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Case studies of effective physical education specialists: Relationships among curricular values, teaching strategies, and student involvement

Rauschenbach, James Walter, Ph.D.
The Ohio State University, 1992
CASE STUDIES OF EFFECTIVE PHYSICAL EDUCATION SPECIALISTS:
RELATIONSHIPS AMONG CURRICULAR VALUES, TEACHING
STRATEGIES, AND STUDENT INVOLVEMENT

Dissertation

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

By

James Walter Rauschenbach, B.S., M.S.

* * * * *

The Ohio State University
1992

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Reference Format For Quotes

F1 = First Formal Interview

F2 = Second Formal Interview

I = Informal Interview a number preceding it indicates which one. "A" refers to informal interviews before class. "B" refers to informal interviews after class.

NB = Refers to Ann's student notebook

P = Refers to the paper Ann wrote about Sport Education

Numbers after the initials refer to the page number and line number where the beginning of the quote can be found.

V = Quotes taken from videotapes of classes. The letter "V" is followed by a number representing the class period the quote came from.
CHAPTER I
INTRODUCTION

In this chapter the nature of the problem surrounding value orientations will be explored. Research questions, definitions, and a description of the significance of the study will also be included.

Nature of the Problem

Most of the research conducted on curricular values has been theoretical. The role of curricular values in curriculum theorizing and curriculum building has been described in the literature. Goodlad (1979) asserted that curricular values form the basis of curricular theorizing and curriculum development. He described the influence of curricular values on the formal, perceived, and operational curricula stating that curricular values influence the perceived curriculum the most by influencing the curricular decision making of teachers. Curricular values answer the "what" and "why" questions concerning curriculum and define an educated person.

Eisner and Valance (1974) organized curricular values into "five arbitrarily selected and overlapping" value
orientations which represented content strains that influence curricular decision making regarding the learner, the context, and the body of knowledge. Eisner and Valance identified value orientations of cognitive processing, curriculum as technology, self actualization, social reconstruction, and the academic rationalist approach.

Jewett and Bain (1985), drawing on the work of others such as Eisner and Valance (1974), MacDonald (1975), McNeil (1977), and Huenecke (1982) identified five curricular value orientations that vied for dominance in physical education. They labeled their value orientations disciplinary mastery, social reconstruction, learning process, self actualization, and ecological integration. Jewett and Bain asserted that value orientations defined a physically educated person by determining the curricular goals and the focus of assessment.

In a series of studies, Ennis and colleagues (1988, 1990, 1991, 1992) used theoretical value orientations identified by Jewett and Bain to investigate curricular values of physical education specialists and to explore the relationship between value orientations and curricular decision making. Ennis discovered that value orientations played a role in determining the extent to which teachers will accept and implement curricular change, and that value orientations effect the curricular decisions made by teachers.
Ennis stated that additional research is needed to examine the role of teacher value orientations in the decision making process. "Of critical importance is a description of the methods used by advocates of a value orientation to operationalize their belief system in the classroom" (Ennis and Zhu, 1991, p. 39). Ennis also called for a description of the form of substance of student learning in the gymnasiums of teachers who hold each of the value orientations. Ennis' suggestions for further research led to three research questions that guided this study. These three questions were:

1. What were the curricular values of each participant?
2. What type of learning environment did each participant create for students?
3. To what extent were each participant's curricular values manifest in the learning environment they create for their students?

Definition of Terms

Effective Physical Education Specialist. An individual identified by their peers, administrators, or university faculty as a teacher who holds strong opinions about the goals of elementary physical education and is able to successfully implement the goals of their program.
Curricular Values: Beliefs regarding the nature of the learner, the importance of the subject matter, and the role of the school in society (Kerlinger, 1972).

Learning Environment: An amalgamation of the physical, developmental, and psychological characteristics of the students in the class, the physical characteristics of the gymnasium, school policies that effect the physical education program, implicit and explicit teacher expectations for the program and the unit, the content and its organization, instructional style of the teacher, routines, formal and informal accountability systems, management strategies, tasks presented to students by the teacher, student compliance to tasks, and the emotional climate in the gymnasium.

Value Orientations: Belief structures or philosophical positions dealing with curriculum content, instructional strategies, tasks, and evaluation policies that can be operationally defined in educational settings.

Significance of the Study

Kerlinger (1972) stated that it was important to study value differences because these differences constitute the essence of major human choices and conflicts. Peterson (1988) stated that "the study of teachers thoughts, cognitions, and judgements becomes central to understanding the role of the teacher and to determining what constitutes
effective teaching" (p. 6). After completing a series of studies on teachers' values and their role in curriculum decision making Goodlad (1979) stated that "curricular values play a key role in determining what gets taught and how" (p. 185). He warned that every curricular decision should be made with regard to the teacher's values related to the purpose of schools in society, the nature of learners, and the content of the curriculum. The importance of curricular values in determining what gets taught and how it gets taught has been well documented. It would serve the profession well to study further the curricular values of teachers, the role of curricular values in curricular planning, and the way in which curricular values are operationalized in the learning environment.

Ennis and Zhu (1991) believed that it is unlikely a single vision of teaching or of learning goals for physical education will rise to prominence. In order to facilitate preservice and inservice teacher development a clear understanding of curricular value alternatives should be developed and presented to assist teachers in making informed decisions.

A study such as this one, that investigated the ways in which curricular values were operationalized, and measured the extent to which curricular values were manifested by effective teachers can help to define effective teaching.
CHAPTER II
REVIEW OF LITERATURE

Values are persistent universal beliefs that human beings develop as a result of interacting with their environment (Lovejoy, 1950). Differences in human values constitute the essence of major human choices and conflict (Kirlinger, 1972).

As teachers think about the educational world, they develop perspectives that influence the relative emphasis on the learner, the context, and the body of knowledge taught. These perspectives are known as "value orientations" (Ennis, 1991). Value orientations are also seen as developed belief structures or philosophical positions that can be operationally defined in educational settings (ibid.). Value orientations can be operationalized through teachers' verbal or nonverbal behaviors, and educational decisions.

Kliebard (1988) stated that particular content strains develop that influence curriculum decision making. These content strains dominated for awhile then faded away until resurrected and once again began to dominate educational decision making. As they dominated, their influence came not only from the particular proposal that generated them as
well as from the interaction with current antagonistic and sympathetic social conditions (Kliebard, 1988).

The study of value orientations can be rationalized by the role they play in teachers' curricular decision making. Value orientations have a potential predictive role in the study of curriculum, curriculum implementation, and staff development.

Theoretical foundation.

To understand the role of value orientations in curriculum an understanding of curriculum and curriculum theorizing must first be achieved. Jewett and Bain (1985) defined school curriculum to include all experiences conducted under school auspices, from formal classroom instruction to interscholastic competition. The curriculum was perceived as a planned sequence of formal instructional experiences presented by the teacher to whom the responsibility is assigned. Curriculum was defined as the study of "what should constitute a world of learning and how to go about making this world" (ibid., p. 13) thus curriculum focuses on "why" and "what" questions. Within physical education, the curriculum is that portion of the planned environment that relates to human movement knowledge, understanding, and skills (ibid., p. 14). McDonald (1977) perceived curriculum as a purposefully selected cultural environment.
Curriculum theorizing has described alternatives for making decisions about the scope, structure, and sequence of instructional content (ibid., p. 16). It was based on assumptions concerning society, human beings, and education. Curriculum theories must accept a particular set of assumptions concerning the goals of society, the role of the individual in society, and the kind of future world desired.

Jewett and Bain (1985) described the process of curriculum building that leads eventually to implementation of a curriculum. Curriculum builders first engage in theorizing, which is "the attempt to survey, analyze, synthesize and test the knowledge available about curriculum problems" (Valance, 1982, p. 9). Builders then engage in theory building by defining, classifying and describing phenomena. A conceptual framework is generated from curriculum theory. A conceptual framework (or theoretical framework) (Aldrich, 1967, and Jewett & Mullan, 1977) may be defined as the systematic identification and definition of curricular elements consistent within a conceptual or philosophical orientation. This framework serves to guide the selection and structuring of content and is grounded in the body of knowledge of the discipline. Conceptual frameworks make it possible to translate theoretical generalizations into proposed curriculum models. A curriculum model is a design for developing curricula for a particular educational setting. Models are developed within
a particular conceptual framework and are consistent with the curricular theory upon which that framework is based. Models vary depending upon target populations and settings which is appropriate as long as they are consistent with the framework and theory upon which they were derived.

This section defined the constructs which are related to value orientations. Value orientations serve as the basis for curricular theorizing, curricular frameworks and curricular models.

Goodlad’s (1979) model for studying curriculum served to further explain the place of value orientations in the curricular process. Goodlad proposed five curricular domains, the ideological, formal, perceived, experiential and operational domains. The ideological domain was developed by curricular experts and represented by textbooks or curricular packages. The formal domain was developed by subject matter experts working within school systems who created curriculum guides, goals and objectives, or suggested content choices. This curricular domain should be approved by the local school board. Classroom teachers developed the perceived curriculum. It consisted of teacher’s perceptions of what is being taught in the classroom and is thus influenced directly by the teachers value orientations, experiences and perceptions of the school environment. Planned and unplanned experiences in the school setting were included in the perceived
curriculum. The operational curriculum was defined by an outside observer who witnessed the activities in the classroom. Goodlad (1979) perceived that of the five curricula, value orientations influenced the operational curriculum most directly. Classroom teachers operating within their value orientations ultimately answered the "what" and "how" questions concerning curriculum. Although value orientations influence operational curriculum the most, curriculum theorists, experts and curriculum builders in other domains were also influenced by their personal value orientations. In the next section the concept of value orientation will be explained in detail.

Value orientations.

Views of Eisner and Valance (1974), Huenecke (1982), Jewett and Bain (1985), McNeil (1985) and others have been incorporated in the definition of value orientations. Eisner and Valance (1974) devoted their book, Conflicting Conceptions of Curriculum to the description of five "arbitrarily defined and overlapping conceptions or orientations...that emerge from diverse alternative prescriptions for the content, goals, and organization of the curriculum" (p. 2). Orientations identified by Eisner and Valance are development of cognitive processes, curriculum as technology, self actualization, social reconstruction, and academic rationalism.
Development of cognitive processes focused not on the content of curriculum but on how it is presented. The central problem of curriculum was to sharpen intellectual processes and develop a set of cognitive skills that could be applied to learning virtually anything. The curriculum was designed to accomplish two goals: to develop a set of generic learning skills, and understand the processes by which learning occurred in the classroom. Instruction was designed to set up those situations in which intellectual skills are learned best so that students become intellectually autonomous.

A cognitive processes approach is a child centered approach not concerned with society or the broader context of schools. Those who advocate this orientation claim that schools cannot influence how children turn out in any important way, but rather the most schools can do successfully is provide training for students. What students do with the skills is beyond the concern of schools. This approach is espoused by learning theorists such as Jerome Bruner (1960) and Robert Gagne' (1968). It is an example of the way in which assumptions about how children learn influence the development of educational programs.

The curriculum as technology orientation also focused on process. Technology orientation strove to develop a value free curriculum that focused on discovery of the most
effective ways in which knowledge is communicated and learning is facilitated. Those who valued this orientation referred to curriculum in industrial terms making the assumption that learning occurs in systematic and predictable ways, and can be made more efficient if a powerful method for controlling it can be perfected. The logic of applied behavior analysis falls within this approach. The orientation did not give much thought to the learner and considered the learner's role to be passive.

The third orientation described by Eisner and Valance (1974) was the self actualization approach. The orientation was deliberately value laden and referred to personal purpose and the need for personal integration. It was a child centered approach focusing on autonomy and the achievement of personal satisfaction for individual learners. Education was seen as an enabling process that provided the means to personal liberation and development. Unlike the first two orientations this orientation focused on content. The suggested content was very individualized leading to personally enriching experiences that develop personal integrity and autonomy. According to the self actualist orientation, education played a large role in the child's life and influenced the total child. Implicitly or explicitly, intentionally or unintentionally the curriculum influences the total child, therefore children would be better served if they were influenced in purposeful ways.
Education should be an integrative, synthesizing force, and act as a total experience responsible to individual’s needs for growth and personal integrity.

The social reconstruction orientation focused on the broader issues of schooling. The needs of society were of greater importance than the needs of the individual. Schools are seen as an agent for social change. Social reconstruction demanded that school personnel recognize and respond to their role as a bridge between what is and what ought to be, between the real and the ideal.

Two interpretations existed for the social reconstructionist orientation: adaptivism sought to develop a curriculum that enabled individuals to adapt to a constantly changing society, while reformism required that individuals be prepared to adapt to change, but also be prepared to become active interventionist who are able to shape the change to come.

The fifth orientation described by Eisner and Valance (1985) was the academic rationalist approach. The academic rationalist orientation valued exposing students to the finest in literature and classics, and the finest ideas and objects that man or woman have created. Academic rationalism was the most conservative orientation and it attempted to prepare individuals for participation in western culture. Academic rationalist reasoned that if schools cannot teach everything then they ought to bring
students in contact with knowledge that is of most worth. These most worthwhile ideas are found in the classic disciplines. The manifestation of this approach may be found in Adler’s (1982) Paideia curriculum. Current developments within the rationalist orientation seek to discover the distinctions among the traditional disciplines and to uncover their logical and structural bases.

Huenecke (1982) described three types of curricular theorizing that highlighted the different value orientations held by curricular theorists. If Eisner and Valance’s (1974) definition of value orientations as philosophical positions that can be operationally defined is accepted, then the work of curricular theorists can be seen as a process of operationally defining value orientations. Eisner and Valance (1985) stated that philosophical positions focused on the characteristics of the learner, context, and the body of knowledge.

Three types of curricular theorizing operationally define value orientations: structural, generic, and substantive theorizing (Huenecke, 1982). Structural theorizing represented a traditional view of curricular thought. It was based on the assumption that humans were rational, thinking, and acting beings. Human beings strive for consistency, exactness and careful planning. Those who engaged in structural theorizing were often members of state agencies, school boards and other educational bodies that
are far removed from actual practice. Curriculum and curriculum building were identified with the fields of engineering and systems design.

Generic theorizing focused on the outcomes of curriculum. Generic theorizers were concerned with the total curriculum or those experiences that influenced the total student. Generic theorizers were critical of past and present curricula that attempted to limit educational practices. Generic theory attempted to remove boundaries so that persons involved in education could be liberated from observing unexamined assumptions and it sought to develop new perspectives on long-standing practices. The theory employed terms such as humaneness, expectations, justice, diversity, liberation, complexity and simplicity, and used these terms to create a broad view of curriculum. Heubner's (1975a and b) ideas fell within this theory. Heubner developed a framework for thinking about structures of meaning appropriate for curricular thinking and communicating. He described six language systems that curriculum developers and implementors used to communicate about curriculum. These language systems are important because they are used to communicate value frameworks or value orientations related to curriculum. Heubner's goal and the goal of other generics was to explore the basis for their beliefs and educational practices.
Substantive theorizing focused on the content of curriculum and on discovering errors of omission within content. Substantive theorist were not concerned with the broader issues of school and society but rather "on that which would be more desirable than what is typically found in the school curriculum" (Huenecke, 1982 p. 293). Within substantive theorizing the role of value orientations are again made clear. Value priorities are determined by ones values and assumptions. Substantive theorist found three faults with current curriculum, they believed that current curriculum was irrelevant, it failed to foster excellence, and it failed to educate the whole person. Substantive theorist present alternatives for patterns of content, subjects and programs. They provoke questions and provide a variety of answers.

Huenecke’s (1982) categories of theorizing served to explain value orientations within another perspective and further described the role of value orientations in curricular decision making.

Jewett and Bain (1985) discussed the role of value orientation in curriculum. The authors cited Eisner and Valance (1974), McNeil (1977), and Huenecke (1982) and believed that value orientations are "...the most significant characteristic for classifying and differentiating among curriculum theories" (p. 24). They critiqued early curriculum attempts at value free curriculum
models and explained that current thinking recognizes the importance of making values explicit in curriculum work. Jewett and Bain listed five contemporary value orientations that physical educators should consider in their curriculum development work. These were; disciplinary mastery, social reconstruction, learning process, self actualization, and ecological integration. Jewett and Bain described the orientations and related them to physical education context and content. The work of Eisner (1991) is added here in order to describe each orientation in richer detail.

The disciplinary mastery orientation is concerned with subject matter mastery, acquisition of important knowledge, and the central importance of academic discipline. Schools are designed to pass along the best ideas and knowledge the dominant culture has to offer. Current thinking includes in disciplinary mastery an emphasis on mastering the basic reading, writing, and math skills.

In physical education the disciplinary mastery orientation values mastery of basic motor skills, perceptual motor skills, gymnastics, dance, and games progressions. Ennis (1991) also identified three views of disciplinary mastery in physical education: the scientific, sport based, and health fitness views. A scientifically based physical education curriculum would present such courses as exercise physiology and biomechanics. A sport based discipline would focus on mastery of a variety of sport skills and attempt to
develop the ability to compete successfully in sport. Siedentop's (1990) sport education model would be an example of a sport based discipline. A health-fitness focus would encourage students to engage in a life long active lifestyle. The work of Corbin and Lindsey (1985) exemplifies this health-fitness approach. Jewett and Bain reported that disciplinary mastery is the dominant value orientation of ideological and formal curriculums.

The humanistic perspective to curriculum is known as the self actualization orientation. A self actualization curriculum is designed as a process of self discovery, synthesis, and personal integration. It is child centered, oriented toward autonomy and growth and considers education to be an enabling process that provides the means to personal liberation and development (Eisner and Valance, 1974, p. 9). Learners are expected to develop their own goals, develop a personal uniqueness and guide their own learning.

Disciplinary mastery and self actualization focus on process goals for individual progress and learning. The self actualizing orientation emphasizes the goal, 'Be all you can be'. Learners are encouraged to extend their limits, exceed previous limits, and gain new personal insights. The views and goals of Hellison (1985) exemplify this orientation in physical education. Hellison views
physical education as a means for developing personal responsibility and self worth.

The social reconstruction orientation emphasizes the role of individuals in the shaping of a better society. This orientation is a reaction to the child centered self actualization orientation. Supporters of the social reconstructionist orientation believe that curriculum should directly relate to the political, social, and economic issues of society at the time. Students are encouraged to ask questions and develop strategies to change the society of the classroom and the school. Societal needs take precedence over individual needs and students learn skills related to participation in democracy, leadership, group cooperation, and problem solving. The school is a bridge between what is and what might be. Students are provided with the skills to become future change agents. In physical education, advocates of social reconstruction focus on equity and equal opportunity for all issues. The work of Griffin (1985) and Dewar (1987) exemplify this orientation.

The learning process orientation focuses on providing students with skills that are needed in learning how to learn. Jewett and Bain stated that the learning process orientation values the process of learning as much as the content of what is learned. Learning process advocates study the processes by which knowledge is generated and the processes by which knowledge is learned. As the curriculum
cannot do everything due to the current knowledge explosion, the learning process orientation advocates an attempt to provide students with the generic skills to learn any subject matter. This orientation has been developed in physical education by Lawson and Placek (1981).

The ecological integration orientation perceives the individual as a unique identity and emphasizes the individuals place in the ecosphere. Learners are introduced to skills and attitudes to function as a caring part of the total world ecology as they are considered to be in a symbiotic relationship with the environment. Learners are encouraged to create their own futures through mastery of the knowledge base and sensitivity to the setting in which they live. The ecological integration orientation has been adapted to physical education in the personal meaning approach to curriculum that is found in the Jewett and associates Purpose Process Curriculum Framework.

Ennis et. al. (1992) and, Jewett and Bain asserted that value orientations are not mutually exclusive but rather overlap. Within the ideological curriculum, orientations come close to being mutually exclusive, but as one gets closer to the formal and perceived curriculums orientations vie for respectability, dominance, and resources causing curriculum developers and implementors to pick and choose among the five orientations. Ennis et. al. (1992) suggested that teachers not be placed within one value orientation but
rather each orientation should be viewed and studied as a relative contribution to the teacher's overall personal value profile. A teacher's value profile may represent a compromise among two or three compatible value orientations.

Jewett and Bain (1985) related the history of value orientations in physical education. Physical education programs at the turn of the century in the United States consisted of Swedish or German gymnastics and fell within the disciplinary mastery orientation. In the early 1920s reformation occurred that focused on the individual and the role of sport and physical education in self actualization. In spite of this change in philosophy programs were still designed to achieve subject matter mastery in sport activity. In the 1930s a social reconstruction emphasis emerged which included traditional subject matter goals as well as a desire to build character and create a better society.

During the 1940s the war influenced physical education's values by demanding a curriculum focusing on leadership, teamwork, and survival skills. The 1950s brought a curricular reform that emphasized disciplinary mastery once again. During the next decade the nation began to question values and institutions. An increase in concern over human growth and development occurred within physical education as the problems of urban youth were made public and addressed by education. During this period a movement
education approach surfaced which focused on individualization and self direction. In the 1970s the focus shifted to social reconstruction with an emphasis on improving educational services for the disadvantaged. Equal opportunity, affirmative action and mainstreaming were issues that guided the process of working to accomplish equal rights for women, disabled, and minorities.

In reflecting on the history of value orientations in physical education Jewett and Bain (1985) argued that "the dominant value orientation in physical education curriculum practice has been disciplinary mastery" (p. 33).

Jewett and Bain examined and categorized their five value orientations according to three criteria, which were the nature of the individual for whom the curriculum was designed, the nature of the society served by the curriculum, and the nature of the subject matter taught. To examine an individual's value orientation Jewett and Bain proposed asking two questions: (a) What is the value perspective of the individual towards personal development, social-cultural goals, and the subject matter content? and (b) What is the relative strength given to each of these issues in the curriculum?

Jewett and Bain identified three approaches to the personal development issue. The first approach sees the role of the educator as an expert diagnostic of individual developmental needs based on developmental psychology and
motor development. The second approach emphasized individual, self directed growth, and the third approach provided the learner with a broad perspective of meanings accessible through movement activities which allowed the learner to search for a personal meaning to movement.

In describing the social and cultural goals, and subject matter content of physical education curricula Jewett and Bain observed that differing value orientations suggested one of three functions for school in society: to prepare the next generation for full participation in today's society, to prepare students to become active change agents, or to help students restructure the present society while maintaining equal opportunity for all. They commented that most professional educators are conservative in their outlook so the predominant view of the role of schools has been to prepare students to enter society.

Jewett and Bain identified three answers to the question "what knowledge is of most worth?" in their description of physical education subject matter content. The answers were represented in the content foci of health-related fitness, play, and human movement. They did not identify a dominant focus.

Jewett and Bain also identified the effects of value orientations on assessment in physical education programs. For example the ecological validity orientation would employ self concept inventories and ethnographic analysis while a
learning process orientation would use skill test and performance ratings to measure the effectiveness of a program.

In addition to those described by Eisner and Valance (1974), McNeil (1977), Jewett and Bain (1985), and Ennis (1992), others have attempted to identify value orientations. For example, Zeichner (1991) identified the academic tradition which relates to disciplinary mastery, the social efficiency tradition which relates to learning process, the personalistic tradition which relates to self actualization, and the social reconstructionist tradition which relates to the social reconstruction orientation.

The work just reviewed has described the theoretical role of value orientations in curriculum building, identified five value orientations, categorized current curriculum theory according to value orientations, and discussed the nature and implementation of value orientations. The next two sections are devoted to applying the theoretical roll of value orientations into the practical classroom setting.

**Classroom research on value orientations.**

Most of the value orientations' literature is theoretical in nature. Few, if any, studies have been conducted to examine teachers value orientations. Goodlad (1979) reported on his research into curriculum and curricular building which focused on the role of curricular
values. Goodlad studied the extent to which curriculum planners discussed various issues. He found that a group of planners who developed a "superior product" (as rated by Goodlad) spent 10.9% of their planning time discussing values as opposed 16.4% and 11.6% spent by groups that developed the least and moderately adequate products. In spite of his findings, Goodlad based on results of an National Education Association sponsored field studies program, asserted that curriculum planners need to work through value discrepancies related to the purpose of curriculum before they can begin to work on building a curriculum (p. 174).

In another study Goodlad (ibid, p.164) investigated the effectiveness of a group of teachers working to implement a curriculum program in their school. He concluded that asking teachers to ensure that their curricular goals are in line with institutional aims and values is a critical step to successful implementation of a program. Goodlad went on to describe in detail the "agonies and ecstasies" of the group as they toiled through the long process of reviewing the curriculum.

Goodlad concluded that "the skills, knowledge, and values of the teacher are a key component in the final determination of what is taught and how" (p. 185).

Goodlad (p. 36) described a group of curriculum planners who struggled to make explicit their values during
the planning process and concluded that it is important for planners to actively make every decision while keeping in mind the purposes of schools in society, the nature of learners, and the content of the curriculum. Avoiding these decisions is to make a decision by default leaving the issue to be dealt with implicitly in the hidden curriculum (p. 316). Goodlad suggested that it was vitally important for accessible value choices to be described in detail. He claimed that one value choice is as good as another, the important thing is to pick one (p. 317). As a result of his work Goodlad concluded that values play a direct role in determining what gets taught and how (pp. 348-349).

Research on value orientations in physical education.

Catherine Ennis and others examined teacher's values in physical education. Griffin (1985) looked at the values of physical educators concerning equity issues and Bain, in a series of studies (1976, 1978, 1985a and b), studied how values are taught to students through a hidden curriculum. Bain studied a hidden curriculum which included teacher verbal and nonverbal behaviors, procedures and regulations, administrative decisions, and curricular content. Bain identified six values that were worthy of study within physical education, autonomy (the right to make up ones own rules and make decisions for oneself); privacy; orderliness (the extent to which routines are used to affect predictability, order, and control); specificity (the extent
to which the teacher attempted to maintain a purely substantive relationship with their students); achievement (the extent to which a person's worth is solely dependent upon their performance); and universalism (the obligation to treat all members of a category equally). Bain attempted to identify which of the six values were communicated through the hidden curriculum.

In another series of studies reported in (1975) Bain found that teachers valued order and control over achievement, afforded male students less privacy than female students, valued athletic teams over physical education classes, and that the stated curriculum is silent with regard to many values.

