital status? _____ Single _____ Married _____ Divorced
13. How many children do you have? ______
14. What type of teacher certification(s) do you currently hold?
APPENDIX B

THE TEACHER CONCERNS QUESTIONNAIRE – PHYSICAL EDUCATION(TCQ-PE)
The Teacher Concerns Questionnaire – Physical Education (TCQ-PE)

Read each statement, then ask yourself:
WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not Concerned
2 = A Little Concerned
3 = Moderately Concerned
4 = Very Concerned
5 = Extremely Concerned

1. Lack of continuity in the yearly physical education program.............. 1 2 3 4 5
2. Lack of administrative support for the physical education program...... 1 2 3 4 5
3. Doing well when a supervisor is present...................................... 1 2 3 4 5
4. Meeting the needs of different kinds of students............................. 1 2 3 4 5
5. Lack of a consistent or equitable grading policy in physical education.... 1 2 3 4 5
6. Diagnosing student learning problems......................................... 1 2 3 4 5
7. Feeling more adequate as a teacher.............................................. 1 2 3 4 5
8. Challenging unmotivated students............................................... 1 2 3 4 5
9. Being accepted and respected by professional persons..................... 1 2 3 4 5
10. Working with class sizes that are too large.................................... 1 2 3 4 5
11. Guiding students toward intellectual and emotional growth............... 1 2 3 4 5
12. Whether each student is getting what he/she needs .......................... 1 2 3 4 5
13. Getting a favorable evaluation of my teaching............................... 1 2 3 4 5
14. Poor/inadequate scheduling of physical education classes................ 1 2 3 4 5
15. Maintaining the appropriate degree of class control....................... 1 2 3 4 5

PLEASE USE THIS SPACE FOR ANY ADDITIONAL COMMENTS

APPENDIX C

PROFESSIONAL DEVELOPMENT NEEDS QUESTIONNAIRE – PHYSICAL EDUCATION(PDNQ-PE)
Professional Development Needs Questionnaire (PDNQ-PE)

Please mark an “X” through the number representing your personal professional development needs.

1 = No Need  2 = Little Need  3 = Moderate Need  4 = Strong Need  5 = Extreme Need

1. Learning innovative PE activities that are fun and positive for students... 1 2 3 4 5
2. Acquiring knowledge about the use of ability grouping....................... 1 2 3 4 5
3. The use of scientific principles in teaching PE................................... 1 2 3 4 5
4. Developing skills for individualizing instruction programs................. 1 2 3 4 5
5. Improving my activity skills so I can teach better............................. 1 2 3 4 5
6. Developing observational skills for use in diagnosing student skill errors 1 2 3 4 5
7. Dealing with the social forces that affect student existence, life, and survival.......................................................... 1 2 3 4 5
8. Administering feedback and reinforcement to students....................... 1 2 3 4 5
9. Developing empathetic counseling/intervention skills....................... 1 2 3 4 5
10. Techniques for motivating students in PE...................................... 1 2 3 4 5
11. Developing effective student discipline procedures.......................... 1 2 3 4 5
12. Using physical education to develop student self-concept................. 1 2 3 4 5
13. Developing and using student evaluation instruments for improving my teaching............................................................. 1 2 3 4 5
14. Developing self-evaluation skills for improving my teaching............ 1 2 3 4 5
15. Supervising and evaluating student teachers, parent volunteers, or teaching aides...................................................... 1 2 3 4 5
16. Curriculum improvement, implementation, and evaluation............... 1 2 3 4 5

PROCEED TO PAGE 2

Professional Development Needs Questionnaire (PDNQ-PE)

Please mark an “X” through the number representing your personal professional development needs.

1 = No Need    2 = Little Need    3 = Moderate Need    4 = Strong Need    5 = Extreme Need

17. Using “curriculum models” in PE .................................................. 1 2 3 4 5

18. Designing curricula resulting in maximum student success and optimal evaluation .................................................. 1 2 3 4 5

19. Diagnostic and prescriptive instructional strategies for “inclusion” (mainstreaming) of students with disabilities .................................................. 1 2 3 4 5

20. Instructional strategies for “coed” activities .................................................. 1 2 3 4 5

21. Coaching techniques and strategies .................................................. 1 2 3 4 5

22. Team teaching strategies .................................................. 1 2 3 4 5

23. Using “multiple” teaching styles and strategies .................................................. 1 2 3 4 5

24. Strategies for involving parents in the schooling process .................................................. 1 2 3 4 5

25. Economically acquiring and using technologically advanced equipment .................................................. 1 2 3 4 5