Holcombe (1982) developed a "score sheet" to measure the value systems of physical education teachers and to determine if their values were congruent with the goals of the New Physical Education campaign (1971 AAPHERED campaign). She concluded that "the most significant element in the delivery of today's physical education is the value system of the teacher" (1982, p. 61).

Ennis examined value orientations in a series of studies between 1988 and 1992. She began with Hooper (1988) by creating an instrument for measuring educational value orientations known as the Value Orientation Inventory. They constructed a 75 item inventory through a process of content validation. A teacher's values were categorized within the
five value orientations identified by Jewett and Bain (1985). Respondents prioritized a set of five items each representing one of the five value orientations. Choices were arranged in sets of five so that the respondent was forced to choose among five attractive alternatives.

In a subsequent study Ennis and Zhu (1991) used the VOI to ask three questions: (a) Would physical educators demonstrate a consistent value position? (b) Would physical educators differ in their value orientations according to gender, teaching experience, and teaching level? and (c) Would physical educators hold the disciplinary mastery value orientation as Jewett and Bain (1985) claimed they would? They received 90 responses to the VOI, which was mailed to 175 physical educators in the Wisconsin and Minnesota area. Ennis and Zhu concluded that teachers in the study demonstrated consistent value orientations and that teachers' value orientations did not vary by gender, experience, or teaching level. They also found that physical educators in their sample did not hold the discipline mastery value orientation as Jewett and Bain suggested they would, rather an equal number of teachers in their study held priorities in each of the value orientations. They asserted that increasing societal demands upon schools are forcing teachers to set aside the discipline mastery perspective and establish priorities in more humanistic orientations. As a result of the study Ennis
and Zhu first discovered a positive relationship between disciplinary mastery and learning process value orientations.

In another study Ennis, Mueller, and Hooper (1990) investigated the effects of curricular values on the responses of 25 elementary physical education teachers to an inservice training program focusing on the Logsdon et. al. (1984) movement curriculum. Subjects received the inservice training program and completed the VOI. The researchers examined teachers' lesson plans to discover the extent to which they incorporated in their lesson plans the movement curriculum terminology, and the movement strategies of shared decision making and student cognitive involvement. Ennis et. al. found that terminology in the teachers' lesson plans did not significantly change to reflect the Logsdon curriculum. They hypothesized that teachers were already exposed to movement terminology making it unlikely for their language to significantly change. They also discovered that teachers with strong disciplinary mastery values failed to plan for student decision making while teachers with strong social reconstruction values significantly increased the number of planned opportunities for students to engage in shared decision making.

Ennis et. al. concluded that teachers with strong disciplinary mastery and learning process values were predisposed to resisting efforts to implement shared
decision making while teachers who held social reconstruction and ecological integration values were predisposed to accept implementation of shared decision making. In addition, they discovered that intentions to incorporate cognitive processing activities crossed the value orientation gap when they found that all participants increased attempts to include cognitive processes in their lessons. They discovered that although 56% of the teachers held disciplinary mastery orientations they voted with their colleagues to incorporate the Logsdon approach. This lead the researchers to consider that the teachers may have been giving verbal support to the program while preserving the traditional sport model in their classes.

Analysis of VOI scores in the study supported a notion that Ennis et. al. had begun to discover in previous studies. They discovered that the disciplinary mastery and learning process orientations were moderately correlated with each other and that these two orientations were negatively correlated with the social reconstruction and ecological integration orientations. They began to believe that teachers with strong disciplinary mastery values and learning process values would have weaker social reconstruction and ecological integration values.

In her most current study, Ennis (Ennis et. al., 1992) interviewed teachers with strong disciplinary mastery/learning process (DM/LP) orientations or strong
ecological integration/social reconstruction (EI/SR) orientations to discover the extent to which value orientations influenced the teacher's stated goals for student learning, and expectations for academic performance and behavior. They also interviewed the teachers and seven of each teacher's students. After administering the value orientation inventory and conducting interviews Ennis concluded that DM/LP and EI/SR teachers held distinctly different views. DM/LP teachers held traditional skill and fitness goals for their students while EI/SR teachers emphasized social interaction, participation and enjoyment goals for their students. EI/SR teachers also emphasized student compliance and motivation. DM/LP teachers described an active teaching approach, while EI/SR teachers emphasized the importance of student freedom to mingle, do what they want and be with their friends.

In interviews, students of DM/LP teachers were able to articulate specific content goals they felt their teacher had. Students of EI/SR teachers were not able to articulate the goals of their physical education teacher. DM/LP teachers expected students to improve their skill and fitness levels while EI/SR teachers emphasized expectations that related to dress and participation.

Ennis described the difficulties that DM/LP and EI/SR teachers had in implementing their values. She felt that DM/LP teachers were better prepared and knowledgeable about
effective teaching skills they needed to promote their goals while EI/SR teachers were less prepared and unable to consistently perform the skills needed to effectively teach toward EI/SR goals. She called for better training and warned that the EI/SR orientations should not be associated with ineffective teaching. Ennis also called for further research to more accurately describe ineffective and effective teaching by further describing the relationship between value orientations and teaching skills. Ennis also called for research to study the relationship between value orientations and the teacher's ability to consistently carry out a formal curriculum program.

Ennis work in using the VOI to measure teachers' curricular values and the influence of those values on the perceived curriculum can be summarized in several results which are described below.

Teachers' curricular values tend to fall into antagonistic pairs. These pairs cluster around subject matter and affective values forming the DM/LP or disciplinary mastery and learning process pair, and the EI/SR or ecological integration and social reconstruction pair. Very few respondents to the VOI have held priorities in the self actualization orientation. Ennis concluded that teachers should not be placed within one orientation or forced into a pair of orientations, but rather orientations should be seen as "attractors" (Ennis et. al., 1992, p. 44)
with each orientation seen as contributing to the teacher's overall value profile. In addition, a teacher's curricular values tend to cross over within the five value orientations.

Ennis also found evidence to support the notion that value orientations do not vary according to age or gender. She also discovered that disciplinary mastery, the major focus of undergraduate programs, was not the dominant value orientation of inservice physical education teachers.

A relationship between teachers' curricular values and their predisposition to changes in the curriculum was revealed along with evidence of teachers who gave lip service to curricular changes but held on to their own methods and values. Evidence is beginning to uncover a complex relationship between curricular values and resistance or acceptance to curricular change.

In her most recent study Ennis (1992) found evidence for teachers with EI/SR values to be less effective at meeting their goals and for their students to be less able to articulate the goals of their teacher, while DM/LP teachers were more able to meet their goals and had students who could articulate the goals of the program.

**Summary**

Kerlinger (1972), Eisner and Valance (1974), MacDonald (1975), and Jewett and Bain (1985) laid the theoretical groundwork for studying curricular values by identifying
value orientations and outlining the role of curricular values in the processes of curriculum building and implementation. They concluded that curricular values play an important role in determining what gets taught and how it gets taught. Ennis carried their work one step further in the area of physical education by investigating the curricular values of physical educators and studying the effects of curricular values on a teacher's acceptance of curricular change, on their stated goals for a unit, and their ability to meet those goals.

As a result of her work Ennis (Ennis and Zhu, 1991, p.39) stated that:

Additional research is needed to examine the role of teacher value orientations in the decision making process. Of critical importance is a description of the methods used by advocates of a value orientation to operationalize their belief system in the classroom.

The evidence uncovered by Ennis in her work has begun to identify an intriguing line of research that will be important in helping to define effective teaching.
CHAPTER III
METHOD

The purpose of this study was to investigate the curricular values of six elementary physical educators, the learning environments they created, and the extent to which their curricular values were manifest in the learning environment. These topics were suggested by current research conducted in this area.

Design

A multiple case study design was employed to answer the research questions that guided the study. The characteristics of a multiple case study design are:

1. A thorough description of some phenomena is created
2. Phenomena are studied in their real-life context over an extended period of time,
3. Complex phenomena that have meaning only within their context are studied,
4. Multiple sources of evidence are employed,
5. Each case is considered a replication of the study
6. Replications are generalized to a theory and not a larger population (Yin, 1989)
Six case studies were conducted with the teacher in each setting as the unit of analysis. Regardless of the unit of analysis a case study seeks to describe that unit in depth and detail, in its context, and holistically (Yin, 1989). A case study was employed because curricular values are a complex phenomenon that have meaning only within their context, articulated curricular values are potentially different than operationalized curricular values, and because manipulation of variables was neither possible nor appropriate.

Each case study involved an elementary physical education teacher in their real-life setting as they presented one fifth grade gymnastics unit the way they would normally teach it. The logic of multiple case study design considers each case as a replication of the study. Results were not generalized to a larger population of physical educators but rather to a theory; that physical educators hold curricular values and that those values are manifest in the learning environments they create. Subjects were chosen to test this theory on effective physical educators who held diverse curricular values.

Data Collection

Researcher's curricular values.

If a researcher is to serve as a major instrument in the study, then a thorough description of the researchers predisposition and biases toward the topic under study
should be included in the research report (Lincoln and Guba, 1985). A description of the researchers curricular values is provided below.

The goals of an elementary physical education program should be those of promoting and developing fitness, developing sport skills, promoting participation in physical activities, and promoting the affective values of respect for others who are different, cooperation with peers, risk taking, self esteem, and joy of movement. The major thrust of the program should be to meet objectives related to fitness and affective values.

The best way to present physical education content is to present the important points of the skill through demonstration and description, to utilize active student responding in the form of choral responding and guided practice, and to employ peer instruction.

Students are motivated to persevere by presenting a series of progressive challenges in the form of tasks and by frequently employing station work and tasks sheets. Students work best in self selected small groups that include students of various skill levels.

A unit should begin with guided practice, independent practice, small group tasks, and then finish with a competitive tournament that imitates, in an age appropriate fashion, the institutionalized form of the sport.
The program should include a mixture of competitive, cooperative, traditional, nontraditional, and student created activities. The largest amount of time should be spent on fitness activities and activities that lead up to lifetime sport activities. An elementary physical education teacher should play the role of teacher/counselor/friend. Upon completion of the program students should have the knowledge, skills, and disposition to implement and carry out a lifetime fitness program, and to not only participate in traditional sport activities, but be inclined to adapt sport activities to meet the needs of those participating, and be inclined to inaugurate alternative physical activities that maximize physical and emotional growth.

Data collection instruments.

Data for this study were collected in the following forms:

1. Formal interviews
2. Informal interviews
3. Document analysis
4. VOI written survey
5. Nonparticipant observation
6. Tasks systems analysis of videotaped lessons
7. Written survey administered to students

Formal interviews, informal interviews, document analysis, nonparticipant observation, and analysis of videotapes
contributed information to answer all three research questions. For example information collected through nonparticipant observation provided data for describing the teacher's curricular values, the learning environment they created, and the extent to which the teacher's curricular values were manifest in the learning environment they created. The other two data sources, the Value Orientation Interview and student survey provided evidence to describe the curricular values of participants.

**Formal interviews.**

Either before they taught or shortly after they began the unit, a 17 question interview was conducted with each participant to solicit information concerning their curricular values, the learning environment they created, their goals for the unit being observed, and demographic information about themselves and their teaching context. A copy of the questions can be found in Appendix A.

Interview questions were created by asking a panel of experts to critique possible questions. The questions were then piloted on a teacher who was selected for the study but could not participate. Following the pilot interview a final set of 17 valid questions was generated.

Questions were presented to the teacher in a conversational style along with appropriate sub-questions which were included to secure an in-depth description. The interviews, which lasted from 45 minutes to an hour were
conducted in the teacher's office, audiotaped, and then transcribed for further analysis.

After completion of the unit an exit interview was conducted. The questions for this interview came from an ongoing analysis of nonparticipant observation, unclear statements made during the initial interview (if any were made), a re-inquiry into the teacher's purpose and goals for the unit, and an inquiry into the teacher's feelings about the way the unit went. Thirty minute exit interviews were audiotaped and transcribed for further analysis. The following protocol was employed for conducting formal interviews:

1. Secure a 1 hour block of time convenient for the teacher either after school or during a planning period
2. Type interview questions to be read during the interviews so that completeness and consistency could be achieved
3. Provide the teacher with a copy of the questions before the interview
4. Secure a quite place, usually the teacher's office
5. Audiotape the interview and make a copy of the audiotape
6. Transcribe the audiotape, number the pages and lines of text, and photocopy the transcriptions
Informal interviews.

Before each class the teacher was audiotaped as they answered the question "What are your goals for today's class?" After each class a short two or three minute informal interview was conducted with the teacher in the gymnasium. Questions that arose as a result of observation were written on index cards. Inquiries generally took the form of "why" questions about incidents observed during the class. After the lesson the teacher would be asked the questions as they were being audiotaped.

One of the subjects, Ann, taught classes on a very tight schedule, so she was given the questions and asked to respond to them in writing before the next class. Ann responded to all of the questions upon the index card on which they were written.

Document analysis.

When available a teacher's lesson plans, unit plans and other written documents related to the study were analyzed to look for evidence of the teacher's curricular values, to generate description of the learning environment, and to discover the extent to which participants operationalized their curricular values. Jay and Jeff did not write daily lesson plans, while all subjects, except for Jeff, completed some sort of unit plan or block plan. Posters, handouts, student notebooks, skill progressions, gymnasium rules, assessment sheets, check list, printed awards,
academic papers, and newspaper articles concerning the participants were analyzed in case studies. Evidence related to particular research questions was highlighted and labelled by question to aid in analysis. The following protocol was used for document analysis:

1. Generate a list of all possible sources of written evidence
2. Provide each teacher with a folder for collecting written documents and include a list of possible documents on the folder
3. Collect folders during the exit interview
4. Highlight and label pertinent information in the documents
5. Note any corroborating or discrepant evidence included in the documents

**VOI written survey.**

The Value Orientations Inventory (VOI) created by Ennis and Hooper, (1988) was administered to all of the teachers. The validity and reliability of the VOI were reported in Ennis and Hooper (1988). The inventory consist of 75 items arranged in 15 sets that represent possible goals for physical education. Each of the items in a set represents a different value orientation. Participants ranked the items in order of preference from "1" being the highest preference to "5" being the lowest preference. Once a statement was ranked number "1" the participant was forced to rank other
statements as lesser in priority. This arrangement resulted in ipsative data due to the forced rankings, and indicated relative rather than absolute valuing of each item in the set, (Ennis, et. al., 1992). As a result of comparing the T scores of the teacher in the study with the T scores of a similar population of teachers who had completed the VOI a values profile was created, indicating the relative high priorities and low priorities of a teacher in regards to the five identified value orientations. A standard deviation of .6 was used to separate teachers into high and low priority groups. The VOI and cut off scores for high and low priority groups in each orientation can be found in Appendix B and Table 29 located in Appendix B.

Each teacher was provided a copy of the VOI and asked to complete it at their own convenience. The following protocol was used to administer the VOI:

1. Supply each teacher with a copy and direct them to complete it at their convenience.
2. Go over the directions for filling out the survey with the teacher
3. Collect VOI's and ask each teacher if they had any questions about the clarity of any items or how to complete the survey
4. Photocopy each VOI and mail away original to be analyzed by the original developers of the inventory
5. Analyze resultant VOI profile for corroborating or noncorroborating evidence

Nonparticipant observation.

Observations were made of each teacher's fifth grade gymnastics unit to provide evidence for answering the research questions. Information about the number of classes observed for each teacher can be found in Figure 1.

The observer assumed an unobtrusive place in the corner of the gym, along a wall, or on a stage. During observations the observer took field notes of events that provided evidence for answering the research questions. After each observation and before the next one, field notes were typed up, expounded on, photocopied, and reread to establish observational goals for the next lesson. Before the next lesson a goal sheet was created to guide the observers subsequent observation and note taking.

At the start of the first observation the teacher read a card to the students explaining the observer's presence. Figure 2 lists the information from the card, supplied to the students.
Teacher: Ann  Jay  Clair  Jeff  Julie  John

<table>
<thead>
<tr>
<th>Number of Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>*8/10  9/10  6/7  3/5  4/5  6/7</td>
</tr>
</tbody>
</table>

* Number of observations over the number of classes taught in the unit

Figure 1

Observations Made of Each Teacher

What to say to your students about the man and the camera in the corner.

1. You may introduce me as a friend of yours from the university.

2. I am interested in learning about how to teach elementary tumbling and gymnastics.

3. I will not be participating or helping out but only observing, taking notes and videotaping.

4. Only myself and the teacher will view the videotapes.

5. I will be here almost everyday of the tumbling and gymnastics unit.

Figure 2

Information Supplied To Students Concerning the Observer

After securing written permission from each school district, building administrator, and teacher in the study, the investigator made all of the observations, which were conducted according to the following protocol:
1. Greet the teacher and ask if they have any questions or concerns
2. Turn on the tape recorder and ask the teacher "What are your goals for today's lesson?"
3. Set up the videotape camera in an unobtrusive place
4. Look over the teacher's written plans if available
5. Review the goals of observation developed from previous field notes
6. Provide the teacher with a cordless microphone
7. As the lesson progresses observe and take field notes
8. Write questions related to incidents on index cards
9. As the last student leaves turn off the videotape camera
10. While audiotaping, thank the teacher and present any questions that came up while observing

At the end of each week of observation field notes were reread and summary statements were made concerning patterns that became evident, questions that arose, and goals for further observation. In addition, tasks sheets were made for the next observation that included research tasks to be completed and goals for the observation.
**Tasks systems analysis of videotapes.**

Videotapes were made for each lesson that was observed and were later coded by the investigator using tasks systems analysis. Tasks presented by the teacher to their students were coded as they appeared in the lesson. A time line was established to record the place in the lesson where tasks occurred and the duration of each tasks. Other information recorded about the tasks were its purpose and type.

Instructional episodes were coded as either management, transition, waiting, warm-up, or instruction. The type of tasks presented by the teacher were coded as cognitive, informing, extending, refining, applying, or as a routine.

Student compliance to the tasks was also recorded as: performed as stated, modified upwards, modified downwards, or off tasks.

To demonstrate inter-observer reliability, two of the videotapes were coded by a trained observer. Inter-observer reliability scores measured 92% (Claire's lesson) and 100% (John's lesson). Tasks systems coding sheets were photocopied, and tallied to produce a tasks systems summary of the unit each teacher presented.

**Written survey administered to students.**

Students observed in the study were administered a written survey just after the unit was over. A copy of the survey can be found in Appendix C. Statements from the VOI
were selected to create two sets of five statements that students were asked to rank in importance. Students were first asked to rank statements the way in which their physical education teacher would rank them, then students were asked to rank the statements the way they felt they should be ranked.

A tentative questionnaire was piloted with a group of 20 fifth graders who were asked to complete the questionnaire and then circle any word or words they found confusing. After corrections were made the questionnaire was then administered to another group of 18 fifth graders who were asked to complete the questionnaire and circle any word or words they found confusing. The final draft of the questionnaire was administered to the students in the study according to the following protocol:

1. Disseminate a written permission slip to students, the physical educator, homeroom teacher, and the principal in the building. A copy of the permission slip can be found in Appendix D.

2. Arrange for class time convenient to the homeroom teacher

3. Collect signed permission forms as the students complete demographics portion of the questionnaire at their school desk
4. Go over an example of ranking on the chalkboard using a student volunteer to rank five examples of food as their least to most favorite

5. Orally read over the directions as students read along

6. Allow students time to complete the questionnaire and direct them to raise their hand if they have a question

7. Collect completed questionnaires

8. Audiotape the answers to a few questions asked of the group concerning the gymnastics unit they just completed.

Data Analysis

A portrait of the participant's curricular values was created from evidence collected from formal and informal interviews, VOI results, observation of classes, analysis of written documents and the student survey. A description of the learning environment created by the teacher was constructed through nonparticipant observation and field notes, document analysis, and the teacher's description. To discover the extent to which the teacher's curricular values were manifest in the learning environment comparisons were made between the teacher's curricular value statements and the learning environment they created.
Participants

A purposeful sampling of effective elementary physical education specialist was completed to find six distinctively different participants who held strong views toward elementary physical education and employed distinctive teaching styles. Subjects were selected from a list of teachers who had successfully served as cooperating teachers for a university in central Ohio. A faculty member who was familiar with all of teachers on the list helped to select the best 12 candidates.

Twelve prospective participants were contacted by phone to arrange an initial meeting. During the meeting they were supplied with an information sheet about the study. After meeting with each teacher in their setting, comparing schedules, determining the feasibility of having the teacher as a participant, and holding a brief introductory interview, seven teachers agreed to participate in the study. Out of the seven volunteers, six teachers were selected as participants. The demographics and background of the participants can be found in Chapter IV.
CHAPTER IV
RESULTS

This chapter presents the results of the six case studies. The chapter begins with a general description of the six teachers and their teaching environments. Each case study includes a short profile of the teacher, and answers to the three questions that guided the study. A description of the data sources employed to answer the research questions can be found before the first case study. The questions that guided the study were: 1) What were the curricular values of the teachers? 2) What type of learning environment did the teachers create for their students? and 3) To what extent were the teacher's curricular values manifest in the learning environment?

General description.

All participants taught in the greater Columbus, Ohio area. To help provide context for the data, demographic information related to each of the participants and their teaching situation is presented in Tables 1 and 2. John, Claire, Ann, and Jay teach in upper middle class suburbs while Jeff and Julie teach in a lower middle class area of Columbus.
### Table 1

**Demographic Information Related to the Six Participants**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Ann</th>
<th>Jay</th>
<th>Claire</th>
<th>Jeff</th>
<th>Julie</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years Teaching</td>
<td>8</td>
<td>16</td>
<td>19</td>
<td>14</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Highest Degree Earned</td>
<td>BA</td>
<td>BA</td>
<td>BA</td>
<td>BA</td>
<td>BA</td>
<td>BA</td>
</tr>
<tr>
<td>Coaching Experience</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Cooperating Teacher Experience</td>
<td>yes</td>
<td>field experiences</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Number of Schools</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Years at present school</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>14</td>
<td>13</td>
<td>8</td>
</tr>
</tbody>
</table>

All participants were highly recommended by peers, university faculty and the administrators of their schools. Ann is the only participant with less than 10 years experience while Julie and Claire have the most experience with 19 years of teaching. All but John and Jay have had many experiences as cooperating teachers while John and Jay have served only as field experience teachers for different universities in the area.
Table 2

**Teaching Context**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mill Run</th>
<th>Frank McDonald</th>
<th>Lincoln</th>
<th>East Brooklyn</th>
<th>Trent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Levels</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
</tr>
<tr>
<td>Number of Students</td>
<td>435</td>
<td>466</td>
<td>602</td>
<td>683</td>
<td>625</td>
</tr>
<tr>
<td>Students Per Class</td>
<td>23</td>
<td>26</td>
<td>24</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Number of Classes Per Grade</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Number of Special Needs Students In the Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified By The School</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Size of the gymnasium</td>
<td>110'X 80'X</td>
<td>80'X</td>
<td>80'X</td>
<td>60'X</td>
<td>60'X</td>
</tr>
<tr>
<td></td>
<td>60'</td>
<td>45'</td>
<td>40'</td>
<td>60'</td>
<td>40'</td>
</tr>
<tr>
<td>Use of gym as a cafeteria</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Minutes of Class Time</td>
<td>40</td>
<td>45</td>
<td>45</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Number of School Days Between Classes</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Jeff, John and Jay are the only ones with scholastic coaching experience while Julie has elementary school coaching experience. Jay is the only one not currently married, while the others have families. Ann, Claire and Julie participate as representatives of their school systems in a PDS (Professional Development Schools) program with local university faculty. The PDS program is an effort at collaboration between university and local schools to set up school based teacher training, and educational research sites.

Data sources.

To answer the first question related to the teacher's curricular values formal and informal interviews, VOI results, observation of classes, analysis of written documents, and a student survey were employed. To answer the second question related to the learning environment nonparticipant observation with field notes, tasks systems analysis of videotapes, document analysis, and the teacher's descriptions from formal and informal interviews were employed. To answer the third question concerning the extent to which curricular values were present in the learning environment data from all the sources used to answer the first two questions were analyzed.
Ann: The Sport Education Model

Ann is energetic, smiles easily and enjoys talking about physical education and her program. In the past three years Ann has attended the university where she received her undergraduate degree. She takes classes on a part time basis working on her Masters degree in Physical Education. At the time of this study she was thinking ahead to studying for general exams and completing her program. She had recently completed an independent study in which she created a sport education unit for gymnastics under the guidance of one of the university faculty.

After graduating with a bachelors degree in physical education Ann worked as an instructor in a fitness club for two years. She then took the job she now holds at Mill Run school. Ann enjoys a friendly relationship with the teachers in her school.

Ann's Curricular Values

Ann was the only participant in the study who employed an intact instructional model found in the physical education literature; the sport education model (Siedentop 1989, and 1990). The sport education model was developed to teach sport practice in a school physical education program. The goal of the sport education model is to produce competent sportspersons. A teacher who employs the sport education model typically acts as a coach and coordinator for a period of 20 lessons.
Early in her career Ann worked with a colleague in her district who introduced her to the sport education model while working on a graded course of study. Since that time Ann has reflected on the model and conceived her own concept of the sport education model and the values that surround the model. In preparing a paper for a graduate course Ann described the purpose of the sport education model as she saw it:

When you look at any particular sport there is a great deal more involved than just the combination of skills and rules. Sport typically involves a season, some sort of team or affiliation, formal competition with scheduled events, keeping of records and statistics, and some type of culminating event, a goal to work toward. In order to really understand a sport and appreciate it...it is also important to understand the strategies, the customs and traditions of the sport. Understanding not only the basis of a sport but the difficulty of a spectacular save or move, seeing an underdog come from behind, the training, the effort and sacrifice involved to attain a professional career or Olympic medal; knowing what's behind 'the thrill of victory and the agony of defeat'. These are the factors that make play more meaningful to children, adults and society as a whole. Sport education seeks to incorporate these aspects into the Physical Education program in addition to the usual learning and practice of isolated skills. In order to foster the elementary child's understanding and appreciation of sports and to develop good sportspersons these aspects need to be introduced at the very beginning of their education in sport. (P:1:18)

Ann embraced the sport education model and the values that went with it. She saw the incorporation of these skills, attitudes and knowledge into the physical education program as the purpose of sport education, and she believed that the
place for this incorporation was "at the very beginning of their education in sport." In interviews, in her responses to the VOI, through the paper she wrote, and in the student notebook, Ann articulated a set of values that consistently manifested her perception of the sport education model.

When asked what the overall goals of her program were, Ann's response supported her belief in the sport education model, Ann said that:

I think it's important for them to know all about sport. So that even if they aren't all that skilled in the sport or all that interested in it they can find other ways to like it. (F1:1:16)

Covering the sports is my priority. I do a sport education model because I think it's important for them to know all about sport. (F1:3:11)

The teachers at Ann's school employ a whole language approach to reading and writing and Ann has begun to conceptualize her sport education model in the same way:

In our building basically all the teachers are whole language. Whole language does not separate phonics, reading and spelling....They all fit together. If they stumble over a word, that's one for our spelling list. We don't get bent out of shape if they can't spell a word. I see my sport education model like that. I see sport education as the whole language of physical education. You can't teach isolated skills here and there and then play games. [In my program] they learn about the rules and strategies. They take responsibility for stuff. (F2:1:15)

Ann felt her sport education model presented the skills, rules and strategies of sport as a total, integrated package. Ann's concept of whole language was one that promoted integration of all the aspects of her program into a focus on, not only learning how to do a skill, but also
learning why and where the skill is used in an applied setting. In the classroom whole language seeks to integrate phonics, spelling, and vocabulary into the whole curriculum to allow students to discover and explore language as they experience it in other subjects. Whole language promotes an emphasis on learning by doing and an emphasis on the application of learned skills. At the time of this study Ann was just beginning to see her sport education model in the same way. She wanted her students to practice skills not in isolation, but right from the start with an eye on applying them in a competitive situation. Ann's statement "I want them to know all about sport" related to the whole language model. This holistic approach is consistent with the sport education model described in the literature.

Ann's value profile.

Ann's VOI scores were consistent with her commitment to the sport education model. Ann's VOI scores can be found in Table 3. The VOI produces ipsative data due to forced rankings which results in relative rather than absolute valuing (Ennis et al. 1992). Ann consistently ranked disciplinary mastery items as high priority, scoring 26.38, well below the needed mean of 35.5 for physical educators. Ann also consistently ranked ecological integration and self actualization items as low priority. No other T scores were found to be high or low. These choices are typical of teachers who value subject matter outcomes, (Ennis, 1992).
Table 3

Ann's Value Profile

<table>
<thead>
<tr>
<th>Value Orientation</th>
<th>T Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Process</td>
<td>40.41</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>69.62</td>
</tr>
<tr>
<td>Discipline Mastery</td>
<td>26.38</td>
</tr>
<tr>
<td>Ecological Integration</td>
<td>64.65</td>
</tr>
<tr>
<td>Social Reconstruction</td>
<td>56.68</td>
</tr>
</tbody>
</table>

Ann was able to integrate her sport education program with the curricular emphasis employed at the early elementary and middle school levels. Ann's curricular emphasis at the early elementary level was on movement education:

"In the primary grades we do movement education. I'm really trying to teach a movement vocabulary in those grades. In the early grades not only do they get a basic movement vocabulary and a lot of exploration but we tie it into sport performance. (F1:1:3)"

Ann was able to provide specific examples of how her movement program provided direct entry into the sport education portion of the curriculum. For example she talked about exploring various pathways and providing students with sport specific examples of those pathways (F1:1:10). Ann was also able to conceptualize her program as a preparation
for successful student participation in middle and secondary school physical education, and school and community sports programs.

Ann's commitment to disciplinary mastery outcomes did not prevent her from focusing on fair play concepts and attitudes, an important issue in elementary physical education. Ann believed that the rules and traditions of institutionalized sport defined fair play. She was able to relate several examples of how fair play was encouraged in her program. For example Ann regarded the skill of officiating as crucial to the development of fair play concepts:

When students must learn the rules in order to officiate their own classmates they are more accountable than simply being able to perform on a test. They also have a better respect for officials when it comes to participating in the game itself. (P:4:14)

Although formal competitive experiences were a part of every unit, Ann tried to keep the competition "light" in her program she believed that competition was a part of life but that it did not involve "besting others", it meant trying to do your best, learning self control and developing an appreciation for the activity (P:10:26).

Ann also discussed how the important concepts of the "Tribes" program used at Mill Run school, those of caring, building up rather than criticizing, helping others, and no put downs fit nicely into her program (IA:4). A poster Ann displayed in the gym also demonstrated her concern for fair
play by defining the actions of both fair and unfair players.

Ann's cognitive goals were consistent with her focus. She talked about the higher order thinking skills that were involved in officiating and coaching (P1:1:22) and about the integrative possibilities that arose from learning the customs of a sport (P6:4).

Ann presents five sports a year via the sport education model, soccer, basketball, volleyball, gymnastics, and track and field. Although she was subject matter focused, Ann could discuss how gymnastics provided a fun activity for her students. When asked why she included gymnastics in her program Ann replied that "It was a fun way to move around", that gymnastics was an equalizer because it was a novel activity, and that gymnastics helps students to lose their inhibition over participating in rhythmic activities (P1:8:26). Ann taught the customs, rituals and traditions of acrosport a form of gymnastics involving competitive quads, trios and pairs routines. Ann's focus for the unit was:

that we were going to perform this floor routine and that they needed to put all their energy into doing that the best that they could....The outcome of the unit is the performance of the routine. (F2:3:4)

When listing unit objectives in the student notebook Ann incorporated all the elements of her concept of the sport education model:
The course objectives are:
1) The student will develop skills in Sport Acrobatics as well as an appreciation for the sport and its advanced elements.
2) The student will develop sufficient strength and body awareness to perform individual, pair, and trio balances as well as the ability to spot each skill.
3) The student will cooperate with partner and group to create a paired and quad routine and be able to communicate in 'acrosport' terms to the team for the speed building competition.
4) The student will complete various strength and balance activities in order to improve personal fitness to allow for better participation in this and other athletic activities. (NB:22:1)

Ann spoke about how she regularly assessed her students through pretest and post test, and how she assessed their ability to perform in competitive situations, emphasizing again her subject matter focus. For example, in the gymnastics unit a student's whole grade was dependent on how they performed the gymnastics routine (F2:3:4).

To provide evidence for Ann's curricular values her students responded to a written questionnaire requiring them to rank a set of goal statements for their gymnastics unit, in the way they felt Ann would rank them. The results of the questionnaire can be seen in Table 4. Ann's students were not able to agree on the goals they felt Ann would consider important. Student answers may have varied because of the language used in the survey, or because Ann's students were not able to separate her curricular goals from management goals. Results from the student survey did not
support nor refute other evidence supporting Ann’s curricular values.

Table 4

Results of Survey Administered To Ann’s Students
Responses That Dealt With Teacher Values

<table>
<thead>
<tr>
<th>First Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn new gymnastics skills</td>
<td>2.8</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>3.68</td>
</tr>
<tr>
<td>To learn gymnastics skills that we can use later on in life</td>
<td>4.2</td>
</tr>
<tr>
<td>To learn to respect the rights of others in our class</td>
<td>2.44</td>
</tr>
<tr>
<td>To try as hard as we can and be the best we can be</td>
<td>1.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn to make good decisions about participating in gymnastics activities</td>
<td>2.96</td>
</tr>
<tr>
<td>To feel good about ourselves when we learn new gymnastics skills</td>
<td>2.84</td>
</tr>
<tr>
<td>To become stronger and more flexible by doing gymnastics skills</td>
<td>2.76</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>3.72</td>
</tr>
<tr>
<td>To work together to make our physical education class a better place to be</td>
<td>2</td>
</tr>
</tbody>
</table>
Summary

Her VOI scores and the statements Ann made, both in writing and during interviews, revealed Ann's disciplinary mastery curricular values. Very few anomalies were uncovered among the evidence for Ann's curricular values. Ann consistently articulated a focus on teaching sport skills and sport practice through a sport education model several times, and in several context. Ann valued disciplinary mastery outcomes that focused on sport skills, and cognitive and affective skills as well. Her focus on teaching sport participation and all that went with it was in keeping with the original goals of the sport education model. Ann's statements demonstrated the vertical consistency she perceived in her program, from movement education to preparation for middle school participation, as well as the consistencies that she identified between her program and the rest of the school, those of the Whole Language and Tribes approaches to schooling. Ann's student expectations and the focus of her assessment were consistent with her curricular values. Ann was articulate and she obviously had spent a great deal of time reflecting on her curricular values.
The Learning Environment

Unit demographics.

The unit observed was a gymnastics unit consisting of 11 lessons. The fifth grade class observed was the first class of the day, from 9:00 to 9:40 am. A culminating experience related to the unit was the Fifth Grade Winter Show, which was held on a school night.

The class included 14 girls and 10 boys, all but four of whom had attended Mill Run school for three or more years. Sixteen of them indicated that they had attended private gymnastics classes. When asked about the characteristics of her students Ann pointed out some students who needed extra attention; a girl with "some hearing loss" an "inexperienced girl" who came to Mill Run this year, two more girls, a boy who "asked for a lot of attention", and another "unskilled" boy. Ann also spoke about two "ESL" (English as a Second Language) children who sometimes needed extra help interpreting instructions. She also identified five girls and two boys as her "better" students. Ann said her better students were "not necessarily skilled gymnasts" (IB:2), but that they tried hard.

As fourth graders, this class had participated in gymnastics via the sport education model with a focus on apparatus work. This year's unit focused on acrosport and floor routines.
Given the philosophy of her program, and the students she had to work with Ann communicated the following goals for her unit. She articulated the changes, based on the strengths and weaknesses of her students, that she would make in the unit compared to last year:

I want them to experience the different skills that were listed (in the notebook), to do some builds and learn the concepts of building safely and then give them time to practice, and then give them time to design their own routine and perform it in front of the group....They will do a floor routine in a situation just like a gymnastics meet. It's left up to their own creativity to come up with the routine; they have parameters that are involved. (F2:2:14)

Unit organization and teaching style.

The unit progressed exactly as Ann had planned. Ann’s students spent the first three days of the unit learning skills that were listed in their notebooks. They then divided their time during the remainder of the lessons between creating a floor routine and practicing acrosport skills in preparation for the speed building, pairs, and quad competitions. The unit ended with a competition between teams consisting of floor routines designed and performed by team members.

Ann was able to maintain the subject matter focus of her unit and effectively communicate the information she wanted her students to learn by employing teams, student notebooks, posters, and three modes of communication. Ann’s use of sport education teams with captains and student notebooks enabled her to achieve the goals of team
affiliation and allowed her students to experience the customs and rituals of institutionalized sport. Ann employed the sport education teams that she created at the beginning of the school year. Ann spoke about her teams and their captains:

*I know my kids so I pick even teams. The kids get to pick their own captains. The captains sign a contract and are responsible for certain things. They do line ups....Captains do a lot of coaching. We work a lot...on looking at your performance and or being able to critique someone else’s performance, and being able to see what’s wrong....Captains help a lot as far as management, attendance, dress etc.* (F1:3:27)

Ann mentioned that girls are usually chosen for gymnastics captains but by the time the year is over most students have a chance to be a captain. During the unit captains were assigned the following tasks: arrive early to set up with fourth grade volunteers, lead warm-ups, report on absent team members, ensure that assignments are handed in on time, and to lead their team in the speed building competition by observing a picture of the build and placing their team in the build as fast as possible.

At the beginning of the year Ann asked her three sport education teams to select a name and so the teams observed were the Bulls, Raiders and Dynomites. Ann also expected teams to adopt a color for team members to wear during important competitions, this she believed would add to team affiliation and to "just making it more fun" (F2:8:5).
With the exception of strength stations and gymnastics motivators, Ann expected her students to perform all the tasks she assigned to them in their sport education teams. Sport education teammates were employed as spotters, partners for practicing paired stunts, to complete self mastery checklist, and to work together as a trio or quad group on acrosport routines. When asked to form groups of four for the quad competition one of the groups included both boys and girls, although Ann did not actively attempt to get them to form co-ed groups she commented on how pleased she was (Video 5).

Student notebooks, supplied to all the students helped to organize the information Ann wanted her students to learn. Students came in with notebooks on the first day and thereafter were expected to have them. Notebooks contained the following information: Ann’s expectations for the unit, an explanation of assessment items, the critical elements of every skill introduced in the unit along with diagrams and checklists of skills, descriptions of acrosport builds and stunts, descriptions and guidelines for competition, checklists for strength stations and gymnastics motivators, and routine sheets which guided the creation of a routine.

The information in student notebooks fulfilled the following purposes: as a supplement for Ann’s demonstrations of skills and concepts, as self mastery checklists used by a teammate to record the number of critical elements performed
correctly, as a textbook containing the information Ann wanted her students to apply, as a guide for creating a group routine. Notebooks also acted as a reference for creating routines and learning acrosport builds, and as an accountability mechanism when Ann asked to see routine sheets created by students, and when Ann recorded the completeness of self mastery checklists.

Posters also helped to organize the information Ann wanted students to learn. Ann employed posters to effectively communicate a great deal of information including; safety rules, gymnasium rules, the important points of individual and small group stunts and builds introduced in the unit, competition guidelines (displayed on an overhead), guidelines for critiquing self mastery skills, guidelines for strength stations, topical messages (on a dry erase poster), a running tally of team scores during the speed building competition, and to display definitions of a "Fair Player", "Nonplayer", and "Unfair Player" that served as a reminder throughout the school year of Ann's expectations for fair play.

A special type of poster was rolled out on a stand every day so that students could observe their progress on the elements assessed by Ann. The poster included student names arranged in teams and the elements upon which they would be evaluated. Elements included competition points, notebooks, dress, warm ups and sportsmanship.
Posters enabled Ann to pursue one of the elements of her teaching style, displaying information in three modes for her students. Without exception every skill and concept was presented in these three modes: by oral description and demonstration, in writing and in picture form on the skill poster, and in print and picture form within their notebooks. For example when Ann described the tip-up she referred to a poster on the wall listing the critical elements while she described and demonstrated the skill, and reminded them that it was included in their notebooks. This routine was repeated for all the skills Ann taught to the class. Every day a new poster or two would be placed on the wall by the storage room in the area where Ann demonstrated. Soon the whole wall was filled with posters, then as more posters were added older ones were removed. Students generally read along in their notebooks as Ann expected them to, especially when she covered longer more complex topics like her expectations for strength stations, procedures for competition, and partner acrosport stunts, which were new to them this year. Ann commented that providing information in three modes helped to accommodate the different types of learning styles her students possessed (5A:B).

The strategies described thus far enabled Ann to guide her students through a three phase unit consisting of a three day practice phase, four day team strategy phase, and three day competition phase. The phases helped to organize
tasks and pace the students learning. Ann's goals for the practice phase were to orient students to the unit by presenting a history of acrosport and her expectations, to review basic skills, and review forward and backward roll variations on the first day, and then to introduce cartwheel variations and on the second day. On the third and fourth days Ann introduced paired acrosport stunts, vaults over the horse, strength stations, and reviewed stunts and balances.

After being introduced in the third lesson, strength stations were incorporated into the rest of the lessons as student choice tasks. Ann employed strength stations, which consisted of a climbing rope, parallel bars, cargo net and pull up bar to overcome some of the groups weakness in upper body strength. Students could move freely among strength stations with the only expectation being that they spotted each other where needed.

Peer critiques of self mastery checklists conducted during the fourth and fifth lessons marked the end of the practice phase and the beginning of the team strategy phase. At this point in the unit, if they were on schedule, students should have mastered basic skills and been prepared to apply them to the creation and performance of a routine. During this phase students formed paired, trio or quad groups to create and refine acrosport routines for competition.
Students were also informed of Ann's expectations for competition and of criteria for successful acrosport routines during the team strategy phase. At the end of the sixth lesson small groups were to hand in routine sheets for Ann to critique and return to them before the competition.

The third phase of the unit, composed of the eighth, ninth and tenth lessons, consisted of formal competitive experiences and last minute practicing of routines. The eighth lesson marked the beginning of the competition phase and was devoted to a speed building competition, the ninth lesson was devoted to a pairs competition, and the tenth lesson to a quads competition.

When not performing in competitions small groups were to continue refining their acrosport routines, finish up self mastery checklist, or practice strength stations.

**Task system analysis.**

Each phase of the unit was characterized by different tasks that facilitated the goals of that phase and established the climate there in. Information about the instructional episodes and tasks that Ann provided her students can be found in Tables 5 and 6.
### Table 5

**Instructional Episodes That Comprised Ann's Unit**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Episode Number and Total Duration</th>
<th>Management</th>
<th>Transition</th>
<th>Cognitive</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td>2 (2:08)</td>
<td>2 (:50)</td>
<td>10 (17:10)</td>
<td>9 (19:06)</td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td>3 (3:05)</td>
<td>1 (:52)</td>
<td>8 (12:03)</td>
<td>9 (16:49)</td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td>2 (:27)</td>
<td>2 (:18)</td>
<td>4 (13:42)</td>
<td>8 (14:40)</td>
</tr>
<tr>
<td>Fourth</td>
<td></td>
<td>1 (:20)</td>
<td>4 (2:08)</td>
<td>1 (13:44)</td>
<td>2 (15:51)</td>
</tr>
<tr>
<td>Seventh</td>
<td></td>
<td>0</td>
<td>3 (1:43)</td>
<td>1 (5:07)</td>
<td>3 (25:00)</td>
</tr>
<tr>
<td>Eighth</td>
<td></td>
<td>1 (2:09)</td>
<td>4 (2:56)</td>
<td>6 (5:59)</td>
<td>17 (23:36)</td>
</tr>
<tr>
<td>Ninth</td>
<td></td>
<td>0</td>
<td>4 (5:02)</td>
<td>7 (12:05)</td>
<td>7 (21:53)</td>
</tr>
<tr>
<td>Tenth</td>
<td></td>
<td>0</td>
<td>1 (2:12)</td>
<td>3 (6:04)</td>
<td>9 (30:44)</td>
</tr>
</tbody>
</table>

Total: 9 (8:09) | 21 (16:01) | 40 (1:25:54) | 64 (2:46:39)

Percentage: 2.9% | 5.8% | 31% | 60%

Tables 5 and 6 do not reflect the 8 to 10 minutes students spent every day performing a taped warm-up routine and the tasks students performed during lunch time practice sessions set up by Ann. Ann's goals for each phase of the unit are represented in Tables 5 and 6. During the practice phase Ann allotted almost 43 minutes for description and demonstration of skills and a little over 50 minutes, or
half the available time for practicing skills. This was exactly as she had planned.

Table 6

Tasks That Ann Provided Students

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Task Type</th>
<th>Number And Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Informing</td>
<td>Refining</td>
</tr>
<tr>
<td>First</td>
<td>6 (14:11)</td>
<td>2 (2:41)</td>
</tr>
<tr>
<td>Second</td>
<td>5 (11:36)</td>
<td>4 (5:13)</td>
</tr>
<tr>
<td>Third</td>
<td>4 (6:07)</td>
<td>4 (8:37)</td>
</tr>
<tr>
<td>Fourth</td>
<td>2 (29:35)</td>
<td>0</td>
</tr>
<tr>
<td>Seventh</td>
<td>1 (5:07)</td>
<td>0</td>
</tr>
<tr>
<td>Eighth</td>
<td>6 (5:59)</td>
<td>0</td>
</tr>
<tr>
<td>Ninth</td>
<td>7 (12:05)</td>
<td>0</td>
</tr>
<tr>
<td>Tenth</td>
<td>3 (6:04)</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total   | 34 (80:44) | 10 (16:31) | 1 (2:14) | 36 (1:31:13) |
| Percentage | 42.4% | 8.5% | 1.1% | 47.8% |

Ann's goal was to introduce basic skills and individual and small group acrosport stunts in a teacher directed independent practice format. These classes began with a taped warm-up routine and then progressed through a series of alternating cognitive and independent practice tasks.
During skill practice Ann circulated and provided positive and corrective feedback statements acting as the instructional leader.

After the second class Ann described her lunch time practice sessions, thereafter students could sign up to come in at lunch and practice strength stations or come as a small group and practice their routines.

During the second phase Ann provided almost 70 minutes for small groups to create and refine their acrosport routines. This time is reflected in the 1:31 hours of application tasks displayed in Table 6. During this phase Ann acted as a facilitator by arranging for practice mats to be shared by everyone, as a resource when she helped small groups out with problems, and as an instructor for short periods of time when she presented her guidelines for competition and creating acrosport routines.

Small groups decided on the duration and focus of their tasks during this phase of the unit. The description of a group of girls beginning to create their quad routine provides a typical sequence of small group initiated tasks. The girls decided to incorporate a handstand catch in their routine. The actual decision making process was either conducted before the class began or accomplished so subtly that it was not observed. At any rate the girls began to practice cartwheels on their own making around 10 attempts. Their cartwheels began to look more like a kick-up into a
handstand as they continued to make several more attempts. Without verbal comment, one member of the group assumed the role of catcher and began to catch the others as they kicked up into handstands. With little comment, and within five minutes, the girls had made their first tentative decisions about who would perform the handstands and who would do the catching. The group spent the next three minutes or so refining their handstand catch until they were happy with it. With the exception of a few who procrastinated, small groups had enough time to create and refine their routine. After the unit Ann commented that if she had more time she would devote even more of it to allowing students to refine their routines, (F2:2:20).

The small amount of time, almost 31 minutes, allotted for competitive experiences belies the importance of these tasks in the unit. The speed building competition in lesson 8 consisted of 14 tasks that were only 30-60 seconds in duration, and small group acrosport routines were to last no more than two minutes each.

During the competition phase each small group was given the opportunity to perform seven assorted acrosport builds in a speed building contest, run through their whole acrosport routine five times during practice periods each day, and then perform their routine once during competition resulting in a total of 28 opportunities to apply acrosport skills in the competitive phase.
A typical lesson in this phase began with a short presentation by Ann related to the goals of the day, followed with around 14 minutes of practice time for last minute refinements of acrosport routines, and then either the speed building, paired or quads competitions. Students not scheduled to compete that day or those who had already competed spent their time watching, practicing strength stations or completing checklist in their notebooks.

Accountability systems.

Ann held students accountable for achieving the goals of each phase of the lesson by employing several informal and formal accountability systems. The informal accountability systems employed by Ann focused on effort, mastery of skills, refining the acrosport routine, and on classroom behavior. Informal accountability systems were those of circulating and providing positive and corrective feedback, hustles, cues, and behavioral praise and desists, including individual, across space and whole group interactions as students performed independent practice tasks. Ann also circulated among groups as they created and refined their acrosport routines but confined her interactions to the small group she was dealing with.

Included among Ann's informal accountability systems was the implicit expectation that small groups come in during lunch time practice sessions to refine their routines. It was not mandatory that they come but Ann
commented that "the kids who did well came in at lunch" (F2:2:24). Ann also separated two girls from their small group because they did not come with their team to practice at lunch (Video 5).

With the exception of 30 points allotted for following the warm-up, proper dress, sportsmanship, and on-task behavior, Ann's formal accountability system related to subject matter outcomes. Assessment categories can be found in Figure 3.

40 points possible for the best 4 pairs routines performed by members of the team
20 points possible for the best 2 squad routines performed by members of the team
10 team points for proper dress
10 team points for following proper warm up routine
10 team points for sportsmanship and on-task behavior
10 team points if everyone on the team properly completes their notebooks
100 points total

Figure 3

Ann's 100 point Assessment System

The assessment poster displayed during each lesson kept students informed of their progress. Throughout the unit Ann updated the poster which registered the number points students maintained in each category.
Ann’s formal accountability system included a self mastery checklist to ensure that students critiqued each others performance of the basic skills, a "routine sheet" which was handed in two days before the acrosport routine competitions (critiqued by Ann and returned before the competition), a speed building competition which assessed the extent to which students mastered "acrosport terms" and builds (NB:22:12), and pairs and quads competitions that served as the focus of the unit and contributed to competition points.

To incorporate another formal incentive, on the first day Ann reminded her students that the best three acrosport routines from the class would be performed at the fifth grade show, thus at the end of the competition Ann announced three small groups that would perform at the show.

After the unit Ann reflected on her ability to hold students accountable and made some comments about the issue, "That’s [accountability] what has to change with this unit. I want to make them more accountable" (F2:3:25). Ann wanted to focus more on the acrosport routine right from the start because she believed that some of them did not see its importance (F2:3:4). She discussed frustration at not having enough time to hold accountable those students who were not that interested in creating a routine (F2:4:22), and she said that the students who were motivated created really good routines (F2:2:21).
Managerial strategies.

As can be seen in Table 5 routines employed by Ann kept the time and effort spent on management and transitional tasks to a minimum. Ann used several routines, those of asking students to perform almost all of the tasks in sport education teams, asking team captains to take attendance for their team, using team captains as warm-up leaders, arranging for sport education teams to work at the same mats every day they worked on basic skills and small group stunts, having students place their shoes and belongings in the same location every day, establishing a corner of the gym where skill posters were hung for presenting all the skills and concepts of the unit (with the exception of strength stations which were described at their locations around the gym), bringing out the assessment poster each day to a common spot, taping a warm-up routine to be followed by students every day so that Ann could take attendance and perform other tasks, and establishing a cool down stretch and closure although it was actually performed only two or three times during the unit.

With the exception of four boys, students were on-task a great deal of the time. It was difficult to ascertain whether students were on-task as they began to create and refine acrosport routines in their small groups. A group of students performing a double bear might be practicing an element of their routine or engaging in off-task behavior if
a double bear was not part of their routine. Even though it was difficult to decide, task systems analysis accounted for an average of one or two obvious off-task behaviors per class among students other than the group of four boys that concerned Ann (F2:4:22). Ann and their classroom teacher often talked about the similar problems they had with these boys (F2:3:3). These 4 boys spent most of their time engaged in activities that were just within Ann’s boundaries of acceptable behavior by performing various gymnastics stunts that were not specifically taught in the unit but that could arguably be included in an acrosport routine. After the unit Ann said she was aware of their behavior but because of time she did not want to take "the kids who were going to screw off" around with her as she helped out the other small groups, (F2:3:25).

Class climate.