26. Developing and using media in physical education .................................................. 1 2 3 4 5

27. Learning of grant availability and writing grant proposals .................................................. 1 2 3 4 5

28. Fitness-testing strategies that motivate students to develop lifetime wellness programs .................................................. 1 2 3 4 5

29. Teaching skills for implementing a wellness-oriented PE program .................................................. 1 2 3 4 5

30. Methods for fitness-testing large classes .................................................. 1 2 3 4 5

Other professional development needs I have are: _____________________________________________________________
______________________________________________________________________________________________________


236
APPENDIX D

CONSENT FOR PARTICIPATION IN SOCIAL AND BEHAVIORAL RESEARCH

237
CONSENT FOR PARTICIPATION IN SOCIAL AND BEHAVIORAL RESEARCH

I consent to participating in research entitled:

EXPERIENCED ELEMENTARY PHYSICAL EDUCATORS' PERCEPTIONS AND INSIGHTS ON PROFESSIONAL DEVELOPMENT AND THE TEACHING-LEARNING PROCESS.

Dr. Sandra Stroot or his/her authorized representative has ...

(Principal Investigator)

explained the purpose of the study, the procedures to be followed, and the expected duration of my participation. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I understand that I have the right to have my participation in this study remain confidential. Therefore, I give my consent to the researcher and her designee(s) to use the following pseudonym/name for the purposes of data collection and publication.

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. Furthermore, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me.

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: ____________________________

(Sandra Stroot, Principal Investigator)  (Participant)

Signed: ____________________________  Signed: ____________________________

(Person authorized to consent for participant – if required)

Witness: ____________________________
APPENDIX E

INTERVIEW QUESTIONS
Interview Questions

1. What professional development opportunities have you pursued during this certification period?
   ⊗ Have you received any financial support for these opportunities? (Substitutes, in-service day, vouchers, fee waivers, etc.).

2. What has been the nature of the professional development opportunities you have pursued during your career?
   ⊗ Have the opportunities been useful to you?
   ⊗ How often have you taken part in professional development opportunities?
   ⊗ How have these opportunities related to student needs?

3. How have these opportunities impacted you? Your teaching? Your students?

4. List 5 most important things learned through professional development opportunities.

5. Are you aware of the professional development policies for your school/district?
   ⊗ Relative to funding and types or frequency of opportunities?
   ⊗ Have you taken part in any of the workshops sponsored by your staff development office?

6. Have you taken part in any workshops offered elsewhere?

7. Do you network with teachers?
   ⊗ How?
   ⊗ With who?
   ⊗ Why?
   ⊗ How often?

8. Is professional development embedded in your daily work with students? How does this relate to the students needs?

9. Please provide some concrete examples of how your PD has influenced your teaching and your students.

10. Each school is currently required to have a School Continuous Improvement Plan. Are you aware of this? (If the individual schools meet their goals then it is possible to obtain a stipend. There is also a district incentive)
    • Is your school involved in a Continuous Improvement Plan?
    • If so what?
    • Are you involved?
    • If so how, to what extent?
11. Are you required to, are you currently or have you been on any committee during the past school year?
   ♦ If so what?
   ♦ Has it been beneficial to your professional development?

12. If you were asked to provide your professional development supervisor with suggestions…what would you suggest could be done to better support your PD needs in the next few years?
   ♦ What do you want to do/like to do with support?

13. Has your school/district supplied you with the NASPE standards for PE?
   ♦ How did you become aware of them? PDS?
   ♦ Have they been useful to you? In what way?

14. Have you heard of Local and Regional Professional Development Centers (LPDC’s & RPDC’s)?
   ♦ In accordance w/ LPDC you must complete an IPDP to fulfill license renewal requirements. Where are you in this process? Do you have a copy of your plan?
   ♦ What needs did you identify? (self, students, school, district?)
   ♦ Has your plan been approved? When?
   ♦ Have you implemented the plan? What aspects?
   ♦ Have you taken part in any of the workshops sponsored by your LPDC? Why? Why not?

15. The mission of the RPDC is to “create and sustain self-renewing learning communities to transform education in Ohio so that all learners can achieve their full potential to contribute to a democratic society.”
   ♦ Have you taken part in any RPDC workshop?
   ♦ Has the RPDC assisted you with networking? If so, how?

16. Are you aware that National Board Certification for PE is currently in the process of being developed and pilot tested? (This certification will be available for pursuit in December of 2000.)
   ♦ What are the reasons you would or would not seek National Board Certification?

17. How would you define professional development?