Ann used several strategies that created the class climate she felt was most conducive for meeting the goals of each phase of the unit. In a general sense Ann created a neutral climate throughout the unit. She introduced the type of climate she wanted during orientation on the first day by using the letters of the word "acrosport" to outline her expectations:

"A C R O S P O R T"
'A' is awareness. Be aware of all the activities around you, what you and your partners are doing... 'C' is capability. Know your own and your partners ability. Don’t under or over estimate that. 'R' is responsibility. This is everyone's
business you must all be willing to take responsibility, especially for safety. 'O' is for organization. Follow the procedures. Have a goal for what you want to accomplish each day. (Video 1)

Active supervision with positive and corrective interactions during independent practice kept students on-task and motivated to master the basic skills and small group builds. For example when teaching the head stand Ann made the following typical comments, "Don't try and compensate!, and "Make sure everything is straight", "Now try and keep that leg straight as it comes up", and "A lot of you have this head poking out! Remember it should stay between your arms" (Video 2).

During the competition phase Ann created a serious testing situation by establishing a performance area, behaving as an impartial evaluator while sitting at a judges table, communicating her expectations for performance of routines with the statement:

When you step on the mat bow to judge....I'm looking for smiles, straight bodies, pointed toes...a general impression [one of the criteria for scoring] means that your stretched out (Video 9)

Ann also reminded students to stay out of the competition area unless they were waiting, and later during competition desisted noisy students so that all the students eventually watched in silence or performed tasks quietly on the other side of the gym. Only a few short soft periods of applause broke the silence between performances.
Ann commented that she tried to include an element of fun in her classes, but perhaps because of the attitude of this class at the time of the unit, many of the behaviors a group normally displays when they are having fun did not appear. There was no evidence of animosity among the class but still there were no real displays of enthusiasm during competition. Perhaps a neutral climate resulted from an implicit compromise between Ann and her students.

**Summary and discussion.**

Ann commented on how hard it was to incorporate all aspects of the sport education model into an individual sport like gymnastics, but she employed several effective strategies that accomplished the goals she had for her students. The three phases of the unit delineated the types of tasks and the goals students were to work at beginning with teacher centered independent practice tasks and moving to a self guided group tasks system. Ann's teaching style and instructional strategies clearly and effectively communicated the skills and concepts of the unit. Other strategies employed by Ann eliminated any undue concern over management issues and held students accountable for completing the tasks she had for them within a neutral class climate.

Ann's years of experience, organization and familiarity with the sport education model allowed her to create a
consistent set of tasks that led to a culminating competitive sport experience.

To What Extent Were Ann's Curricular Values Manifest In the Learning Environment

The data collected make it easy to form a judgement regarding this question. Ann could consistently articulate the goals and values of the sport education model. By following the sport education model Ann was able to establish a learning environment that promoted her curricular values. For example sport education teams established team affiliation, and three competitions held at the end of the unit served as opportunities for students to apply their skills and as formal competitive experiences in which Ann taught her students how to practice the customs and rituals of acrosport. The many refining tasks Ann asked her students to complete, including those at lunch time, allowed students to realize the effort it takes to attain "the thrill of victory" (P:1:18), and the informal and formal accountability systems that Ann employed held her students accountable for mastering basic skills and the language of acrosport.

Only two minor inconsistencies were observed during the unit. As Ann had said (F2:3:9), she wished she had focused on the acrosport routine from the start thus creating more of the whole language approach that she was beginning to conceptualize for her program, and as Ann had discussed, it
was difficult to incorporate the whole sport education model into an individualized sport like acrosport thus making it difficult for her to use students as judges in the way she was accustomed to during other units.

**Conclusion.**

Ann's case provided a clear and rich example of a teacher who adopted an intact disciplinary mastery curricular model, who reflected on its values, perfected the strategies needed to present the model and then effectively created and maintained a learning environment that focused exclusively on the goals and values of the model.
Jay: "Teacher/Friend"

The visitor to Frank school is greeted by the sound of cheerful voices coming from the gymnasium, an area completely open to the main hallway of the school. There in the midst of a menagerie of apparatus is a man known affectionately as Jay by parents, faculty, and students. A self proclaimed pack rat of ideas, equipment, and success stories, Jay is a warm and energetic person who feels at home in a gymnasium open to anyone who passes by.

Even the shortest visit with Jay is interrupted at least once or twice by a young child or former student coming into the gym just to say hello to their favorite instructor. Jay’s school day is filled with greetings from passers by, all looking to see what’s going on in Jay’s gymnasium, and Jay stops to greet all of them. Jay’s personality, teaching style and program reveal a child centered set of curricular values. Any talk with Jay is spiced with stories of students he is proud of and feels affection for.

Jay has been an elementary physical educator at 8 of the 11 schools in the Centerville area during his 18 years of service. He has worked at Frank school since it opened more than 10 years ago. Although Jay is an ex-athlete he does not conduct "a real structured and super organized" (F2:4:5) program. Jay is at once proud of the relaxed
atmosphere he has been able to create and humble when comparing what he has done to other programs.

**Jay's Curricular Values**

Jay's child centered, affective values center around three sets of statements he made regarding the attitudes he would like his students to have, the atmosphere he works to create in his classes, and his role as a teacher.

**Attitudes.**

Jay wanted his students to adopt the attitude that "everyone can participate" (F1:1) His view of participation went beyond "showing up and dressing up" he expected his students to "overcome their fears" and "learn self control" (F1:1:7). Jay could describe how these characteristics were important later on in life (F1:1:17). His notion of self control came up many other times, when Jay spoke about the reason he included gymnastics in his program, and when he described the focus of his behavior rules and assessment strategies:

> Constantly day after day I instruct them to learn self control, to use common sense, and to use good judgement. That carries over into life. (5A)

When Jay was asked, what is the most important thing you teach your students he said he taught them the attitude that:

> Whatever it is try do the best you can....I want them to understand that if you can't do it great, that's okay. (F1:2:10)
Jay valued students' ability to carry over the attitudes he taught them to other areas of their lives, even though they may not be successful at physical education (F2:3:17). Jay also spoke about the effort his students currently displayed and about how he was able to promote that effort by providing public recognition for successful students (F2:2:16).

During interviews Jay often commented that he wanted his students to develop an appreciation for the sport, for effort, and for others. For example Jay wanted his students to learn to appreciate others who are more or less successful than they:

...with gymnastics they all want to be on the posters. When they see the super gymnast posters and they know they are not good enough [to get their names on them]...I don’t want them to feel inferior or lazy or weak. I want them to understand that it is a very talented person who can do that...they deserve some recognition and respect. (F1:7:26)

I also want them to have an appreciation for somebody else’s talents and somebody else’s lack of talent....I try to teach them to be nice to each other, to be patient, and to appreciate each other’s skills or lack there of. (F1:8:1)

Cooperation, defined as "sharing equipment and waiting patiently in line", (Video 1), was another attitude Jay wanted his students to embrace.

Atmosphere.

Jay wanted to create a "free atmosphere" in his classes. He was fond of referring to his classes as a "zoo"
or as "total chaos" whenever a visitor arrived just to see if the visitor could discover the control beneath the chaos and the productivity that existed beneath the din. At the same time Jay was a little guarded about his program, worried that others may not see the valuable learning going on. Jay discussed the type of atmosphere he wanted:

A relaxed laid back atmosphere in which anybody can try. It's not, you have to line up on the line right now, or real structured and super organized. I want it to be under control, there is noise and there is chaos. People come in here and I have the radio going, there is all these kids yacking, screaming and yelling and all sorts of nonsense but if there is somebody arguing or fussing that just cuts right through it, I don't even have to look. I know who it is and I deal with it. (F1:4:5)....Just follow some simple rules, use some common sense and while your doing that you can pretty much do anything you want anywhere you want, you just have to stay in control and not get too crazy....[We try] to make this a fun, happening place, a place to have a good time,to smile, and laugh, and enjoy one another. (F1:6:28)

A key part of the atmosphere in Jay's program was the freedom students had to express their ideas verbally and through activity. Jay reported:

That's my whole objective, to give them the freedom to explore carefully within the boundaries, and my boundaries are that everybody is safe. (F2:4:1)

He spoke with pride about all the apparatus ideas his students came up with over the years, and about how he receives ideas in other activity areas as well (F2:2:11). Because they were expected to contribute ideas and make
their own decisions the atmosphere was clearly aligned with his child centered curricular values.

Jay had a only a few rules referring to personal safety, group safety, and fair play (F1:7:16), but he was careful to rigidly enforce them: "What rules I have I try to enforce, they know that and understand that" (F1:7:13).

Roles.

In referring to his role as a teacher Jay said:

It's really an overall attitude. I guess it's an atmosphere. I try to be very approachable. The kids feel that I'm very approachable, I think the kids look at me as a friend, more of a friend than a teacher, a teacher friend equally. They come up to talk to me about all sorts of things. If they have an idea they are not at all shy about coming and talking to me about it....I guess they understand that I think they're okay. [They understand that] I'm not going to ridicule them if they fall on their face, were not going to laugh at them, we might chuckle a little bit with them, but not laugh at them. I think the main thing they know [is that] they can talk to me, they will not always get their way but they can talk to me. (F1:3:28)

Jay's teaching style and personality promoted an atmosphere where students were not afraid to approach him with ideas (F2:2:13). Expressing ones ideas and contributing to the customs and history of the program defined full participation in physical education. Jay related many activity ideas that came from his students and was proud to admit that he never would have dreamed them up.

Jay worked hard to create this free and happy atmosphere:
I try to get the kids excited. You remember the teachers you hated, you remember the ones you really liked, and the others just fade away. I don’t want to be the one who fades away and I don’t want to be the one who was a real jerk. I want to be the one they really enjoy. Everyday I bust my tail when I walk through those school doors in the morning to leave my worries out in the parking lot in my car, I will deal with them when I get home the best I can. But while I’m here I try to be happy, and fun, and to enjoy life, and enjoy the kids, and make them likewise enjoy it and have fun. Some days it is a real struggle, some days I don’t do as well as I should, but overall I feel pretty successful at it. School should be fun; it should be fun for you and the kids. (F2:3:19)

Jay was proud of the enthusiasm and enjoyment his students received from his program. He described how the students cheered and clapped when he announced during the morning school announcements that the gym was ready for gymnastics (F1:2:27). As part of his role Jay saw himself as a "liaison" exposing students to different games, promoting out of class participation, and creating a positive learning environment (F1:6:13).

These three sets of statements, related to attitudes, atmosphere, and Jay’s role as teacher. All of Jay’s statements clarified his child centered curricular values.

Jay’s value profile.

Jay was able to articulate a comprehensive set of affective values and his VOI scores offered some support for his value statements. Jay’s values profile consisted of high priority values in the social reconstruction orientation but not in the other two affective orientations.
Jay's goal of allowing his students to contribute ideas to the program fit nicely into the social reconstruction orientation, as did his comments about wanting to change stereotypes (F1:2:3). Jay's verbal comments fit closely into the self actualization orientation, but his VOI choices reflected a lowest priority for self actualization values. This result seemed to be quite the opposite of what it should have been considering Jay's valuing of his students as individuals and the fondness he communicated for them. Jay's scores reflected low priorities on the disciplinary mastery and learning process orientation, a consistent result for physical educators who valued affective orientations, (Ennis, 1992). Jay's VOI scores can be found in Table 7.

Table 7

<table>
<thead>
<tr>
<th>Jay's Value Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value Orientation</td>
</tr>
<tr>
<td>Learning Process</td>
</tr>
<tr>
<td>Self Actualization</td>
</tr>
<tr>
<td>Disciplinary Mastery</td>
</tr>
<tr>
<td>Ecological Integration</td>
</tr>
<tr>
<td>Social Reconstruction</td>
</tr>
</tbody>
</table>
When Jay spoke about the purpose of including gymnastics in his program and about the curricular emphasis of the early elementary program he disclosed some of the subject matter goals he held. In addition to the affective goals he emphasized, Jay felt that gymnastics promoted "overall body coordination, strength and flexibility", and he felt that these skills would carry over into other sport activities (Fl:2:23). Jay also indicated that he taught his early elementary students movement principles, locomotor skills and ball skills, and promoted coordination, strength and flexibility along with the affective skills he focused on from the first day they arrived (Fl:5:1).

Competition is an important issue in elementary physical education, and Jay's views were particularly interesting because of his athletic and high school coaching experience. At first, Jay dismissed the existence of competition in his program:

I don't even keep score. I couldn't tell you who won, I don't care...it's not in my nature and I'm not very good at it. It's hard to find a happy medium. (Fl:7:9)

Later Jay identified where he incorporated tournaments in the program, and how he used "Super Gymnast" posters as a form of competition "against yourself...trying to be the best you can" (Fl:8:). Jay's views toward competition and organized sport were exemplified in his reaction to developments that occurred in the Tumble Bugs gymnastics team he started several years ago. Jay created the team to
serve as a reward for dedicated students. The team performed at local high school and college basketball games. As the Tumble Bugs grew in popularity it became a status symbol to belong, so much so, that parents sent their children to gymnastics clubs so they could qualify for the team. When Jay saw that parents and students were taking it too seriously, and that it was no longer "fun for Jay or the kids" (F2:3:1) he dropped the program.

To provide further evidence for Jay's curricular values his students responded to a written questionnaire. The results of the student questionnaire can be found in Table 8. With item mean scores not significantly different, no strong evidence was found that students clearly recognized Jay's affective values.
Table 8

Results of Survey Administered To Jay's Students

Responses That Dealt With Teacher Values

<table>
<thead>
<tr>
<th>First Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn new gymnastics skills</td>
<td>2.8</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>4.1</td>
</tr>
<tr>
<td>To learn gymnastics skills that we can use later on in life</td>
<td>4.0</td>
</tr>
<tr>
<td>To learn to respect the rights of others in our class</td>
<td>2.2</td>
</tr>
<tr>
<td>To try as hard as we can and be the best we can be</td>
<td>1.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn to make good decisions about participating in gymnastics activities</td>
<td>2.7</td>
</tr>
<tr>
<td>To feel good about ourselves when we learn new gymnastics skills</td>
<td>2.7</td>
</tr>
<tr>
<td>To become stronger and more flexible by doing gymnastics skills</td>
<td>3.3</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>3.9</td>
</tr>
<tr>
<td>To work together to make our physical education class a better place to be</td>
<td>2.2</td>
</tr>
</tbody>
</table>
Summary and discussion.

Jay was able to consistently describe affective goals for his program and describe the methods he used to accomplish those goals. Jay focused on affective goals, but he also discussed subject matter goals for the different curricular emphases in his program. He wanted his students to embrace an attitude of participation in physical activities, to put forth maximum effort in everything they do, to develop a willingness to overcome fears, develop an appreciation for the sport and the effort it takes to succeed, and develop an appreciation for the abilities and lack of abilities of their classmates. Jay down played serious competition and formal structure, and exploited his preferred, dual role as teacher and friend.

The Learning Environment

Unit demographics

The unit observed was a fifth grade gymnastics unit of nine lessons. Frank school operates on a four day rotating schedule so the lessons observed were on various days. The class period observed was at end of the day from 2:35 to around 3:20 in the afternoon. The class included 13 girls and 13 boys. Jay described them as "middle class students who mostly come from good homes" (F1:9:7). He went on to describe the good attitudes most of them had and the open atmosphere of the whole school. Frank school is a "school with out walls" that employs many open classroom techniques.
Jay also commented that his students were "really bright and kept him on his toes to stay a step ahead of them" (F1:9:17). One girl in the class has a host of health problems including scoliosis. Aside from a few students that Jay felt were slow learners no other special needs children were identified.

Gymnastics was Jay's longest unit of the year, conducted from the end of January to the middle of March. It was decidedly his favorite unit. Jay conducts his classes in an 80' X 40' gym open to the main hallway of the school. At the start of the unit Jay began with just four rows of well used tumbling mats, but by the end of the unit the gymnasium is filled with apparatus and equipment.

Jay's purpose for the unit was to give students an opportunity to move freely among all the apparatus he would set up, challenge themselves, learn self control, overcome fears, gain recognition on posters, and have fun.

Jay did not keep written plans or a formal unit plan but instead referred to the skill progression posters he had made, and to a large pocket folder filled with objectives and purposes for the unit, activity descriptions, organizational ideas, and skill progressions for floor work and each apparatus.
Unit organization and teaching style.

The first two classes of the unit formed what Jay referred to, during his opening remarks, as the "practice season", (Video 1,2). At the start of the first class Jay's students entered the gym quietly in a bunch, sitting as close to Jay and each other as they could. Jay sat where he was accustomed to, in his chair at the edge of his office with a boy on one arm and a girl on the other. He began a two minute orientation to the unit by telling them all the things they would eventually get to and then communicating his expectations for the unit which were, "always be under control", "try the best you can at all times and don't worry if you can't do something", "be nice to each other, e.g. "no put downs, booing or making fun of anyone", and to follow safety rules. The orientation was followed by a progression of guided practice tasks designed to review the forward roll, and then stations at which students practiced dive rolls. The second class of the practice season began with an eight minute review of the forward roll and continued with informing and extending tasks for the dive roll, cartwheel, round off, "frog stand" and head stand.

During the two days students practiced, refined and extended the forward roll, dive roll, backward roll, cartwheel, round off, bridge, frog stand, and head stand variations. These skills would be reviewed during the next three lessons.
The third lesson marked the beginning of the stage in which apparatus filled Jay's gymnasium. To begin this phase Jay gave students a 16 minute presentation of the safety guidelines for each apparatus, demonstrations of basic stunts they could perform at each apparatus, and routines for safely and efficiently moving from one apparatus to the other. Following a brief three minute introduction, during the third, fourth, and fifth lessons either the boys or girls would be sent over as a group to the floor mats where they would perform, five or six times each, the basic skills learned in the practice season. When they were finished they were to move to the apparatus and be replaced on the mats by the other group who had, in the mean time, performed all the apparatus twice. A second circuit on the mats was conducted to perform a tumbling combination introduced by Jay. After both groups were at the mats twice an "open gym" was held in which students could move freely from station to station.

Posters put up during the fourth lesson defined the tasks that would dominate the final seven lessons. "Super gymnasts" posters were put up so that students could sign them when they accomplished certain tasks. Examples of tasks included traveling the monkey rings twice back and forth or performing a hand spring over the vault. Other posters placed by apparatus served as reminders of skill progressions at each piece of equipment.
During the sixth lesson each fifth grader was assigned a kindergartner to lead around and instruct in all the apparatus. After the kindergartners left students spent the remaining 10 minutes in open gym moving freely from apparatus to apparatus. The final three lessons of the unit were composed entirely of open gym time. This was a time for students to refine and extend whatever skills they wished, or learn some new stunts on apparatus gradually introduced by Jay as the unit continued.

Different apparatus filled the gym on any particular day. During the first two lessons only tumbling mats and mat wedges were employed. For the third and fourth lessons the gym was filled with two rows of tumbling mats, a row of eight monkey rings suspended from the ceiling six and a half feet from the floor, a zip line extending across the width of the gym ending in a crash pad stretched across the storage room door, one minitramp, and a "Dodger Blues" horizontal ladder with baseball bat handles to travel across. For the fifth lesson another minitramp, a vault for one minitramp, a small "Romper" trampoline, the "Burma bridge" (a 'Y' rope bridge extending from a wooden 'X' some six feet in the air), jacobs ladder, wooden stilts, a one foot diameter heavy cardboard tube, and a unicycle. For the sixth lesson a high bar was added and for the final three lessons a beam and still rings were added to the assortment of equipment.
During the practice season Jay initially used a guided practice style and then employed stations. During the initial 27 minutes of the first class Jay cued students when to perform each attempt of a forward roll while they created variations of a group "wave" along a row of tumbling mats. For the rest of the practice season Jay employed stations where students worked on basic skills.

During descriptions all the important points of a skill were presented by Jay along with safety guidelines. Often Jay would mix humor in with his descriptions, describing how a particular move would be impossible, or result in an injury if not done correctly. Demonstrations were always completed by four or five students of different gender and various skill levels who would receive a great deal of positive feedback and praise as they performed in front of the group.

As students performed practice tasks Jay would supervise the group using affectionate nicknames he created for many of the students such as "Peanut", "BK", "Flakey Jake", or "My Darling". Jay would also use humorous positive feedback statements such as "iiee, you guys are good" which would allow him to gently state corrective feedback statements whenever necessary. Cues and prompts were also used by Jay to remind them of the points he made during instruction.
To motivate students to practice (I:1B) Jay created a hierarchy of stations. All students would begin to practice a skill at a station and while they began to practice Jay would circulate through the class and call the names of students who could work at "row 1". At row 1 students were directed to extend the skill being worked on or to move on to the next skill that would be introduced. For example when the group was practicing dive rolls Jay soon called over a group of students and set up a stack of mats for them to dive over making the skill a little more difficult. When the class was practicing headstands those at row 1 were directed to do headstand variations and a headstand into a forward roll. Jay would also allow a student he saw make a particularly good but unsuccessful effort to enter near the front of the line at that station thus allowing them to retry the skill sooner. Jay felt these strategies motivated students to try harder (I:1B).

When the apparatus were set up Jay's teaching style became less direct. The first lesson on the apparatus began with a 16 minute presentation of Jay's expectations for the unit, demonstrations of the basic skills at each apparatus and the safety guidelines. During this phase Jay began to use questions during instruction quite frequently, for example whenever he reviewed safety rules or presented a new skill on an apparatus he would ask the group if they knew what the guideline was before stating it. Other strategies
employed by Jay were: to continually prompt students to watch how a successful classmate performed a skill (Jay pointed out eight students to particularly watch throughout the unit, during his orientation to the apparatus); to allow students to move freely among the apparatus, to allow them considerable freedom to do any stunt on an apparatus as long as it was within the safety guidelines; to employ skill progression posters that students could follow on their own, and with the exception of the super sommie poster; and to allow students to write their own names on super gymnast posters. With the exception of short three minute introductions and one minute closures Jay stopped the class to address them as a group only three times during the last six classes, once as a reminder to walk from apparatus to apparatus during the first lesson on apparatus, and twice to describe extension activities for the monkey rings.

While they performed on the apparatus Jay adopted a gentle one on one teaching style. He took on the roles of spotter, cheerleader, confidant, tutor, and gate keeper (for those who wanted to perform sommies). Always in a quiet gentle manner, Jay fielded requests to perform a more advanced skill, listened knowingly to stories of students' exploits on athletic teams, reminded students of the skills they were allowed to do, and witnessed a new stunt created by a student. Although in great demand Jay was never observed once to lose his patience or to act with any
malice. The skills and attitudes he wanted his students to learn were those of self control and appreciation of other's talents. Jay's teaching style modeled those characteristics well.

**Task system analysis.**

While students engaged in guided practice and in tasks at stations it was a simple matter to code the type of tasks they were involved in, but when instruction took on a more distributed style coding the type of tasks the group was engaged in became problematic. For the most part the practice season was composed of large group informing, refining and extending tasks while the apparatus phase of the unit contained student initiated informing, refining and extending tasks. Information about the instructional episodes and tasks types that composed the unit can be found in Tables 9 and 10, and in evidence from field notes listed after them. During the last 7 lessons it was difficult to code time spent in transition and practice, and difficult to code the type of tasks engaged in because these characteristics varied greatly among individuals as they explored the apparatus.
Table 9

Instructional Episodes That Comprised Jay's Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Episode Number and Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>First</td>
<td>1 (3:09)</td>
</tr>
<tr>
<td>Second</td>
<td>2 (5:33)</td>
</tr>
<tr>
<td>Third</td>
<td>0</td>
</tr>
<tr>
<td>Fourth</td>
<td>0</td>
</tr>
<tr>
<td>Fifth</td>
<td>0</td>
</tr>
<tr>
<td>Sixth</td>
<td>0</td>
</tr>
<tr>
<td>Eighth</td>
<td>0</td>
</tr>
<tr>
<td>Ninth</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3 (8:42)</td>
</tr>
<tr>
<td>Percentage</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

Jay's goal was to provide his students with opportunities to explore the apparatus and that is exactly what he did. Not counting the seventh lesson students received almost 3 and a half hours to perform on the apparatus, with the only guideline being to "use self control". As the unit progressed Jay spent very little time in large group instruction (lesson 5 reflects the time spent
informing the class how to orient the kindergartners to apparatus).

Table 10

<table>
<thead>
<tr>
<th>Tasks That Jay Provided Students</th>
<th>Informing</th>
<th>Refining</th>
<th>Extending</th>
<th>Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>2 (4:45)</td>
<td>1 (:49)</td>
<td>10 (17:28)</td>
<td>0</td>
</tr>
<tr>
<td>Second</td>
<td>4 (15:13)</td>
<td>2 (1:59)</td>
<td>1 (:25)</td>
<td>0</td>
</tr>
<tr>
<td>Third</td>
<td>4 (36:01)</td>
<td>1 (2:55)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fourth to Ninth</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
</tr>
</tbody>
</table>

| Percentage | 69.7% | 6.9% | 22.4% | 0 |

* Students decided on the nature of the tasks.

When Jay started to provide students with open gym time only one or two group transition tasks occurred per lesson. The 8:30 minutes spent on management issues in lessons one and two dealt with a roller skating party Jay organized for the school. The practice times listed in Table 9 for the fourth through ninth lessons reflect the amount of time Jay allotted for students to explore the apparatus. The amount of time students spent in transition and waiting while on the apparatus was accounted for in field notes along with the number of trials they performed.
A typical student performed as Jay had requested on the tumbling mats and apparatus. During the practice season while at the stations a typical student was observed to make an average of eight attempts each at cartwheels and round offs in 3:30 minutes before being called over to row 1.

During the third and fourth lessons when students were to review tumbling skills, a girl was observed to make five attempts at bridges, cartwheels, and round offs, and eight attempts each at backward and forward rolls on the mats, while a boy performing the same tasks during the next lesson made six to eight attempts at each skill.

Jay's guideline of no more than five or six at a station kept wait times to a minimum. The longest wait was for the monkey rings, (80 seconds) while the shortest wait times were at minitramps where it took no more than five seconds between attempts. Given the amount of time allotted for open gym and the efficiency with which students moved from station to station they were able to make frequent attempts at each apparatus so that the guideline of performing each apparatus twice before performing any a third time was easily reached. For example, during the sixth lesson after he had moved from apparatus to apparatus a lower skilled boy was observed to make 18 attempts at a dive forward roll down a mat wedge in two minutes. The freedom of open gym allowed students to pursue their own goals in this manner. During the seventh lesson a highly
skilled girl was observed to make 24 successive attempts at a handspring over the vault with Jay acting as a spotter. These are typical of the rates of activity students engaged in on the apparatus. Students performed an impressive sequence of refining, and extending tasks at each apparatus. Some examples were the lead-up skills performed on the minitramps to earn the right to perform the coveted sommies, repeated attempts students made to progressively walk on the tube across the width of the gym and then place a classmate inside the tube to modify the task, an endless variety of hanging supports students would create on the zip line as they attempted to outdo each other and hopefully add to the list of bonafide zip line stunts collected over the years, and the attempts made to travel farther on the Burma bridge and Dodger Blues ladder. Jay would suggest progressions for students to perform in order to learn a sommie, but the overwhelming majority of refining and extending tasks were student initiated.

Accountability systems.

Jay employed only informal accountability systems, but these more than adequately motivated his students to perform. As Jay mentioned, "All I do is put up the posters and they do the rest, everybody likes some recognition for the work they have done" (F2:2:18). No particular grade was given for student performance in the gymnastics unit.
Jay held his students accountable through the following strategies, posters that served as a record of who had accomplished the goals at each apparatus, supervision and monitoring with interactions, and a series of reminders in the form of questions about what would happen to those who did not use self control. For example at the start of the fourth lesson Jay asked "What happens to those people who do not use self control?....That's right they become wall hogs". Jay's only rules were to use self control and be safe, and his only consequences were to sit out along the wall. Only once during observations was a student observed to be asked to sit out.

Managerial strategies.

Jay had no problems with management or transitions throughout the unit. During the practice phase Jay employed stations and was in the habit of calling the girls or the boys separately to line up at stations or to gather for instruction. The same strategy was continued when students were asked to perform tumbling skills while all the apparatus were out. When asked about his reasons for using gender as a criteria for separating the class Jay said it was just a convenient way to split up the group quickly (IB:1) and he made no other comments that would suggest he separated them by gender for specific reasons.

To assure safety and manage efficient transitions Jay established the following routines; walking from apparatus
to apparatus, being aware especially of students performing
the monkey rings and zip line, performing each apparatus
twice before performing one a third time, and waiting in
lines of no more than 5 or 6.

Fifth graders oriented kindergartners to the routines,
safety rules and apparatus employed in the program so that
when the kindergartners became first graders they were
familiar with Jay's expectations.

To help with the job of setting up and taking down the
apparatus each day Jay employed his "gym helpers". These
were students who lived in the neighborhood and were free
from any academic problems with other teachers. Jay would
drive most of them home each evening and reward them
periodically with pizza etc. These students enjoyed a
special relationship with Jay who gave them more attention
and responsibility outside of class but during class they
did not stand out in any particular way.

Class climate.

Jay's goal was to create a "relaxed laid back
atmosphere in which anyone can try", (F1:6:28) and this is
exactly the type of atmosphere that dominated the unit.
During the practice season students were surprisingly quiet
as they concentrated on the tumbling stunts they performed
and then as if on cue, they used much louder voices to call
out to each other, cheer and discuss with each other in a
comfortable manner when the apparatus were in use.
There was no observed arguing or put downs among the students or between Jay and his students during the unit. Right from the start Jay's laid back style of playing a radio during class, sitting in a chair during his opening remarks, incorporating humor into explanations and instructions, using nicknames, and employing an indirect teaching style defined the atmosphere in the class.

Jay was irrefutably the leader in the classroom but he did so in such an unassuming and gentle manner that the casual observer would not be able to recognize the import of gentle reminders and humorous statements discernable only to Jay and his students. In general Jay was able to accomplish his goal of enjoying school and making his gymnasium "a fun and happening place to be" (F2:3:19 and F1:6:28).

Summary and discussion.

The learning environment Jay created focused quickly on allowing students to explore apparatus, overcome fears, and accrue the psychological and physical benefits that Jay believed were the result of being able to freely explore gymnastic apparatus. Due to the role they played in the unit, open gym times were allotted the largest amount of class time. Jay's teaching style and the strategies he employed created an environment that allowed for students to make a large number of self initiated skill attempts. In addition, Jay's role as a teacher/friend and the super
gymnast posters he set up, created an atmosphere that allowed students of all skills levels to be successful.

To What Extent Were Jay's Values Manifest In the Learning Environment

The urban highschool teachers in Ennis' (1992) study who held affective goals were likely to discuss why students didn't learn, to hold the belief that it was unrealistic to teach skills and fitness at the same time, and to not be able to perform the skills needed to accomplish affective goals. This was not the case with Jay. In his elementary setting and with his upper socioeconomic students Jay developed and employed the strategies necessary to create the open, relaxed, and fun atmosphere he wanted. Jay was able to articulate the attitudes he wanted his students to have (F1:1:7, F1:2:10, F1:8:1), the atmosphere he wanted to create (F1:4:5, F1:6:28, F2:4:1), and the role he wanted to play as a teacher (F1:3:28), and he was able to accomplish these goals. Unlike students in other participation focused programs, Jay's students exhibited the enthusiasm he wanted them to have for participation (F1:1:1). Students of all skill levels performed an impressive number of skill attempts on apparatus to gain recognition on super gymnast posters.

It was interesting to note that Jay addressed the goal of appreciating each other's skill level only at the beginning of the unit during his opening remarks and never
again addressed it. No stickers, or awards, or points were disseminated for meeting affective goals and yet Jay's students treated each other with respect and gentleness.

On a few occasions Jay brought up his goal of creating a fun class during introductions to the lesson by asking them if they liked it when school was fun and reminding them that self control allowed them to continue in a fun atmosphere. Jay daily reminded his students of the expectation that they exhibit self control and perform safely.

It appears that the attitudes, atmosphere, and roles observed in the unit were already established before the unit began, making it appear effortless. A series of gentle reminders, verbal and nonverbal statements of praise, nicknames, and humorous instructions and descriptions allowed Jay to play the role of teacher/friend and maintain the environment he had worked to establish with his students since they were in kindergarten.

Conclusion.

In the midst of what he liked to call a "chaos" Jay had established an environment where all types of students were challenged, motivated, aware of expectations and routines, and successful at improving their gymnastic skills. Jay's values and the success he enjoyed at achieving them were the result of years of experience and reflection. His greatest reward for teaching was his memories of past students and
their subsequent success in middle school and beyond. The evidence disclosed in Jay's case described a teacher with a strong set of child centered curricular values and a program in which those values were clearly manifest.
Claire: Building Self Confidence

Claire is a cheerful and positive individual who gains pleasure from teaching and talking about her program. She has been teaching for 19 years in the Centerville school district since graduating from a local private university. She has taught at McDonald school since it opened three years ago and rotates each week to another school in the system. Early in her career Claire taught competitive activities and focused on subject matter goals, after perceiving a lack of tolerance within her students and feeling the need to help them build self confidence, Claire began to change the focus of her program towards affective goals (F1:8:1). Since 1983 Claire has taught adventure initiatives at local summer camps and presented many workshops on cooperative games.

Claire's curricular values centered around the affective goals of gaining self confidence, learning to cooperate with others, striving for one's personal best, and enjoying movement. Claire admitted that these goals were more important than subject matter goals in her program (F2:1:18).

Claire believed that the most important thing she taught her students was self confidence and that self confidence was the basis for successful participation:

First be confident in yourself, and the other skills, social, physical, and psychological will build on that. You need a basis of self esteem. (F1:1:26)
When she was asked about her goals for teaching Claire's first comment, stated emphatically was:

To teach children to be independent and cooperative individuals who have a tolerance for each other. (F1:1:1)

Claire could define cooperation in terms of how her students acted:

They are able to, whether I choose the group or they choose the group, to work without lots of complaints and they are willing to pair up with new students not just the same people...and are able to then put their skills together in that group and help the group instead of hinder it. (F2:1:25)

Included in her written goals for the unit were the terms "compromise", "communication", and "cooperation". She related how on the fifth day she defined these terms, known as "the 3 Cs", and asks for examples of them with her students.

Claire also discussed how being confident with your self allowed you to tolerate others (F1:1:14). To Claire cooperation was a life skill students needed so that they could fit in and get along to others (F1:1:22).

Claire was also able to outline a strategy for teaching cooperation (F1:3:10). She stated that students do not automatically know how to cooperate, you have to teach them (F1:3:24). Her strategies included stopping to talk about the 3 Cs in a circle, to try an activity using these skills, and then taking breaks to talk about what is going right or wrong.
Claire felt strongly about teaching her students to adopt an attitude of "striving to do one's personal best" (F1:1:13, F1:3:9). For Claire striving for ones personal best meant avoiding comparisons with others and having the confidence to try something again if they do not succeed the first time (F1:5:26). She felt that the goals of striving for personal best, feeling a sense of accomplishment, and self esteem were closely related (Written unit goals, F1:1:112, and F1:2:3), and that they were related to the ability to take safe risks which she identified as one of her goals (F1:2:8, 19 and F2:2:25).

In addition to these goals Claire also wanted her students to experience joy in moving because, she said, "if they enjoy moving they will continue to do it" (F1:1:4). These four goals were her most important and she perceived them as interrelated.

To meet her goals Claire felt it was necessary to create a positive atmosphere. She was able to describe in detail the atmosphere she wanted and what she did to achieve that atmosphere; one in which students:

feel they can be an individual and they don't have to worry about being better than somebody else...a safe and cooperative atmosphere where everybody gets along and there are no putdowns. (F1:5:25)

Part of that freedom from comparison meant an absence of competition for grades and of competition in activities. Claire related that she wanted her students to strive for personal best and not be afraid of people judging them. so
She explained that if she grades students it is a "checklist with lots of positive comments" (F1:2:9).

Formal gymnastics standards were not used by Claire, instead she tried to help them "to perform skills to the best of their ability, and [perform them] as close to what the skill is supposed to look like" (F2:1:4).

Claire adamantly proclaimed that competition had no place in her program (F1:2:3), and that if students do competitive activities it is in a cooperative manner:

I down play competition. I don't want them to think they are trying to out do another person....Its always personal best as far as I'm concerned. (F2:2:23)

She felt that the world was too competitive, that competition added unnecessary pressure, and that it did not belong in elementary physical education because competition should be voluntarily entered into by everyone who participates (F1:6:19).

Claire discussed the strategies she uses to create and maintain a positive environment. She said she tries to be positive all the time, "that she smiles a lot", rarely raises her voice, and gives them respect which she expects in return (F1:4:11). She also set herself up as a model: working with all of them, encouraging each student, and encouraging them to work with each other (F1:2:10 and F1:4:4). In addition, Claire spoke about the joy she feels when she observes them helping each other (F1:4:7).
Claire also discussed how the Tribes program, which she and the other teachers in her school employed, helped children to see "how good behavior is its own reward" (F1:2:16). To add to the intrinsic rewards she wanted students to realize, Claire employed a series of positive behavioral strategies that she believed were effective in creating the environment she wanted. She employed rewards such as stars contingent upon the classes' ability to meet Claire's behavioral expectations (F1:1:17), stickers for cooperating with others, (F1:6:8), certificates at the end of a unit, announcements on the school p.a. system, and positive comments placed in the school newsletter (F1:6:13).

Claire discussed how her role as a teacher was vitally important to helping her students learn to enjoy moving. She commented that students are not active out of school and that she sees herself as an important role model of a healthy person (F1:5:11). Claire said "They know I'm involved in running...and they know I really enjoy what I do", (F1:5:19 and 23).

In her reasons for including gymnastics in her program, in the unit goals she set, and in the different curricular emphasis she placed at each level of her program, Claire revealed the subject matter goals she holds and reiterated her affective values. Gymnastics was added because it was an excellent way to learn how the body moves, to develop rhythm and strength, to learn cooperative skills because it
could be done individually or as a group, and to build self confidence when they learned to do a skill (F1:2:24).

In her early elementary program Claire emphasized movement education concepts. In the third grade program she taught fitness, and a variety of games leading to student created games. In the fourth and fifth grades she taught soccer, team handball, basketball, tumbling and fitness, and all throughout her program she taught cooperative skills.

Claire's goals for the unit were: to learn new skills and perform them in a sequence; to work cooperatively in groups of 2, 4, and 6 on tumbling, pyramids and routines; to gain self esteem and a sense of accomplishment; to apply the skills they learned in their routines, and to think creatively and make decisions as a group using compliance, cooperation, and communication.

Claire's value profile.

Claire was able to clearly and consistently articulate the goals of her program. Her VOI scores did not entirely agree with her curricular value statements. The results of her responses to VOI items can be found in Table 11. Claire scored low priority in learning process (>46.75) and disciplinary mastery (>44.09), and high priority in self actualization (<37.83) and social reconstruction (<51.25). These results are typical of an elementary physical educator who emphasized affective values (Ennis, 1992), but Claire's values and the goals for her unit were clearly a balanced
mixture of affective goals and subject matter goals although she did comment that affective goals were more important than subject matter goals.

Table 11

Claire's Value Profile

<table>
<thead>
<tr>
<th>Value Orientation</th>
<th>T Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Process</td>
<td>61.63</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>31.65</td>
</tr>
<tr>
<td>Disciplinary Mastery</td>
<td>57.28</td>
</tr>
<tr>
<td>Ecological Integration</td>
<td>59.60</td>
</tr>
<tr>
<td>Social Reconstruction</td>
<td>36.39</td>
</tr>
</tbody>
</table>

To provide further evidence of Claire's curricular values her students were asked to complete a survey regarding their views of Claire's curricular priorities and their own priorities as they related to the gymnastics unit they participated in. The results of the student survey can be found in Table 12. It was interesting to note that as a group Claire's students felt that she would consider the statement "To work together to make our physical education class a better class for everyone" (a social reconstructive statement) as a priority.
Table 12

Results of Survey Administered To Claire's Students

Responses That Dealt With Teacher Values

<table>
<thead>
<tr>
<th>First Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn new gymnastics skills</td>
<td>2.5</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>4.3</td>
</tr>
<tr>
<td>To learn gymnastics skills that we can use later on in life</td>
<td>3.5</td>
</tr>
<tr>
<td>To learn to respect the rights of others in our class</td>
<td>2.1</td>
</tr>
<tr>
<td>To try as hard as we can and be the best we can be</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn to make good decisions about participating in gymnastics activities</td>
<td>2.9</td>
</tr>
<tr>
<td>To feel good about ourselves when we learn new gymnastics skills</td>
<td>2.1</td>
</tr>
<tr>
<td>To become stronger and more flexible by doing gymnastics skills</td>
<td>3.7</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>4.4</td>
</tr>
<tr>
<td>To work together to make our physical education class a better place to be</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Claire's students also felt that the learning process statement, "To learn how to learn gymnastics skills on our own" would be a low priority for Claire, assigning it relatively high group mean scores of 4.26 and 4.42. All of
the other statements tended to be scored neither high nor low by the group.

**Summary and discussion.**

Having felt the need early in her career to build self esteem and to teach cooperative skills Claire sought the training she needed to meet these objectives. The organization, focus, and apparent ease at which she presented the material in the unit were the result of her expertise gained through in-school and out-of-school experiences.

Claire was able to articulate a strong comprehensive set of curricular values with a balanced focus affective goals and subject matter values. She was able to discuss how the goals of skill mastery, self confidence, cooperation, and striving for personal best were strongly dependent on each other, and how those goals were nurtured through a positive noncompetitive environment.

**The Learning Environment**

**Unit demographics.**

Claire described Mc Donald school as a newer school composed of affluent two parent families. She said that her students received many enriching experiences outside of school, that they were very enthusiastic, and sometimes not too tolerant of each other. Claire lamented that her students "are sometimes aggressive as a result of their parents being that way", "often self centered" (F1:7:20),
and that they were increasingly inactive preferring to play video games and watch television (F1:7:17).

McDonald school has 602 students in four classes each of grades K-5. The fifth grade class observed included 14 boys and 11 girls. The gymnastics unit consisted of seven, 40 minute classes. Claire taught in an 80' by 60' new facility designed as an elementary gymnasium.

Claire’s goals for the unit were to perform basic skills reviewed from previous years at a level of mastery she referred to as "expectancy year" performances (Video 1), to acquire proficiency in new skills, and to apply new skills to a student created routine (Written unit goals). Her written goals included: to gain self esteem and a sense of accomplishment, to learn to work cooperatively in various sized groups, and to use creative thinking and decision making skills employing the 3 Cs.

Unit organization and teaching style.

The basic gymnastics skills taught during the entire first lesson and part of the second lesson acted as a nexus for the unit, as they were applied to the apparatus used during the second and third lessons, the builds learned in the fourth and fifth lessons, and the acrosport routines created and performed during the sixth and seventh lessons. Skills taught during the first lesson were the forward roll, front scale, tuck jump, straddle jump, jump half turn, and backward roll. The first lesson ended with a performance,
by half the class for the other half, of a floor routine combining all the skills, in the order they were taught during the lesson.

During the second lesson the knee scale, V-sit, tripod, headstand, handstand, and cartwheel were added. All these skills were then performed on a progression of four balance beams (from low to high), three sets of even bars, three low vaulting horses, a wedge mat, crash pad, and tumbling mats which were organized into seven stations.

The third lesson was a repeat of the second lesson, performing the same apparatus skills at stations. Small group acrosport builds were introduced during the fourth lesson. In groups of four or five students began work on a progression of seven, three person acrosport builds utilizing such skills as knee scales and headstands and handstands. The last two, three person acrosport builds were introduced at the start of the fifth lesson. After that, students gathered to listen to Claire's criteria for a successful acrosport routine and then watch a video of last years fifth grade routines.

At the start of the sixth lesson, students gathered into 4 self selected co-ed groups of five to seven. In their small groups they immediately began to create acrosport routines adhering to the criteria sheet Claire gave them. They spent the first 18 minutes of the lesson seven refining their routines before they performed them for
Claire, their classmates, home room teacher and a video camera. By student request, small groups performed their routines for each other again during the next lesson after the unit.

To instruct her students, Claire employed a positive yet demanding teaching style. During the first lesson 13 mats, one for each pair of students, were arranged in a circle with a demonstration mat in the middle. In front of each mat was a cone with a poster listing the skills to be learned that day. To present the skills Ann adhered to an independent practice teaching style. In a positive manner, smiling constantly, Claire would focus students on the important points of the skill as she presented them to the class.

An episode typical of Claire's teaching style would be her instruction of the backward roll. She began by selecting two on-task girls and asking them to come to the demonstration mat. These girls were each physically guided through a 2:47 minute demonstration while Claire presented the important points of tucked position: chin to chest, keeping a tight position throughout the roll, and pushing with the hands to create a space for the head. Each girl was asked to make two attempts to assure that they performed correctly. In the middle of her presentation Claire asked the group to model the hand and elbow position used for pushing to the finish position, and as a result of a mistake
made by one of the girls she created a cue she labelled the "lzy hand syndrome" which became the focus of corrective feedback as they practiced. At the end of her presentation Claire told them that they were peer teachers looking for lazy hands, a strategy she reminded them of frequently as they practiced the basic skills. While they practiced the backward roll for the next two minutes Claire moved around the circle providing six positive feedback statements, four corrective statements, two prompts related to tucked position, six cues, five hustles, one challenge to do "another extra good one", and used 13 student names. In addition Claire patiently fielded a problem with a hair clip, asked two questions to prompt peer teaching, physically manipulated a girl having trouble, encouraged another with the news that they would bring out a wedge mat the next class, and empathized with a child who scratched her chin on a sweater zipper.

To prepare them for practicing on the apparatus Claire used students to demonstrate each skill as she presented the important points about the skill and safety issues at each apparatus. She then sent each squad to a different apparatus, and provided interactions to create a positive focused environment.

As they were introduced to acrosport builds Claire continued in the demonstration guided practice style employing a circle of mats and small posters with the
pictures of each build laying on the mats. Claire now acted more as a spotter, challenger, cheer leader and group member often getting down to form the bottom of a build for a group having trouble.

When small groups began to create their routines Claire took a less direct approach, offering positive comments and interfering only when asked. On the day of their performances Claire ran the video camera, called up the next group and filled in her checklist for success.

Claire employed the following instructional routines; small group guided practice settings, a demonstration mat, active supervision, an almost constant interaction of specific positive and corrective statements with her students while they practiced, frequent use of peer teaching, physical manipulation of students who were struggling, skill cues such as "lazy hands", "hands on for safety" and "cheater push", an explicit progression of skills so that references to previously learned skills and references to application tasks could be made, and posters for presenting and organizing the skills taught.

**Task system analysis.**

Claire's unit progressed from informing tasks related to the basic skills in the first two lessons, to a third lesson composed entirely of refining tasks on the apparatus, and then to two lessons of informing tasks related to acrosport builds, a lesson of small group initiated tasks
designed to create an acrosport routine, and finally to an application lesson which focused on performing acrosport routines for the rest of the class. Information concerning the instructional episodes and tasks types that composed Claire's unit can be found in Tables 13 and 14.

Table 13
Instructional Episodes That Comprised Claire's Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Episode Number and Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>First</td>
<td>3 (4:25)</td>
</tr>
<tr>
<td>Second</td>
<td>1 (4:57)</td>
</tr>
<tr>
<td>Fourth</td>
<td>1 (:30)</td>
</tr>
<tr>
<td>Fifth</td>
<td>1 (:10)</td>
</tr>
<tr>
<td>Sixth</td>
<td>1 (1:11)</td>
</tr>
<tr>
<td>Seventh</td>
<td>1 (:33)</td>
</tr>
<tr>
<td>Total</td>
<td>8 (11:06)</td>
</tr>
<tr>
<td>Percentage</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

Management time included time spent by Claire at the end of each lesson discussing with her students the number of stars they earned that day for meeting her behavioral expectations. Times listed do not reflect the 5:30 minutes
devoted to a fitness warm-up each lesson. The number of transition tasks and their duration include the time spent at the beginning of each lesson for removing shoes and socks and moving to squads after warm-up, and the time spent putting shoes and socks back on and moving to squads for the discussion related to behavioral stars at the end of the each lesson.

Table 14

Tasks That Claire Provided Students

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Task Type</th>
<th>Number and Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Informing</td>
<td>Refining</td>
</tr>
<tr>
<td>First</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Second</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Fourth</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Fifth</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Sixth</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Seventh</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>72.95%</td>
<td>0</td>
</tr>
</tbody>
</table>

* Includes small group initiated tasks designed to create a routine.
The pattern of cognitive and practice tasks revealed in the first and fourth lessons in Table 13 illustrates the demonstration and independent practice tasks Claire employed, an almost equal number of tasks and time were devoted to demonstration and practice of new skills. In the second lesson Claire’s extended description of seven apparatus stations contrasts the rest of the independent practice tasks. After the second class, during an informal interview, Claire reflected that she was looking for a way to maintain the efficient demonstration and independent practice style and avoid extended explanations because she felt her students learned best from short demonstrations (2I:B).

Table 14 lists no extending tasks but in reality this was not the case. Claire displayed the instructional style of challenging small groups or individuals to extend the tasks if they had performed successfully in a short period of time. For example when individuals were performing the backward roll Claire instructed some students who were ready to perform backward roll extensions, and later when small groups were performing a headstand catch Claire allowed students to perform the skill with a handstand as they perfected the easier stunt. In addition the format of the unit acted as an extension and application of the basic skills learned in the first two lessons as these skills were
incorporated into acrosport routines and performed on apparatus in later lessons.

An asterisk identifies in Table 14 those tasks during the sixth and seventh lessons that were initiated by small groups. Claire adopted a less direct style during these lessons to accomplish her goals of having students employ the 3 Cs, think creatively, and make decisions in their self guided group efforts to create acrosport routines. Claire's students were able to work together and use their time effectively to create acrosport routines.

A typical sequence of tasks initiated by small groups was observed as one of the groups began to create their routine during the sixth lesson. It took only seconds for them to form the group after Claire had signalled that they could do so, probably because they were forewarned by Claire that they would be forming groups that day. With a mixture of discussion and demonstration they decided in the first four minutes upon the principle build that would form the major portion of their routine. After they agreed upon it they spent the next three minutes making seven attempts to refine the build. When they felt the build was satisfactory they spent another two minutes discussing, demonstrating and practicing several ideas for behaviors that would lead up to the build. The agreed upon behaviors were then refined twice during the next 55 seconds. A series of ideas to be added to the beginning and end of the routine were then
rapidly suggested by members of the group to be practiced by the whole group or by members who would perform the stunts or moves. The process was momentarily interrupted by Claire who brought over and explained a sheet for recording their routine. After 14:30 minutes the small group was performing the completed routine for the first time as Claire happened by to observe their progress. The final six minutes were spent refining the whole routine or parts of it they felt needed work, then just as they were about to leave, two members of the group created a coordinated stunt to add to the routine, checked with the written criteria to show the group that their stunt fulfilled one of the expectations and then inserted it in writing on the routine sheet. The group practiced the routine a few final times at the start of the seventh lesson before performing for the class.

The lessons Claire presented focused on the subject matter and affective goals she had for the unit. A typical lesson was conducted in the following manner. Students came and sat down in their squads as Claire talked about the fitness warm-up they would perform for that day. These were changed each month but generally consisted of exercises performed at stations around the gym with a jog between stations. Claire provided hustles and praise as she moved about or frequently joins them in the exercises. After warm-up students remove their shoes, placed them by the wall, and sat in their squads again, or if Claire had
directed them they sat with a partner(s) on one of the mats that forms a circle around the demonstration mat. A series of demonstrations and independent practice would then ensue (an exception being the second lesson with its extended description of the apparatus). At the appropriate time Claire would call them to replace their shoes and socks and sit in their squads so that she could discuss with them the number of stars they earned for the day. Finally they would line up by the door to leave with their home room teacher and be given a stamp on the hand, high five, handshake or greeting by Claire who would fill in the appropriate number of stars on the chart she placed by the door.

**Accountability systems.**

Claire had no problems holding her students responsible for completing the tasks she provided. She employed the following informal and formal accountability systems, constant supervision and student/teacher interactions, gentle desists related directly to her stated class rules and presented often in the same words as those used on the poster of class rules, challenging her students to "do one more good" attempt at the skill they were practicing, using peer teachers to look for critical elements in the performance of their partners and to call off skills that comprised combinations in the order they should be performed, asking small groups to complete a written description of their acrosport routines and turn them in
when they were about to perform, and presenting, disseminating, and completing "success sheets" that listed the criteria for a successful routine.

Claire revealed that she did not give them a formal letter grade for their performance in the gymnastics unit but rather she provided written comments and a checklist at grade card time about each student's ability to listen, cooperate, follow directions and perform skills (F2:1:18).

Claire's comments on the success sheets that she handed back to small groups after the unit provided an example of how Claire used formal accountability systems to promote self esteem and joy in moving. In addition to check marks placed next to criteria, Claire wrote positive comments on the sheets expressing her admiration and appreciation of the routines. She wrote comments such as "You had trouble... at first but you pulled yourselves out and created a great routine, Wow what a high pyramid!" and "Your routine was fun to watch and it seemed like you had fun performing it!".

**Managerial strategies.**

Claire was able to manage the behavior of her students with little effort. A well established behavioral management system was already in place at the time of the unit. Claire provided a host of positive strategies for shaping the type of behavior she wanted her students to display. The behavioral strategies employed by Claire during the unit were stars awarded at the end of each day
for the classes ability to meet the expectations that she stated on her behavior management poster. Claire's expectations were to "get into squads quickly", "listen and follow directions", "dress appropriately", use equipment correctly and safely, and "show respect for others and show good sportsmanship". She used of a variety of creatively designed awards for sportsmanship, effort, striving for personal best, and cooperation. Claire interacted with gentle desist, and frequent behavioral praise such as "I'm so proud of the way you followed directions and cooperated today" (Video 2), and "You did a great job of finding partners you could work with" (Video 5). Claire dealt with students on a one on one basis in a patient, positive, and yet assertive style. For example, if a student had an excuse for not performing Claire would empathize with them and simply proclaim that "I know you will do a good job" (Video 1).

Claire also practiced an established routine of selecting demonstrators from those students who were meeting her expectations. At the start of the unit Claire reminded her students that she was going to pick demonstrators from those who were silently sitting "Indian style" when she said stop. Thereafter Claire chose demonstrators who met her expectations and immediately following their demonstration would reward them with a demonstration certificate placing the paper at the edge of their mat. Claire would do this in
an obvious manner and in an equally explicit manner decide
with students, who it was who had not yet had a chance to
demonstrate during the unit. A few prompts from Claire that
she was looking for demonstrators at times during the unit
kept her students motivated to stop and listen whenever she
needed their attention.

A system of positive and negative consequences was
posted for Claire's behavioral strategies but use of these
was not observed during the unit.

Class climate.

Claire was able to employ an array of effective
strategies for creating the climate she wanted and for
teaching the attitudes that she felt were a priority in her
program. The climate in the class was truly one of
comfortableness among the students and between Claire and
her students. Students were positive with each other and
motivated to perform tasks. They were especially excited to
create and perform acrosport routines for each other and
their home room teacher. Right from the start of the unit
Claire prompted and praised them to cooperate with each
other and display the attitudes she hoped they would adopt.
As they chose their first partner Claire challenged them to
find a partner they could cooperate with. When the first
pair had finished demonstrating Claire praised the class for
applauding at the finish and reminded the class how much
their classmates and she appreciated it when they showed appreciation for each other.

Claire employed many other strategies for creating the climate she wanted. Of special note were Claire’s use of smiling constantly, demonstrating an interest and enthusiasm in student efforts through praise, and taking the time to take a close look at builds and routines. Claire also acted as a support person on the bottom of a build or as spotter (Claire’s students were very comfortable with her physical contact and displayed open enthusiasm when she physically helped them create builds). She constantly communicated a belief in the abilities of students (telling them that "they could do it"), and she referred to the criteria sheet for acrosport routines as a "success sheet". Claire showed excitement over student success and her student’s creative ideas (for example when students modified a headstand catch Claire stopped the class and had them observe the novel solution the group had discovered). She asked students who were successful to help out others who were struggling, employed cues that related to her affective goals such as "trust, trust, trust" or "equal parts for everybody", and finally, explicitly labeled the application of acrosport routines as a "performance" and not a competition or test.

Claire employed other strategies that demonstrated her expertise in this area. She had taught her students the strategy of forming a circle and talking through their
problems. This was observed when a small group began in a frustrated manner to create their acrosport routine, and in another situation when two boys were accusing each other of being unsafe. She brought these two groups together after class and led a discussion among them, focusing on solving the problems they had. Students came up with the solutions and implemented them during the next class meeting. Claire also employed her "3 C s'" strategy initiated during the fifth lesson. Before they formed small groups for creating routines Claire held up a poster listing the 3 C s' and asked her students to provide definitions and examples of each, then she left them with instructions to find group members who displayed these qualities, and to work on these cooperative skills as they created their routines. Claire employed the strategy of affective debriefing with her students after major activities. When they were finished creating acrosport builds for the first time, Claire gathered her students and asked them to say in one word how they felt, she then solicited five or six one word answers, and later when they were finished with their performances Claire solicited their feelings by asking "Are you glad you stuck it out?" and "How do you feel now that you are done?".

**Summary and discussion.**

All of the strategies listed here helped to achieve the affective and subject matter foci of Claire's program and helped to create and maintain an environment that boosted
the self esteem of Claire's students, eliminated any fear of being judged, and allowed her students to feel comfortable in striving for their personal best. Claire was able to describe and then consistently implement a host of instructional skills that produced the effects she desired.

Students completed tasks that on the surface appear to be subject matter focused, but Claire's prompts, cues, routines, debriefing, praise, and modeling allowed her students to realize a set of multiple purposes for the tasks presented in the unit; those of becoming proficient in gymnastic skills, gaining self esteem, striving for personal best, learning to cooperate with each other, and experiencing the joy of movement.

To What Extent Were Claire's Values Manifest In the Learning Environment

Evidence for the existence of Claire's values in the learning environment she created was extensive. Claire's values and goals dominated and dictated the climate that existed during the unit.

Claire is representative of a teacher who shows expertise in accomplishing both subject matter and affective goals. The evidence uncovered in Claire's case contradicts the notion that subject matter goals and affective goals must automatically be sacrificed one for the other and that both cannot be accomplished with equal effectiveness.

Analysis of her written goals demonstrated the
interplay between affective and subject matter goals that existed in her program. She could articulate both types of goals for most of the activities she presented. For example, creating acrosport routines in small groups acted as an applying task for skills learned, as an opportunity to practice the 3 C's, and to practice creative thinking.

Strategies such as affective debriefing of students, group problem solving, instruction in the 3 C's, acting as a role model, enthusiasm over student effort, smiling, and rewarding cooperative behavior helped her meet affective goals. While strategies such as warm-up tasks, independent practice, the use of skill cues, acting as a role model of a healthy person, skill progressions, and the use of explicit skill descriptions met her subject matter goals.

Conclusion.

In spite of her statement that affective goals were more important that subject matter goals in her program (F2:1:18) both goals received equal attention in every lesson. As a result of Claire's instruction and influence, students were able to work efficiently in groups to create an acrosport routine containing gymnastic skills within positive cooperative atmosphere.
Jeff: "We can. We will. Together"

Jeff is an enthusiastic motivator. When students enter his gym he pours out a constant variety of praise, prompts and hustles all designed to motivate his students to become excited about fitness and participation in sports. A high school football coach and head track coach Jeff teaches with the intensity of a precompetition work out and thoroughly enjoys his position as a role model, instructor, and motivator. He has taught at Lincoln school for the past 14 years since graduating from a small university in central Ohio. His college experiences, coaching experiences, the athletic clinics and workshops he has attended, experiences with student teachers and university supervisors, and the time he spends with his family of three, have all influenced the curricular values he holds (F1:8:22).

**Jeff's Curricular Values**

Jeff’s curricular values were reflected in three foci he envisioned in his program: to develop physical fitness, teach sport skills and prepare his students for sport participation, and to build teamwork within his classes.

**Fitness.**

In regards to physical fitness Jeff said:

*Fitness is a goal I have for every unit. To develop flexibility, strength, and endurance is always an underlying goal.* (F2:1:21)

Jeff believed in a relationship between fitness development, lifelong participation in sport and positive attitudes
toward physical activity (F1:6:4). He believed in developing good fitness attitudes by being a role model (F1:7:3), promoting physical activities (F2:4:3), and creating a positive atmosphere focused on high standards (F1:1:6). He revealed that he "tries to get them to do things on their own" and "to develop a lifestyle that will be conducive to building fitness" (F2:4:11).

Participation in sport.

Preparing his students for participation in sport was a curricular emphasis at all levels of Jeff's program. He discussed how he worked toward the same sport skills in grades K-5 but that he added movement principles in the kindergarten and first grades (F1:5:1). Jeff felt that the skills he developed in the early grades could be built upon and refined in upper elementary grades and that the "basic understandings and skill development" he provided in the sports he covered would carry over to other sport activities (F1:5:3). In a related statement, Jeff said that he incorporated a variety of individual and team sports in his program so that students had enough basic skills to be successful in any activity area they chose to go into (F1:5:8). The activities he taught in every grade level were soccer, football, fitness testing, volleyball, basketball, gymnastics, track and field, jump rope as an adjunct to several units, softball, and field days in the spring.
To meet subject matter goals Jeff felt it was necessary to work at maintaining a high level of participation in his classes describing this as "the main emphasis" of his program:

My main emphasis is on activity and participation, always having as many students as possible involved in a productive activity...in as many physical experiences as possible (F1:2:15).

The importance of this emphasis was heightened by the limited amount of time Jeff had with his students (F1:2:18). Later Jeff spoke about talking to administration asking them to increase the frequency with which he saw his students (F2:3:23).

Part of their preparation for participation in sport was, according to Jeff, a knowledge of sport practice or what he referred to as the rules, customs and etiquette involved in a sport activity (F1:5:24). For gymnastics that meant scoring, knowing "what the judges are looking for in a performance", and the team principles unique to gymnastics because it is both a team and individual sport (F1:3:6).

Jeff wanted to give his students the skills and knowledge they needed to participate in sport and just as importantly he wanted to instill a positive attitude toward participation in sport. He expressed his wish that:

Hopefully they will have developed a positive attitude toward sport...and want to pursue sports in their entire lifetimes'. I feel that (attitude) is within them as they leave the program. (F1:6:6)
Jeff felt strongly about his responsibility to promote sports stating that promoting sports was a major responsibility of physical educators (F2:4:3). He felt it was important to promote recreational sport opportunities outside of school, to promote future participation in middle and high school athletics, and "to encourage the kids to assume a lifelong position of being involved, active and participating in sports and sport activities" (F2:4:4). Jeff also believed that unless children hear about sport opportunities and physical educators promote those opportunities, chances are they will not get involved (F2:4:7).

Jeff's reasons for including gymnastics in his program underlined his emphasis on preparation for participation in sport. Gymnastics was included in Jeff's program because it:

- has within it all the characteristics that an athlete needs to be successful in all sports and underlying those it has the characteristics a person needs to learn self control and bodily control...strength, flexibility, agility, and the way I approach it, some physical endurance too. (F1:2:22 and F2:2:1)

"The fitness traits necessary to be successful in any human endeavor" were, according to Jeff, gleaned from participation in gymnastics (F1:3:4).

Jeff's value profile.

The two foci described thus far are typical of an elementary physical educator who holds disciplinary mastery
values (Ennis, 1992). Jeff's values profile generated from results on the VOI neither supported nor refuted in any significant way the value statements he made. The results of his responses to VOI items can be found in Table 15. Jeff scored low priority in the disciplinary mastery value orientation, and low priority in the social reconstruction value orientation. No other value priorities were revealed. To complete VOI items Jeff had to make choices between orientations of equal importance to him (disciplinary mastery and ecological integration) and so the VOI could not reflect the combination of values he held.

Table 15

Jeff's Value Profile

<table>
<thead>
<tr>
<th>Value Orientation</th>
<th>T Score</th>
</tr>
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<tbody>
<tr>
<td>Learning Process</td>
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<tr>
<td>Self Actualization</td>
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<tr>
<td>Disciplinary Mastery</td>
<td>44.63</td>
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<tr>
<td>Ecological Integration</td>
<td>46.13</td>
</tr>
<tr>
<td>Social Reconstruction</td>
<td>71.17</td>
</tr>
</tbody>
</table>
Building teamwork.

The third focus of Jeff's program was on building teamwork. He defined teamwork as:

The whole class is a team, that's my whole concept. A little microcosm of all the things inherent in teamwork. When problems arise we try to solve them as a team would. What's best for the team, that's how we view things. We approach everything from a team standpoint. (F2:3:6)

Jeff related how his classes warmed-up as a team and cheered as a team each day to develop "teamwork and camaraderie" (F2:3:3). Jeff described a particular cheer, given on Jeff's cue during every class, that he felt summed up the whole attitude he wanted his students to have; "We can. We will. Together". This was the attitude Jeff wanted his students to have:

"to consider themselves as members of a team and to accomplish as much as possible together; it's we can, we will, together. (F1:4:11)

Jeff tried to motivate his students to adopt an "open and receptive" attitude toward all types of lessons and activities so that they could receive "optimal benefit from the activities" (F1:3:23).

In an uncharacteristically pedantic statement, Jeff related teamwork to broader social values when he stated that the main goal of his program was to promote the "total involvement and total evolution of the child as a democratic citizen (F1:1:1), and "that teamwork and the team concept" are vitally important "because our society is based on the
theory that we can all work together to get things done" (F1:2:10).

Jeff also considered gymnastics to be a vital part of his program because situations would come up in gymnastics that exemplified the values related to being a team member that he wanted his students to learn. For example Jeff related how some of his students learned what it was like to make sacrifices for the good of the team by performing in an event that might not have been their best or favorite event, but their performance served best the needs of the team (F2:1:12).

Jeff could discuss comprehensive strategies for accomplishing the foci of his program:

I try and be a real positive leader. I try and show enthusiasm. I try to reward the students who are displaying the type of behavior that we want ....If you handle that correctly you get that type of response from all the kids, it gets to be contagious, you have to promote it though. (F1:4:1)

Jeff believed he created the contagion he was looking for by pointing out to the rest of the class, the students who were doing a great job. Jeff spontaneously summed up the first formal interview by emphatically stating:

"that’s probably the single most important skill, knowing how to relate to the kids and knowing what makes them tick and what makes them tick better". (F1:9:3)

He discussed how the skills of relating to students and being able to motivate them were probably the most important skills he had learned in his career and he talked about his
realization that students will respond if they see him "trying his best to get along" and see Jeff trying to react positively to them (F1:9:8).

The role model Jeff played had evolved over the years from what others referred to as a "big brother role" to a more "father figure" these days (F1:6:14). He felt strongly about being what he felt might be in some cases the only male role model that some students had, and he believed that boys especially, held up their physical education teacher as a role model by scrutinizing "your behaviors, your attitudes, and the way you perceive things" (F1:6:18).

Building up and motivating low level students was an important part of the role Jeff assumed (F1:7:24). Jeff tried to help low skilled students find "small successes" and expressed great satisfaction after the unit for those students "who did not have a high degree of skill but ended up feeling good about themselves and their achievements" (F2:2:9). He admitted that he may "go a little overboard toward the lower end...promoting those types of kids", but he felt that lower level students do not get as many chances for positive reinforcement as the rest of students, and that it was this positive reinforcement that would keep them involved in sport activities (F1:8:3).

Typical of the participants in the study, Jeff felt that competition needed to be modified if it were going to play a part in his program. He said that his main emphasis
was to get his student "to compete with themselves" (F1:7:8) and that he emphasized this point at the beginning of the year and often each week. For Jeff competition was appropriate if students understood that "they were competing in order to make themselves or their teams better", this competition was "healthy" and did not "decimate kids if they didn't win" (F1:7:20). He stated that "we put competition in its proper perspective" and that "we believe you're never a failure until you stop trying" (F1:7:16).

To provide further evidence for Jeff's curricular values his students were asked to rank his curricular priorities on a written survey. The results of the student survey can be found in Table 16. One clear item of evidence was taken from the student survey. Jeff's comments about motivating students to try hard and participate were reflected in his students agreement over the importance of the statement "To try as hard as we can and be the best we can be".
Table 16

Results of Survey Administered To Jeff's Students

Responses That Dealt With Teacher Values

<table>
<thead>
<tr>
<th>First Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn new gymnastics skills</td>
<td>3.2</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>4.0</td>
</tr>
<tr>
<td>To learn gymnastics skills that we can use later on in life</td>
<td>4.0</td>
</tr>
<tr>
<td>To learn to respect the rights of others in our class</td>
<td>2.6</td>
</tr>
<tr>
<td>To try as hard as we can and be the best we can be</td>
<td>1.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn to make good decisions about participating in gymnastics activities</td>
<td>2.5</td>
</tr>
<tr>
<td>To feel good about ourselves when we learn new gymnastics skills</td>
<td>2.6</td>
</tr>
<tr>
<td>To become stronger and more flexible by doing gymnastics skills</td>
<td>2.6</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>2.6</td>
</tr>
<tr>
<td>To work together to make our physical education class a better place to be</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Summary and discussion.

Jeff articulated a threefold set of curricular values in which all three foci of his program appeared to be of equal importance. The goal of promoting physical fitness was interpreted in three domains by focusing on improving
fitness components, striving to teach fitness concepts, and promoting fitness as a life long pursuit. Jeff's goal of preparing students for participation in sports was interpreted in three domains also: through the sport skill focus of his entire program, his efforts to inform students of sport practice, and his emphasis on promoting opportunities to participate in sport activities. Jeff's desire to promote teamwork was a unique characteristic of his curricular values. The cheer proclaimed in every lesson reflected his perception of the whole class as a team with himself as the unquestionable leader of the team. Jeff felt that he made it motivating and valuable for students to be members of his class through his efforts to be positive and enthusiastic.

Added to this unique set of values was a fondness and sense of mission for helping the lower level students in his program, and a strong belief in "putting competition in its proper perspective" by promoting an attitude of competing with themselves.

Jeff's values are the result of years of socialization and involvement in high school coaching and years of experience working with elementary students who demand a developmentally different approach and teaching methods. These two influences combined to create Jeff's unique set of curricular values.
The Learning Environment

Unit demographics.

Jeff presented a 6-day unit of 40-minute lessons for his Friday morning fifth grade class of 16 boys and 12 girls. Lincoln school has 683 students and the class observed was one of three fifth grade homerooms. Jeff’s gymnasium doubles as a lunch room and so the walls of the 60’ by 40’ gym are covered with lunch tables and racks of folding chairs. Jeff presented tumbling skills on a variety of well used floor mats, a beam supported by milk crates, a low vault, mat wedge and donut, a set of metal even bars, and a climbing rope.

Jeff’s goals for the unit were to improve fitness components and motivate his students to participate in sport activities, teach gymnastic skills and then apply those skills in a meet, teach the knowledge and customs that apply to gymnastics, and to build a sense of teamwork among the class as a whole. In addition to teaching the unit Jeff had a student teacher he supervised for ten weeks of the grading period. She started a few weeks prior to the unit and stayed on until it was over, teaching the class periods before and after the lesson observed, and taking Jeff’s classes while he was away on two occasions during the unit.

Unit organization and teaching style.

At the start of the unit Jeff communicated his expectations related to proper dress, behavior, safety, and
of asking for help when they needed it by asking Jeff, or watching others who were successful. The rest of the first class was devoted to informing tasks related to the gymnastics positions of salute, layout, tuck, etc., and the forward roll, backward roll, tripod and cartwheels. Jeff also introduced his "gymnast of the week" strategy, presented an application tasks for gymnastics positions which students seemed to recall easily from last years unit, and during closure identified two gymnasts of the week.

The second lesson acted as a review for the forward roll, tripod, backward roll and cartwheel. In addition, the standing start, pike, and straddle forward roll extending tasks were introduced, along with an extension of the backward roll to a knee scale and an extension of the tripod to a head stand. The class finished with a contest to see who could hold a tripod or a head stand the longest.

The third class was taught by Julie, Jeff's student teacher. She employed stations at which apparatus skills were introduced. The fourth class acted as a review of the third class although Jeff presented each skill on the apparatus in detail. Five stations were employed to practice the beam, the squat mount, flank, and squat vaults, a straight line floor routine, the climbing rope and backward rolls down a wedge, and backward and dive rolls over a donut. Jeff was absent again for the fifth class so Julie presented the same apparatus skills and added the even
bars. During the sixth lesson Jeff and Julie acted as judges for a "mini gymnastics meet". The students were placed in four teams by Jeff so that they could compete in four events, the floor, even bars, vault, and beam. After the meet awards were presented to the winning team and individual performers.

Jeff employed a positive active teaching style directed at teaching the basic skills of the unit. Students selected a partner or two to work alongside of on one of the mats that formed a large square in the gymnasium. Jeff would select demonstrators by asking "who can demonstrate a ...?" and then select a student who raised his or her hand. As Jeff described the important points of the skill the student would demonstrate. Then as students practiced Jeff would continuously circulate and offer primarily positive specific feedback as well as cues and challenges related to the skill. Jeff typically moved to the low skilled students first, to either praise, hustle, or ask in a low voice if they needed help.

A situation typical of Jeff’s teaching style was his instruction of the cartwheel. As a girl demonstrated the skill Jeff mentioned the behaviors he wanted to see, proper hand position, rhythm, pointed toes, straight legs, a salute to begin the skill and a salute and layout to finish. Students were taught to begin every attempt with a salute, and finish every attempt with a salute and layout position.
Jeff used "the spokes of a wheel" as an analogy and employed cues related to the behaviors he wanted them to perform. After first moving to "Chaz", a low level student, Jeff provided two names and two positive feedback statements until after 30 seconds he signaled the class and demonstrated a modified cartwheel they might try if they were having trouble. In his demonstration Jeff mentioned that when they exercised more and ran some more they would be able to perform a standard cartwheel. During the ensuing refining task Jeff used another two names and provided three more positive specific feedback statements. When reviewing the cartwheel during the next lesson Jeff briefly reminded them of the standard and modified cartwheels they might do and used seven names, provided three of the same cues, seven positive specific feedback statements, and one corrective feedback statement.

Jeff often met more than one objective with a single statement. For example as the cartwheel was reviewed Jeff loudly stated, "Everyone look how Chaz is doing his cartwheels, his arms are straight. That's great Chaz your improving tremendously" (Video 2). The statement provided Chaz with public recognition and information, served as a cue for the group, and motivated other students to try harder. Jeff made many statements such as this during independent practice.
Jeff's style of providing modified alternatives to the skill being practiced was repeated for the backward roll, straddle forward roll, and head stand. This strategy and that of actively looking for those who were struggling in order to help or encourage them, motivated students of all skill levels to practice their gymnastics skills.

During the first two classes Jeff would have students demonstrate one skill at a time but when they moved to stations he demonstrated all the skills first and referred students to posters he placed on short standards by each station. His teaching style kept all of the students informed, motivated and on-task as will be demonstrated with the evidence provided in a subsequent section.

Task system analysis.

Three of the six classes offered in the unit were observed and coded. Information about the instructional episodes and type of learning tasks Jeff provided to his students can be found in Tables 17 and 18. The technique of presenting a progression of informing, refining, extending and applying task characterized Jeff's approach.
Table 17

**Instructional Episodes That Comprised Jeff's Unit**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Episode Number and Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>First</td>
<td>0</td>
</tr>
<tr>
<td>Second</td>
<td>0</td>
</tr>
<tr>
<td>Fourth</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15 (7:36)</td>
</tr>
<tr>
<td>Percentage</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 18

**Tasks That Jeff Provided Students**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Task Type Number and Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Informing</td>
</tr>
<tr>
<td>First</td>
<td>6 (6:11)</td>
</tr>
<tr>
<td>Second</td>
<td>0</td>
</tr>
<tr>
<td>Fourth</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6 (6:11)</td>
</tr>
<tr>
<td>Percentage</td>
<td>14.4%</td>
</tr>
</tbody>
</table>
The sixth class containing the mini gymnastics meet was not observed and is not reflected in Table 18. Jeff described the meet saying that four events took place and all the students had an opportunity to compete for their team, thus adding four more application tasks to the unit total.

No management tasks were recorded. This was accomplished by Jeff through the use of overlapping, as the students performed their fitness warm-up he would provide them information they needed related to dress etc., and at the same time loudly praise those students who were dressed properly or otherwise following Jeff's expectations.

Because students stayed at the same mat during the first two lessons and because Jeff was able to gain their attention quickly, transitions were reduced to a minimum.

A fitness warm-up comprised roughly one quarter of every lesson demonstrating the importance Jeff placed on fitness. One third of the total time in the lessons observed was allotted for practice tasks and 10 minutes less than that was devoted to cognitive tasks of short duration.

With its routines for fitness warm-up, for building teamwork and managing transitions a typical class was conducted in the following manner. As students entered the gym Jeff would direct them to begin their fitness warm-up by pumping their arms and concentrating on opposition as they did some "form walking" to begin a series of tasks designed
to improve cardiorespiratory fitness. A schedule of the fitness routine employed by Jeff can be found in Figure 4. During the routine Jeff employed a number of student/teacher interactions to motivate students.

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00</td>
<td>form walking with arm pumps</td>
<td>3:50</td>
<td>shuffle switches</td>
</tr>
<tr>
<td>0:33</td>
<td>knee lifts</td>
<td>4:12</td>
<td>karyoka</td>
</tr>
<tr>
<td>1:03</td>
<td>skips with arm pumps</td>
<td>4:31</td>
<td>walk</td>
</tr>
<tr>
<td>1:33</td>
<td>giant steps</td>
<td>6:19</td>
<td>&quot;easy jog&quot;</td>
</tr>
<tr>
<td>1:48</td>
<td>jog with heel kicks</td>
<td>8:52</td>
<td>walk</td>
</tr>
<tr>
<td>2:13</td>
<td>walk</td>
<td>9:30</td>
<td>easy jog</td>
</tr>
<tr>
<td>2:28</td>
<td>march with high kicks</td>
<td>11:09</td>
<td>boys walk, girls get a drink</td>
</tr>
<tr>
<td>3:19</td>
<td>gallop on balls of feet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4

Fitness Routine Employed By Jeff

At the end of the warm-up either the girls or the boys would get a drink while the other group removed their shoes and moved to a mat to review gymnastic positions prompted by Jeff's challenges to demonstrate them and praises for those who struck the pose first. The review would be followed by five stretches, sit-ups, push ups, and jumping jacks all performed with a different cheer related to the Lincoln Cardinals. At this point Jeff would routinely praise the class and then raise his hand to signal a "We can. We will. Together" cheer.
The instructional portion of the class would begin with a gathering and presentation of the first skill to be practiced or the stations to be performed. A guided practice session would then ensue until the time had come for closure. While students sat on the stage steps putting on their shoes Jeff would praise the group or remind them of behaviors they needed to improve, talk about opportunities to participate in sport activities that were coming up in the city, and identify the gymnast of the week.

**Accountability systems.**

Jeff motivated his students to make six skill attempts per minute during informing tasks, four skill attempts per minute during extending tasks, and three skill attempts per minute during refining tasks. Students made one skill attempt at each gymnastics position and one skill attempt at the headstand during application tasks presented in the first and second lessons. The number of attempts obviously varied greatly with the type of tasks but Jeff's teaching style and strategies motivated students to make an effective number of attempts and to stay on-task throughout the unit.

Jeff used the "gymnast of the week" as a formal accountability system for learning gymnastics skills and meeting his expectations for effort in the unit. Once or twice each lesson he would remind the students he was looking for a gymnast of the day who would receive a coupon from a local fast food establishment. Certificates for best
performances and winning team members also acted as motivational tools. Jeff also conducted the President’s Physical Fitness Test each autumn and spring, so that throughout the unit he could remind his students they were working to prepare for the test.

Jeff employed the informal accountability systems of active supervision around mats and stations, a large number of cross space praise statements that included the persons name, what they were doing correctly, a prompt for the class to watch them and a challenge to imitate the students correct response, direct neutral desists aimed at off-task behavior or at student attempts made with little effort, and challenges to the class related to effort and accomplishing better form.

Managerial strategies.

Managerial tasks such as getting drinks, dealing with shoes and moving from task to task were used as opportunities for review and receiving information. Jeff taught his students to listen, as they were completing managerial tasks, for announcements related to opportunities to participate, upcoming events in the program, and gymnast of the week, as well as other topical issues on a day to day basis. He also engaged half the class in a review as the other half would get drinks and rejoin them after changing their shoes. Demonstration of skills while students
remained at their mats also reduced the time devoted to transitions.

As a result of his positive, assertive teaching style Jeff dealt with very few behavioral problems during the unit. Twice during observations a student was asked to sit out on the steps for not following directions. These desist were accurate, well timed, and so discreet that they were hardly noticeable. For example after informing his students during orientation that they should not run in their socks to the mats Jeff dispersed them to mats for the first time. As they moved, Jeff quietly and accurately asked the first boy who ran to stand over by the wall. The boy happened to be Andy, a young man who received a number praises from Jeff throughout the unit especially during warm-ups. A firm but gentle message was communicated that did not have to be repeated for the rest of the unit. Jeff placed a simple poster on the wall with behavioral rules and consequences. No teacher threats related to the rules or student compromising of those rules were observed during the unit.

Class climate.

Jeff's promotion of the class as a team established the main climate in the gymnasium. A feeling of preparing as a team for future participation in sport activities in and outside of school was present throughout the unit. Often Jeff would mention the benefits of fitness reminding students that good fitness enabled them to perform sport
activities, and described fitness as a necessary component for having a "good productive life" (Videos 1 and 2). A constant array of challenges and praise statements from Jeff "pumped up" students (after the student survey students commented that Jeff's interactions were designed to "pump them up" and motivate them to try as hard as they could) to make their best effort during the class. Students did more than just go through the motions of the warm-up and very few verbal complaints were heard as they tried to complete Jeff's fitness tasks.

With the enthusiasm of a coach just prior to a competition Jeff provided the following statements during a typical 11 minute warm-up: 23 student names, and 24 cues related to important points of running form for example; "don't forget opposition", "cheek to cheek arm pumps", "your quicker on the balls of your feet" and "relaxed hands, like your holding a cup of water". He provided 18 positive specific feedbacks and another 16 positive general feedbacks along with informing statements related to why they were exercising such as; "your getting a good cardiorespiratory work out", "Were getting ready for field days, summer baseball and soccer, and the presidents physical fitness test. A lot of you earned badges last year!" In addition Jeff provided praise for proper dress and even cues related to the mechanics of breathing for an asthmatic boy during warm-up.
As they performed stretches and strength exercises an air of teamwork was created by spelling out "C-A-R-D-I-N-A-L-S" (the school's name) and calling out other cheers. Jeff would then routinely praise the class and initiate the culminating class cheer, "We can. We will. Together". The students really seemed to enjoy these cheers calling them out in unison with a loud voice. Cognitive and practice tasks were then carried out in a positive manner that was maintained by Jeff's with-it-ness and positive interactions.

An important part of the climate was the sense of success realized by low level students (F1:7:24) achieved by Jeff's initial attention to these students during practice tasks, frequent praise statements directed toward them, and in a special way by his awarding the first gymnast of the week awards to two low level boys. When Jeff identified these boys at the end of the first class he spoke about their efforts that never waned in spite of having to measure only small successes and about how they served as an inspiration to the rest of the class.

Summary and discussion.

The learning environment focused on fitness improvement and mastering basic gymnastic skills. Three times during the classes that were observed, Jeff mentioned the culminating gymnastics meet to "motivate them and give them a goal to work for" (F2:1:1), and he also mentioned in each
class the gymnast of the week. Although his students were clearly motivated to perform an effective number of attempts during tasks a sense of expectation for the meet was not observed, rather it seemed that Jeff's students were kept on-task and motivated to perform by his strong presence in the gymnasium causing each student to want to be publicly noticed or be asked to demonstrate a skill by their teacher who was obviously a strong role model.

The unit was conducted in a direct teaching style throughout and comprised of tasks designed solely to master gymnastic skills and develop fitness components, an important exception being the 3 routine tasks each day designed to maintain a sense of teamwork among students.

An expert use of overlapping, with-it-ness, objective application of behavioral consequences, and student/teacher interactions maximized the opportunities for students to respond and made the most of the time Jeff had at his disposal.

In a positive environment free of animosity Jeff motivated students of all skill levels to perform to the best of their ability during fitness and skill related tasks.
To What Extent Were Jeff's Values Manifest In the Learning Environment

Jeff communicated three foci for the unit that stemmed from his curricular values: to improve fitness components and promote lifetime fitness, to prepare students for and promote sport participation, and to build teamwork so that students would become productive citizens and be prepared for participation in sport. Each focus of Jeff's program was of equal value and perceived by Jeff to be inextricably pleated with the other two.

Jeff's values related to fitness were manifest in the amount of time he devoted to fitness, his emphasis on the fitness test he conducted each year, numerous statements he made about the immediate and future values of fitness, the role model he played as a physically fit individual, and the enthusiasm he exuded about fitness during warm-ups and throughout the unit.

Jeff's goal to prepare his students for participation and the value he placed on participation were manifest in the focus of instructional tasks and the many reminders of opportunities for participation in physical activities he provided students. Jeff's values related to teaching sport practice although not a major focus of the lessons observed, were manifest in his effort to establish the routine of beginning and ending each skill attempt with a salute and
layout position, and in the gymnastics meet he conducted at the end of the unit.

The emphasis on teamwork and Jeff's perception of 'team' as the whole class with himself as the leader was unmistakably manifest in the cheers and overall atmosphere Jeff created especially during warm-up. Jeff's perception of teamwork seemed to be effective with students at this grade level in this context. Many of them had grown up with Jeff and his routines for teamwork, so his perception of the class as a team was well entrenched.

It was interesting to note subtle messages and habits of Jeff's that indicated his perception of the class as a team. In many ways he dealt with them as a group. Although he used a large number of student names the messages he gave were almost always meant for the whole class to hear and on the occasions when he was called by a student to observe their skill attempt he would say, "Don't call me I'm watching the whole class, I can see everybody" (Video 2,4). He created an atmosphere in which he had no time during class to chat with students. His comments, the volume of his voice, the focus and direction of his interactions, the pace at which he supervised students all communicated an air of pressing mission, a business-like atmosphere.
Conclusion.

The focus of the activities he presented, routines he established, the accountability systems he employed, and the interactions he made with students were directed toward the three foci he communicated for the unit. He was quite clear as to what he wanted to accomplish and why he was trying to accomplish his goals.
Julie: Creating Successful Movers

Julie had one all encompassing goal for her program, to create successful movers by creating an "orderly learning environment" (F1:13). Subject matter goals predominated Julie's curricular values and she expressed these in several different ways. Julie was the only participant to refer to the goals of the graded course of study in her curricular value statements. The overall goals of Julie's program were "to meet the pupil performance objectives as designated by my district's course of study" (F1:1), to "incorporate fitness into all units" and "achieve maximum activity in coordination with maximum learning" (F1:1).

In regards to the gymnastics unit Julie said that "skills are our top priority, but we also work on spotting" (F1:5). She included gymnastics in her program because it was "one of the best activities to help children with spatial awareness" and because it was a "great strength building activity" (F1:4). Her goals for the gymnastics unit were to expose children to the skills she believed fourth and fifth graders should have before they leave elementary school, to develop those skills to the best of their ability, to learn good spotting techniques, and to work hard enough to earn a satisfactory grade (F2:5:5).

When students left her program Julie wanted them to "have skills in all areas and be prepared for middle school physical education" and to "have a knowledge of games and
rules so that they could perform as knowledgeable players and fans" (F1:11).

The content of her program reflected her subject matter focus. Primary grades learned "movement based concepts", second and third graders learned playground games, developmental skills, tumbling, rhythmics and fitness activities, while fourth and fifth graders were presented with playground games, fitness, soccer, floor hockey, basketball, volleyball, gymnastics, softball, and track and field.

Julie's value profile.

Julie's value profile revealed by her VOI results did not correlate well with her interview statements. The results of her responses to VOI items can be found in Table 19. Julie scored low priority on self actualization, disciplinary mastery, ecological integration and social reconstruction, and no priority on learning process. This lack of priorities contradicts the strong curricular values she communicated. There was no clear documentation gleaned from other sources to substantiate low priorities in subject matter outcomes.
Table 19

**Julie's Value Profile**

<table>
<thead>
<tr>
<th>Value Orientation</th>
<th>T Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Process</td>
<td>39.08</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>47.92</td>
</tr>
<tr>
<td>Disciplinary Mastery</td>
<td>44.63</td>
</tr>
<tr>
<td>Ecological Integration</td>
<td>61.28</td>
</tr>
<tr>
<td>Social Reconstruction</td>
<td>59.58</td>
</tr>
</tbody>
</table>

Julie's subject matter values were tempered by an emphasis on helping students meet individualized goals. When she referred to her goal of teaching skills Julie used the term "successful movers" (F2:1:1, F1:3 and F1:11) and said that it was the most important thing she taught (F1:11). A successful mover was a person who:

feels confident with their own ability to move at their own level...(and if) they feel that they are doing the movement the way it should be then they are a successful mover. (F2:1:1)

As students completed her program Julie wanted them to consider themselves "as successful movers" (F1:11). Julie also wanted her students to feel that "it's okay to be just learning something, you don't come in already perfect" (F1:6).
"Succeed at your own level" (F1:20) was an axiom of Julie's philosophy realized early in her career by the influence of a multiply disabled boy who "put forth an unbelievable effort to try everything". Through him she realized that every child deserved an equal opportunity "to come in and participate at their own level and do the best they can" (F2:4:7).

Accompanying Julie's values related to successful movers was a concern for meeting the needs of both skillful and low level students. She lamented that frequently her attention went toward those who had difficulty, making it hard to also challenge those who have advanced skills (F2:2:3). For this reason Julie maintained a "Super Gymnasts Club" to teach advanced skills once a week during recess to students who were qualified.

Julie articulated a relationship "that existed at all times" between building skills and building self concept (F1:3). She said,"we have to deal with both self concept and being a good mover" in the primary grades (F2:1:6) thus allowing us to "really get into the details of skills" in the upper elementary grades when students should already see themselves as movers (F2:1:11). Julie also believed that gymnastics was good for her program because:

"being able to do these (gymnastics) skills gives children unbelievable confidence in themselves (F2:4:25)"
Julie promoted a good self concept and working at an individual level by employing the "Tribe's norms" which she interpreted as understanding the needs of others, attentive listening, respect for others and yourself, and making students very aware that children are going to be working at different levels. She also discussed norms that do not allow criticism and urge students to "reinforce everybody's good points" (F2:1:20). One of the reasons she included gymnastics in her program was that gymnastics allowed students to "really get in there and help each other" and learn to understand the needs of others (F2:1:25). In Julie's program spotting played an important role not only in safety but also in learning to work closely with each other.

It was important for Julie to promote, encourage, and reward respectful treatment among her students by rewarding them with certificates such as "Caught being good" and "Super Spotter", the latter being awarded after warm-up every lesson.

"To enjoy moving" was another goal of Julie's program and another part of her philosophy (F1:1 and F1:20). The fact that "students really liked" gymnastics was reinforcement for including it in her program (F1:4).

Julie felt that elementary physical education specialists played an important role because they shaped the child's attitude towards physical education "for the rest of
their lives" (F1:12). Shaping a child's attitudes toward physical education was to be done correctly by presenting physical education in a "very positive mode" (F2:2:8). Julie tried to promote the idea that being active and healthy is a good thing (F2:2:10). She said she promoted physical education by being a role model, and sharing with students her efforts to stay healthy and incorporate exercise into her life (F2:2:13). Modeling respectful attitudes and behaviors was also an important part of being a role model (F1:7).

Creating an "orderly learning atmosphere" was the method by which Julie accomplished all of her goals (F1:13). An orderly atmosphere "allowed all children to feel safe about moving, trying, and learning" (F1:13). Julie felt that "consistency" was the key to an orderly environment. Consistency began "right at the beginning of the unit" when Julie informed students of the rules and expectations of the class, and was maintained by Julie making sure that she was aware of the rules, and by ensuring that students were aware of the rules on a daily basis (F2:5:14). She believed that her students learned best "through a direct teaching and demonstration approach" (F1:18 and IB:3).

Julie's views towards competition reiterated her belief in an orderly environment. Competition was to be included only in a "controlled environment" in "small doses" during lead-up games so that children are "able to handle it"
For Julie competition was necessary only because "life itself is competitive and they (her students) have to learn to deal with it" (F2:3:3).

To provide further evidence for Julie's curricular values her students were asked to rank a set of goal statements the way they felt she would rank them. The results of the student survey can be found in Table 20. With the exception of the statement "To try as hard as we can and be the best we can be" Julie’s students did not agree on the way statements should be ranked. Perhaps they agreed on the statement related to effort because Julie promoted the attitude of doing the best that you can at your own level.
Table 20

Results of Survey Administered To Julie's Students

Responses That Dealt With Teacher Values

<table>
<thead>
<tr>
<th>First Set of Statements</th>
<th>( \bar{X} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn new gymnastics skills</td>
<td>2.7</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>3.6</td>
</tr>
<tr>
<td>To learn gymnastics skills that we can use later on in life</td>
<td>3.7</td>
</tr>
<tr>
<td>To learn to respect the rights of others in our class</td>
<td>3.7</td>
</tr>
<tr>
<td>To try as hard as we can and be the best we can be</td>
<td>1.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Set of Statements</th>
<th>( \bar{X} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn to make good decisions about participating in gymnastics activities</td>
<td>2.7</td>
</tr>
<tr>
<td>To feel good about ourselves when we learn new gymnastics skills</td>
<td>2.5</td>
</tr>
<tr>
<td>To become stronger and more flexible by doing gymnastics skills</td>
<td>3.1</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>4.4</td>
</tr>
<tr>
<td>To work together to make our physical education class a better place to be</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Summary and discussion.

Julie's goals for her program, for the unit, her reasons for including gymnastics in her program, her efforts to create successful movers, the role she wanted to play as
a teacher, and the type of environment she valued demonstrated the subject matter values she held that were tempered by a desire to help all students achieve at their own level. Julie's curricular values revealed the important relationship she perceived between subject matter and affective values.

The Learning Environment

Unit demographics.

East Brooklyn school where Julie has taught for the past 13 years has 625 students assigned to three or four classes per grade in grades kindergarten to fifth. The class observed was a fourth and fifth grade split of 17 girls and 10 boys. The unit consisted of five classes that were held once a week for 40 minutes at the last period of the day. The gymnasium doubled as a lunch room and meeting place for an after school program. Lunch tables lined one wall and Julie's posters related to fitness test results, gymnastics routines, "super spotters", class rules, and Tribe's norms lined the other walls.

Julie described her students as "wonderful and eager to do their best" with a need for "feedback to improve their skill", "encouragement to work to their potential" and "structure to maintain safety" (F1:17). Many of her students came from single parent homes in a lower middle class neighborhood.
Julie's goals for the unit were to expose her students to the skills she felt fourth and fifth graders needed, for her students to develop those skills to the best of their ability, to teach spotting, and to provide her students with experiences to help each other closely in an orderly learning environment. Julie kept a log of the skills she taught each day and a unit plan that listed all the skills she taught and their progression, safety rules, and a diagram of the physical layout of stations used during the unit.

**Unit organization and teaching style.**

The focus of the unit was to learn tumbling and apparatus skills and be tested on them. The first day was spent orienting the students to routines for setting up and taking down equipment, arranging students into eight teams prearranged by Julie, assigning captains to teams from Julie's Super Gymnast club, going over safety rules, and introducing the super spotters award presented each day. The class began with a warm-up incorporating gymnastics poses. Teams were then assigned to eight stations. Julie informed them that today was a review of the skills they learned last year and then led them in independent practice of the forward roll, bridge, rocker, backward roll, and tripod. A closure of questions about the good things they saw that day completed the first lesson.
After a similar warm-up incorporating balance exercises, the lunge and tuck jump, the second lesson was devoted to learning the first four skills on the balance beam and the mule kick to a headstand. Students were also asked to refine the tripod and extend it into a headstand if they could hold the tripod by themselves.

During warm-up for the third lesson a squat pivot was introduced and then during the lesson the next four skills of the balance beam routine, a cartwheel, and the even bars were introduced. Only half the teams were scheduled to practice on the bars, and during the lesson Julie began to call up individuals for skill testing. In addition students were to refine the first four balance beam skills and the handstand. The lesson closed with questions about the good things they saw that day.

The fourth lesson was devoted to introducing the V seat during warm-up, and the round off in stations. The other half of the teams worked on the even bars while the whole class refined skills taught during the first lesson along with the skills taught on the balance beam. Julie also continued individual skill testing.

All skills taught during the unit on the floor, balance beam, and even bars were refined during the final individual testing was completed. In total students learned seven tumbling skills, eight skills on the beam, seven skills on
the even bars, and guidelines for spotting all of these skills safely.

Julie employed a teaching style that focused her students on learning gymnastics skills and helping each other with practice in their teams. Julie's behavior exemplified a teacher who was clearly the instructional leader in her class at all times, a teacher who was aware of everything that went on and always in control.

At the start of the unit Julie grouped students by grade level and she made a point to group together three girls who had trouble performing because of their weight. From the first lesson teams worked together on every tasks with the exception of warm-ups and skill testing.

To instruct students in the skills she presented, Julie asked for one of her Super Gymnasts to demonstrate the skill in front of the class as she presented the important points of the skill, including how to spot the skill and other safety guidelines that might apply. She also instructed them to finish every skill attempt in a "freeze" position. Often Julie would employ choral responding by asking students to repeat the name of the skill in unison or to stick their thumbs or hands up if they understood the presentation.

As they practiced she would move from mat to mat providing cues that related to the important points she presented. Julie made a point to spend time with low
skilled students. She physically manipulated them through skills when necessary or suggested a progression of tasks leading up to the skill the class was working on. For example she asked a girl to perform a log-roll and half a forward roll to prepare her for the complete forward roll. Advanced students were also provided with tasks to challenge them such as a bridge position with the hands and feet closer together or a headstand held longer and straighter. 

Julie provided a series of specific feedback statements that would often begin with a specific praise and end with a challenge dealing with a specific aspect of the skill.

Throughout the unit Julie kept a pleasant outlook and attitude which showed on her face and in the way she softly but clearly spoke as she presented skills and interacted with students. An inflection in her voice and a change in volume orchestrated the mood she wanted in the class. She used correct grammar and sandwiched every request with "please" and "thank you". Julie expressed enthusiasm over effort, and directed a great deal of her positive reinforcement at students who spotted each other correctly or otherwise worked well together. She referred to her students as "tumblers" and often complimented them on how "professional" they looked.

Julie presented the skills she taught in a progression which began with the first lesson. Each day a new skill would be added during warm-up to be included on the beam or
the even bars. For example tuck jumps were added to warm-ups and then included as a dismount from the beam and straddle position pushups with the hands inside the thighs pushing off the floor were added to prepare for the front support on the even bars. Julie also prompted her students to progress at their own pace often telling them that they had the option to do the skill presented and suggesting criteria to be met for a prerequisite skill before moving on to the next skill.

Julie arranged for and prompted her students to instruct one another when they spotted. Captains were asked to help others by first modeling the skill for the group and by acting as an extra spotter when needed. Spotters identified the next skill to be performed on the beam and even bar routines and reminded performers of the critical elements of the skill being performed.

Julie also employed large posters in her gym to list the skills to be performed on the apparatus, to post the names of super spotters, and to display safety rules for the unit.

Task system analysis.

Information about the instructional episodes and tasks types that comprised the unit can be found in Tables 21 and 22. The unit began with a series of informing tasks that were labeled as a review of last years gymnastics unit by Julie, but referred to here as informing tasks because it
was the first time these skills were introduced in the unit. The second class included more informing tasks related to new skills taught this year. A series of refining and informing tasks comprised the third lesson. At the start of the third lesson teams began to perform varied tasks, half of them might rotate to the even bars to begin learning skills there, while the other half might refine their skills on the beam, practice a new skill on the mat, or individuals might be called by Julie to be skill tested.

Beginning with the third lesson, the totals in Table 22 approximate the amount of time teams spent at each of the stations and while being skill tested. It took approximately 1:40 minutes to be skill tested, between 1:00 and 1:30 minutes to complete the entire beam routine, and 1:30 to complete an even bars routine. Students spent between a five ans 30 seconds on any tumbling attempt they made.

The class observed was preceded by a primary class not involved in a tumbling unit and followed by an after school program thus requiring Julie to set up and take down equipment during class time. Transition times reflect the time needed for set up and take down but it should be noted that Julie taught her students on the first day how to efficiently transfer equipment so that the times recorded represent the least amount of time that could be spent on these transitional tasks.
Management time recorded in Table 21 represents the amount of time students spent removing their shoes at the start of class, and the time spent by Julie to present super spotters awards and allow students to attach a certificate with their name on it on the super gymnast poster.

Table 21

**Instructional Episodes That Comprised Julie's Unit**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Episode Number and Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>First</td>
<td>1 (:28)</td>
</tr>
<tr>
<td>Second</td>
<td>2 (1:04)</td>
</tr>
<tr>
<td>Third</td>
<td>2 (1:10)</td>
</tr>
<tr>
<td>Fifth</td>
<td>2 (:49)</td>
</tr>
<tr>
<td>Total</td>
<td>7 (2:31)</td>
</tr>
<tr>
<td>Percentage</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
### Table 22

**Tasks That Julie Provided Students**

<table>
<thead>
<tr>
<th></th>
<th>Informing</th>
<th>Refining</th>
<th>Extending</th>
<th>Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong></td>
<td>15 (16:37)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>7 (14:38)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>6 (8:58)</td>
<td>5 (9:44)</td>
<td>0</td>
<td>9 (13:30)</td>
</tr>
<tr>
<td><strong>Fifth</strong></td>
<td>0</td>
<td>8 (18:36)</td>
<td>2 (5:43)</td>
<td>10 (15:00)</td>
</tr>
</tbody>
</table>

**Total**

28 (40:30)  13 (28:20)  2 (5:43)  19 (28:30)

**Percentage**

38.7%  27.3%  5.2%  27.4%

The time spent on warm-up each day is not included in the tables. It varied from 6 to 7:30 minutes each day. The cognitive total for the first lesson represents the time Julie spent teaching her students the warm-up, and the time spent to teach routines and orient students to expectations and safety rules.

The number of attempts students made varied with the tasks. Generally unless the lesson ended or Julie called for their attention each student performed a beam routine or even bars routine once before the team moved on to the next station and likewise, each student performed a tumbling skill two or three times before allowing the next team member to perform.
A typical class would begin with students removing their shoes on the "ready" line, transferring equipment when called, and then performing a warm-up on spots that formed lines throughout the gym. After warm-up students would be called to their teams by Julie to view a presentation on the first skill they would perform at each station.

Four mats and four beams were lined up side by side so that teams rotated from the mat to the beam during the first lesson and then when the even bars were set up teams rotated to the even bars also. In addition individuals may have been called for skill testing at any time during the third through fifth lessons.

Being in groups of three or four by grade level, students had a series of three tasks to perform at each station: to perform the skill, spot the next performer and to wait by sitting behind the mat or apparatus. At the appropriate time Julie would call the students to replace their shoes and wait to be signalled to return equipment. The class would then end with students being led down the ready line and out the door by Julie who would close the class with a few statements just before they exited.

**Accountability systems.**

Julie employed both informal and formal accountability systems. The informal accountability systems Julie employed were those of active supervision, a series of positive feedback statements made to individuals and the class as a
whole that would begin with a specific praise statement and end with a challenge to do better. The statement "I love the way you keep your chin tucked but I would like it even better if you kept you feet together" made to a boy performing a forward roll was an example of a praise and challenge statement. Similar statements were made to the class related to their good spotting and the extra work Julie may have felt they needed on a skill she introduced that day. Julie also asked students to respond chorally with a hand gesture to signal their understanding of information just presented, and she utilized student spotters to talk a performer through a routine as they read it from the poster on the wall.

Julie employed the formal accountability systems of rewarding good spotters with a certificate that they would attach to the super spotter's poster and then rewarding the student who had earned the most certificates with a special award at the end of the unit. This formal system also allowed Julie to continually remind her students that she was looking for super spotters each day.

Another award, Smart Cookies, provided students with feedback about their progress in learning skills. Smart Cookie certificates were used school wide. They acted as chances in a school wide drawing and were handed out at any appropriate time. At the end of the unit Julie awarded several students with Smart Cookie certificates.
Julie formally skill tested each student on the tumbling skills she presented during the unit. A checklist was completed by Julie as she observed individual students perform the skills on the testing mat she set up in front of the room. Completed checklist with a grade for effort averaged in, comprised the physical education grade for that grading period and were sent home to parents. Two lower skilled students worked on a modified checklist of skills that Julie felt were appropriate for them, while higher skilled students were expected to perform advanced skills of their choice for which Julie left blanks on the checklist.

Managerial strategies.

Julie had no problems related to behavior management with this class. No incidence of negative behavioral consequences being applied to students was observed during the unit. Tribe's norms, used throughout the unit formed the basis of the behavior management system. Julie informed students of her expectations for the unit and then reminded them periodically of behavior and safety rules. These reminders were written in her lesson plans and presented in an objective fashion.

Frequent positive feedback focused on her students abilities to work together, follow directions, and spot each other also kept students aware of her expectations. As she
skill tested students in the front of the room Julie would employ cross-space interactions to communicate her awareness of the whole class's behavior.

Other strategies employed by Julie that minimized the opportunity for students to engage in off-tasks behavior were those of placing home spots on the floor for students to use during warm-ups (spots were at least 5 feet from each other), and providing students with a series of tasks for performing skills in their teams, those of performing, spotting, and waiting out of the way. Caught Being Good certificates, a formal positive behavior strategy employed throughout the school as part of the Tribe's program, were also employed by Julie to manage behavior.

Julie would use routine phrases to summon her students' attention such as "I need your eyes up here" and "All eyes on me". Other statements such as "show me your feet are ready", "I'm looking for quiet hands", and "I'm looking for gym helpers" reminded students of her behavioral expectations and the positive consequences that were provided those who came to attention the fastest.

To minimize the time needed for transitions Julie employed routines for moving equipment and taught her students these routines on the first day. Captains and the person in line behind them were given the tasks of setting up mats each day and moving out the other apparatus. Moving equipment was rewarding for students and so the opportunity
contingent upon coming to attention, kept management time to a minimum at the beginning and end of class.

Class climate: Building an orderly learning atmosphere.

Julie created an orderly learning atmosphere by beginning the first class with her expectations for the unit and by presenting her safety rules. She carefully taught routines for bringing out mats and getting into teams behind them. She went so far as to demonstrate how the mats could be folded and unfolded efficiently, to specify the number of tiles mats should be away from each other, and the number of tiles a team should sit away from the edge of the mat. She presented the series of tasks a team member should engage in while practicing, and arranged for team members to always spot from the left side of the mat. Explicit guidelines for spotting were presented the first lesson and for each skill there after.

Julie's pleasant, polite and respectful mannerisms permeated the atmosphere of each class. She communicated high expectations for both behavior and skill performance and consistently provided positive consequences for meeting those standards along with challenges to do better.

The noise level was quiet but not silent and an air of self control was present during each lesson. There was not a hint of any students getting out of control or of engaging in any behavior that was not sanctioned by Julie. No one was heard to call out Julie's name to request her attention
or attempt to negotiate with her any of the tasks she presented her students. Students were observed to complete the series of tasks they were assigned at each station. Intermittent high fives, touches on the shoulder, and smiles communicated Julie's appreciation for effort and cooperation along with the formal awards she consistently rewarded students. At the end of each class Julie would praise students and twice she allowed them to praise each other which they did mentioning the effort and good spotting they witnessed when Julie called on them for their observations. Finally at the end of the unit after she asked them what they enjoyed about the unit she told them that she "couldn't remember when she enjoyed teaching gymnastics to a group so much". Julie's self control and respect for the students contributed to the atmosphere of the class during the entire unit.

Summary and discussion.

The tasks provided students during the unit focused on fitness, learning gymnastic skills, assessment of those skills, learning to spot and help each other learn skills, and establishing a controlled environment. Formal and informal accountability systems focused on skill performance, good spotting, and compliance. Although time was needed during each class to set up and take down equipment, routines and an orderly learning environment maximized the number opportunities students had to learn
skills. Julie was unquestionably the instructional leader in the orderly environment she created and her students were never observed to modify the tasks she presented or to challenge her expectations in any overt way during the unit.

To What Extent Were Julie's Values Manifest In the Learning Environment

The relationship Julie perceived among subject matter goals, building self esteem, and an orderly learning environment was clearly evident in her class. Rather than achieving one of these goals at the expense of the others, her efforts to accomplish each goal facilitated her efforts to accomplish all three. For example subject matter goals were the focus of all the tasks presented in the unit. To help her low level students accomplish these tasks she built up their self confidence by providing them with extra attention, patience and by providing for successful practice with a series of modified tasks leading them to the standard skills. She also helped her high level students achieve subject matter goals by providing them with outside of class experiences, extra challenges in class, by allowing them to demonstrate the skills presented in class, and by making statements of approval such as "It's a big responsibility to be a captain isn't it". By providing successful practice low level students achieved a level of performance that pleased Julie (F2:4:1) and by using captains as demonstrators she helped other students to achieve subject
manner goals by providing them with a correct model of skills to be learned. Use of peer instruction and skill tests probably prevented middle level students from becoming lost in the shuffle and facilitated subject matter goals as well. In any case no overt animosity was observed among any of the students. Examples of the relationship among the strategies Julie employed to accomplish her goals were abundant among the evidence collected.

Julie defined a successful mover as a student who felt confident about his or her own ability to move at the appropriate level. Julie’s prompting of students to try a skill only if they felt ready and her communication of criteria for prerequisite skills allowed her students to move at their own pace.

Another of Julie’s goals was to allow her students to experience the joy of movement. She created a self controlled and orderly learning environment. None of her students was observed to cheer wildly or laugh loudly although this would not be considered evidence for a negative learning environment but rather a neutral climate of self control. Her students enjoyed the class well enough to persevere and make a maximum number of attempts at skills. Students from all skill levels completed tasks willingly and exhibited no avoidance behavior. Julie’s definition of enjoying movement was perhaps interpreted in her observation that students enjoyed the challenge of
gymnastics. Working hard and experiencing success was probably the type of joy Julie had in mind when she discussed this goal.

**Conclusion.**

Julie's case is an example of a teacher who perceived and realized a relationship among subject matter and affective goals. Her ability to perceive this relationship and to accomplish it came from careful planning and years of experience and reflection.
John: Helping Them Go Beyond

John, a former adapted elementary physical education specialist, has taught physical education at Trent Elementary for eight years. His curricular values are predominantly affective and reflect his concern for students as individuals.

The overall goal of his program is to "help, inspire, motivate, and excite" his students to "go beyond" his program and the content he teaches his students (F1:1:1). John was confident that he could get students to do what he wanted them to do in class but he wanted to motivate them to participate in physical activities on their own whether it be in his extensive intramural program or in the many opportunities he said they had in the city where his students lived and attended school (F1:1:8). John felt "that he did a good job along these lines" and that he prepared them with "skill competencies" to be successful in middle school physical education or in recreational activities (F1:1:11). John believed that many of his students were "motivated to work on their own" and he felt that he was "a part of that" motivation (F1:7:16). He believed that he provided them "with the confidence to go out on their own and to go beyond what he taught" (F1:7:23).

John believed that teaching them "to go beyond" was the most important thing he taught his students and he felt that he "led his students to that point" by building a "safe room
where there are no put downs", being a supportive teacher, allowing them to "gain in confidence", and helping them to develop skills ((F1:4:24). John would tell his students that their desire to do well for him would help them to go beyond his program (F1:4:22).

Part of John's effort to help his students go beyond included giving them knowledge of the rules and strategies of sport activities. He was proud of the success he had in teaching them scoring in bowling, the unit he presented just prior to the gymnastics unit, and reported that many of his students said they went bowling with their families and kept score for the group (F1:7:16).

Feeling good about themselves and their abilities was part of being able to go beyond also (F1:7:22). John talked about the many confidence builders and self esteem builders he included in his program (F1:5:11).

Part of building self confidence meant that students were not afraid to give John "honest responses", letting him know for example if they were fearful of performing a skill. During the first days of school John would talk to his students about their being able to come to him when they were uncomfortable with performing a skill. His plan was for students to suggest ways that John and the student might solve the problem (F1:4:22).

Going beyond also referred to "taking risk" (F1:2:19) and John described how many of the positions and skills in
gymnastics were "uncomfortable for many students", his goal was for them "to get the idea of it (the skill) and discover that they can do it well" (F1:2:18). Although John advocated what sounded like an acceptance of a variety of movement patterns for skills ("to get the idea of it") he lectured his students during the first lesson on his desire for them to "perform quality and not quantity" (Video 1 and lesson plan for first lesson). Later he spoke about his acceptance of students performing forward rolls in any fashion that they found successful, for example "down a wedge mat" (F2:3:9). The evidence on this point remained indecisive.

Another affective thrust of John's program was his desire to promote responsibility within his students (F1:2:22). He felt he did this by providing his students with a checklist of skills that they could decide to work on for a grade (F1:2:22). Students also had a choice of which skills they would be tested on and they had freedom to decide how they spent their practice time (F1:3:1). John said he only interfered when he felt students were wasting their time (F1:3:9). He struggled between telling his students exactly what to do, and risk not meeting their individual needs, or permitting them to direct their own practice time and run the risk of allowing them to waste that time (F1:3:6). John expressed faith in his students to discover their strengths and work on them and to create
their own progression of practice tasks (F1:3:4 and F2:3:5). Even though he admitted that the class observed in the study was "a bit chatty" and prone to "not use their time wisely" he still opted for providing them with self directed activities (F2:3:8).

By giving them responsibilities John hoped his students would experience a "feeling of accomplishment" because they were learning skills they chose to learn. By learning new skills John hoped his students might gain in self confidence as well (F1:2:25).

John recalled the feeling of accomplishment he felt when he accepted the challenges that his university gymnastics instructor gave him within a learning environment similar to the one he created for his students, and he hoped that his students would experience that same feeling of accomplishment (F1:6:9).

John felt that teaching his students to think critically was an important part of his program (F1:4:4). He would tell his students that he wanted them to "bring not only their bodies down to the gym but their brains as well" (F1:4:8). John said "I try to challenge them to think on their own", "to think about what they are doing, not just do it", and he said "We talk a lot about cooperation, teamwork, and strategy, three things John felt he learned from his training as a high ropes instructor (F1:4:6). "I try not to give all the information", John said, so that hopefully his
students would develop their own rules and create a "success oriented" activity (F1:4:13). When students discovered their own best ways to accomplish tasks John felt he was doing his job as a teacher (F2:1:19).

John included initiatives in his gymnastics unit and at several other times of the year because he felt initiatives "forced the students to work on their own", "to try and work together" as a group without him, and because initiatives "put them (students) in cooperative situations" (F2:1:13). Not telling his students the answer but merely restating the rules "sometimes elicited the desired response and sometimes not". Either way John always took the opportunity to talk about the results with his students (F2:1:17).

John wanted his students to "be respectful of each other's differences" and he revealed that this wish came from his days as an adapted physical education specialist (F1:5:23). He also referred to the "sportsman like attitudes" he wanted his students to have when they leave the program (F1:7:24).

John's views toward competition reflected his valuing of cooperation and the respect for others he wanted his students to learn. He explained that the sport activities he engaged his students in were nothing like institutional sports, that he down played the competitive aspect of activities, and that he "stressed the cooperative aspect of sports" (F1:7:24). John struggled with holding back higher
skilled students but felt it was more important to encourage the higher skilled students to involve everybody in a contest because he said "ultimately that will help them succeed" (F1:8:1).

John's goal was to help his students "develop a positive attitude towards their teammates" and he spoke about how he would stop an activity to communicate how important it was to avoid criticizing each other (F1:8:5). He was particularly sensitive toward students hurting each other's feelings so John avoided intense competition in activities and described how he would stop an activity "and do something else more fun" (F2:4:6). John believed that achieving success was okay "only as long as it is at no one else's expense", he emphasized this philosophy in the early grades and reinforced it throughout his program (F2:2:12).

John perceived his role in the school as that of a father figure and felt that he communicated a message that he was a positive caring person who treated his students as individuals (F2:3:20). He wanted his students to value his praise and enjoy it when he noted their performance (F1:2:4). Being supportive and creating a safe atmosphere were part of the role John felt he played and he wanted his actions to communicate an acceptance of individuality (F1:8:7).

John noted that having fun was a viable goal for his program and certainly something he strived for (F2:3:24).
He included certain apparatus and initiatives in his gymnastics unit just because his students felt they were fun things to do (F2:1:26). One his goals for gymnastics was for his students to have a "fun feeling towards gymnastics" (F2:1:25). He felt it was important to "let them be kids" and that in his district children "grow up too fast" (F2:3:26). At various times throughout the year and "often at the spur of the moment when things get too intense" John would "take them back" to being a child and do "something just for fun" (F2:4:5). At first this goal seemed contrary to John's goal of teaching his students to be responsible but he explained that being able to do "kid-like things in a group" was a form of going beyond, and of being self confident enough to avoid peer pressure (F2:4:2). John felt it was important to create a safe environment where students were free to engage in ludic activities, and commented that he enjoyed these activities because he "still had some kid" in him (F2:4:4).

**John's value profile.**

The results of John's responses to VOI items can be found in Table 23. For the most part John's value profile was consistent with the curricular value statements he made and with the overall focus of his program. He scored high priority in the social reconstruction orientation, and low priority in the learning process, self actualization, and disciplinary mastery orientations. His focus on helping
students to think critically fell within the goals of the social reconstruction orientation, but his strong views about contributing to the growth of his students (helping them go beyond) were not reflected in the low priority score he received on self actualization. Although he scored characteristically low on subject matter knowledge (Ennis, 1992), there was no evidence to support the low scores he received on self actualization.

Table 23
John's Value Profile

<table>
<thead>
<tr>
<th>Value Orientation</th>
<th>T Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Process</td>
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<tr>
<td>Self Actualization</td>
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<tr>
<td>Disciplinary Mastery</td>
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<tr>
<td>Ecological Integration</td>
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<tr>
<td>Social Reconstruction</td>
<td>40.74</td>
</tr>
</tbody>
</table>

John also expressed subject matter goals for his unit and program. Some of John's reasons for including gymnastics in his program were its contribution to flexibility, its involvement of students in positions they were not familiar with, and "the overlapping of skills" gymnastics enjoyed with other activities especially the
skills of balance and rhythm (F1:6:19). John also felt that through gymnastics he could teach "body mechanics" and "spatial awareness" (F1:2:14). During the first class he lectured his students on striving for quality instead of quantity (Video 1), a goal statement that may have characterized his subject matter values. John's use of a skill checklist and his incorporation of the checklist into student grades demonstrated his subject matter values, which were tempered by permitting his students to choose the skills they felt confident in performing.

John's also described subject matter goals for his entire K-5 program when he described movement goals for the primary grades, fitness goals for grades 2 to 5, and his goal to introduce sport skills in the early grades and reinforce, extend, and apply them in the upper grades.

To add further evidence for John's curricular values his students were asked to rank two sets of goal statements the way they believed he would rank them. The results of the student survey can be found in Table 24. With the exception of the item, "To try as hard as we can and be the best we can be", students did not agree on the way items should be ranked. Perhaps they agreed on this statement because John emphasized quality over quantity and prompted students to work on the gymnastics skills at which they could excel. It was interesting to note that students could not agree upon the statement "To learn to make good
decisions about participating in gymnastics activities" because John emphasized this point on the first day of the unit and mentioned it frequently during interviews.

Table 24

Results of Survey Administered To John's Students

Responses That Dealt With Teacher Values

<table>
<thead>
<tr>
<th>First Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn new gymnastics skills</td>
<td>3.0</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>4.3</td>
</tr>
<tr>
<td>To learn gymnastics skills that we can use later on in life</td>
<td>3.6</td>
</tr>
<tr>
<td>To learn to respect the rights of others in our class</td>
<td>2.6</td>
</tr>
<tr>
<td>To try as hard as we can and be the best we can be</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Set of Statements</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn to make good decisions about participating in gymnastics activities</td>
<td>3.5</td>
</tr>
<tr>
<td>To feel good about ourselves when we learn new gymnastics skills</td>
<td>2.2</td>
</tr>
<tr>
<td>To become stronger and more flexible by doing gymnastics skills</td>
<td>3.1</td>
</tr>
<tr>
<td>To learn how to learn gymnastics skills on our own</td>
<td>3.8</td>
</tr>
<tr>
<td>To work together to make our physical education class a better place to be</td>
<td>2.4</td>
</tr>
</tbody>
</table>
Summary and discussion.

John expressed affective and subject matter values. It was difficult to determine which type of values were stronger because John's overall goal of helping his students to go beyond symbolized both subject matter and affective goals. John felt he prepared his students to go beyond his program by motivating and inspiring them to participate in physical activities outside of his program, building in them the self confidence to participate, helping them to feel good about their abilities, and providing them with skill competencies and knowledge to participate.

John also tried to teach his students to accept responsibility, take risk, and think critically by themselves and as a group. He wanted his students to feel a sense of accomplishment, to accept challenges and discover that they could perform skills through the opportunity of performing in a safe environment free of put downs. Because of conflicting evidence it was unclear as to whether John valued one correct way of performing skills or accepted a wide a array of personal variations.

John wanted his students to respect each other and he perceived his teaching role to be a model of a person who respected students as individuals. John believed initiatives played a role in allowing students to think critically and enjoy gymnastics. Having fun and "being a kid" were viable objectives in John's program. He felt that
gymnastics promoted flexibility, and other subject matter goals, and that gymnastics provided a fun challenge for his students. Throughout his program John focused on the cooperative aspect of activities and felt strongly about the effects of winning and losing on individuals.

The Learning Environment

Unit demographics.

Trent school has 480 students arranged in 4 classes per grade for grades kindergarten to fifth. The class observed included 13 girls and 9 boys. The unit consisted of seven 40 minute lessons conducted twice a week. Trent school serves an upper middle class neighborhood. No students with special learning or physical needs were identified in the class and John described the class as a "bit chatty" and prone to "wasting their practice time" (F1:3:2). He explained that his students are often forced to grow up fast and pushed by their parents to be successful, and that they had many opportunities to participate in sport activities both in and out of school.

The unit was taught in a gymnasium that was 80' by 60', free of obstructions, and used exclusively by John for physical education.

John's goals for the unit were to improve his students' flexibility, "give them a feel for body mechanics", get them to take risk, for his students to enjoy gymnastics, and "just to get the idea of it (gymnastics skills) and discover
they can do it well" (Fl:2:14). John completed out a unit plan and the first four lesson plans for the unit which included objectives and the activities to be taught.

**Unit organization and teaching style.**

During the first lesson John oriented students to the unit by recalling his experiences in a gymnastics class as an undergraduate. He talked about how he felt challenged and enjoyed the responsibility of planning his own practice time and then he added that they would have the same opportunities in the unit. John made a point of emphasizing that he valued quality over quantity and that he wanted his students to think about each attempt they made. The ideas of "spotting as a contract" between performer and spotter, of respecting others, and the influence of their growing bodies on their ability to perform were also introduced during the orientation along with a self guided warm-up which was performed by the students. The rest of the lesson was devoted to learning the forward roll, bridge, backward roll, and two partner acrosport builds.

The second lesson began with a self guided warm-up that students read off of a poster above the bleachers. Students then worked on tripods, headstands, and handstands, and reviewed forward and backward rolls as John engaged in active teaching: monitoring the group, providing feedback and physically manipulating those who needed help.
The third lesson was devoted to learning cartwheels, back bends, walk-overs, and round-offs. Students finished the lesson by completing a challenge to see if they could, as a class, create the longest "caterpillar" of any fifth grade in the school.

After being introduced to a personal skill checklist and provided with a copy of one at the start of the fourth lesson, students directed their own practice tasks working on refining tumbling skills or acrosport builds. John then began to supervise a testing mat in the front of the room where students could come up when they felt they were ready to be tested on the gymnastics skills of their choice.

Students continued to work on their own during the fifth lesson refining their skills so that they could be skill tested by John.

John employed apparatus at stations during the sixth lesson and students performed on the vault, stationary rings, beam, cargo net, and climbing ropes. No skills were demonstrated for the beam, students were not allowed to ascend the climbing rope but rather traverse across it, and John described the vaults to each group as they rotated to that station. In addition to gymnastics stations John incorporated a station at which students played catch with lacrosse sticks and a tennis ball.
The seventh lesson employed the same stations without the lacrosse station and included a station of even bars and initiative challenges added to each station. At the start John explained initiative challenges for the even bars, climbing ropes, and balance beam. He also demonstrated skills for the beam, a routine for the even bars, and allowed them to climb vertically up the cargo net.

During the first two lessons John employed an active teaching style which included asking students to demonstrate each skill, supervising students as they practiced skills, providing positive specific and corrective feedbacks, and in a relaxed way nagging and teasing his students about their performances with statements such as, "C'mon you guys reach forward with those arms" and "Great, great Jim but you keep forgetting to finish correctly". John also provided colorful skill cues to articulate how and how not to perform the skills and he provided empathizing statements to communicate concern for his student's feelings and safety such as, "Be careful there don't push it too much" and "I know you're trying keep it up". John used physical contact with his students by manipulating those who were struggling, spotting others, touching a shoulder, or spotting others on skills they could not possibly do on their own such as back walkovers and handsprings.

John's instructional style grew less direct as the unit progressed. With an increasing amount of skills having been
taught John's students began to move on tangents of their own. For example when he presented the cartwheel some students continued with the skill they were already performing, others tried a modified cartwheel John demonstrated on a mat cube, others lined up for John to spot them through the skill, and still others moved right on to round offs anticipating the next skill. All of these options were apparently acceptable to John. He was comfortable with students performing a variety of different activities. Only twice did he express concern over his students' choice of activities and pace. Once he told students that they would have to work faster if they were going to learn all the skills that day and on another occasion he reminded his students that they should practice both individual stunts and group builds if they were going to be prepared for skill testing.

John was careful to present the important points of gymnastics skills but he adopted a more indirect style for acrosport builds and challenges by presenting little more than safety guidelines. Posters employed by John served as diagrams of acrosport builds and reminders of the tasks to be performed at stations.

At the start of the fourth lesson John's instructional role changed. He chose to stay in a chair at the testing station during the entire fourth and fifth lessons to accommodate a continuous line of at least three students
waiting to be tested on their skills. As John tested students he would periodically provide general positive cross space feedback and behavior prompts to others who were practicing.

John's desire to allow students the freedom to select the activities they would perform was revealed when students on their own initiative began to build a large group pyramid. John stopped the class, expressed his approval, informed them of some safety guidelines, and stated that he would not tell them how to proceed.

As the number of students waiting to be skill tested diminished John occupied his time helping individuals or small groups of students progress to skills they wanted to achieve. For example as the class worked on their pyramid John helped two highly skilled girls refine their handsprings and on other occasions he would help students work on handstands or acrosport builds they wanted to master. He moved from group to group offering help on whatever skill students were working on. Sometimes he would suggest a progression of skills they would have to perform if they wanted to try one of the skills he had labelled as a skill they needed to ask permission to perform. John's instructional style evolved from a direct teacher centered style to an indirect student centered style by the fourth lesson and then during the fifth lesson, when skill testing was complete, John provided his students with stations.
After presenting the stations John assumed a role of spotter at the cargo net and vault, and as a supporter by offering general positive feedback, but he provided very few cues and prompts related to skills as students were performing at the stations.

**Task system analysis.**

Information about the instructional episodes and tasks types that comprised the unit can be found in Tables 25 and 26. The majority of tasks in the first, second and third lessons were informing tasks focusing on tumbling skills and a few acrosport builds. Student initiated refining and applying tasks comprised the fourth and fifth lessons because by the fourth lesson John introduced all the tumbling skills and acrosport stunts he planned to teach. He allowed them to direct their own practice time and to use the time refining skills in preparation for being skill tested when they felt they were ready so the times listed in Table 26 for refining and applying tasks are an average of the time students spent at these tasks. It took about 45 seconds to be tested by John on one or two skills and students chose five skills to be tested on. The sixth lesson was composed of three informing tasks performed at stations and the seventh lesson was composed of four refining or informing tasks performed at four stations.

The time spent (6 to 7 minutes) engaged in a self guided warm-up during the first through fifth lessons was
not included in the tables. No warm-ups were conducted during the sixth and seventh lessons. Five of the six minutes devoted to management in the fourth lesson were spent describing the school marathon to be held that month and the sixth lesson was shortened by 20 minutes because a tryout run was conducted for students who wanted to join the marathon. The fifth class was also shortened because John brought out a parachute to help the class relax before the school play they were to perform that day.

Table 25

*Instructional Episodes That Comprised John's Unit*

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Episode Number and Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>First</td>
<td>1 (2:20)</td>
</tr>
<tr>
<td>Fourth</td>
<td>2 (6:06)</td>
</tr>
<tr>
<td>Fifth</td>
<td>1 (:42)</td>
</tr>
<tr>
<td>Sixth</td>
<td>1 (:32)</td>
</tr>
<tr>
<td>Seventh</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total  | 6 (10:05) | 22 (11:06) | 21 (49:10) | 21 (1:43:49) |
| Percentage | 5.7% | 6.3% | 28% | 59.6% |
### Table 26

**Tasks That John Provided Students**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Task Type, Number and Total Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Informing</td>
</tr>
<tr>
<td>First</td>
<td>5 (9:20)</td>
</tr>
<tr>
<td>Third</td>
<td>6 (19:37)</td>
</tr>
<tr>
<td>Fourth</td>
<td>0 *? (19:56)</td>
</tr>
<tr>
<td>Fifth</td>
<td>0 *? (14:54)</td>
</tr>
<tr>
<td>Sixth</td>
<td>3 (10:54)</td>
</tr>
<tr>
<td>Seventh</td>
<td>0 4 (23:50)</td>
</tr>
<tr>
<td>Total</td>
<td>14 (39:51)</td>
</tr>
</tbody>
</table>

* Student initiated tasks

A typical class conducted during the first through third lessons began with a self guided warm-up for the first six minutes then continued with independent practice of three or four skills and one or two acrosport builds. The fourth and fifth lessons began with a warm-up, but continued in a student centered format with students working by themselves or in small groups to refine the skills listed on checklist, or lining up to be skill tested by John.

The sixth and seventh lessons began with a presentation of the stations to be performed that day and continued with small groups moving from station to station.
At the start of the lesson John selected the groups and then signaled the groups when it was time to move from station to station. Students completed three stations during the sixth lesson, then during the seventh lesson they refined those stations, practiced a new station, and completed an initiative at three of the stations.

**Accountability systems.**

Students did not make a large number of attempts at tasks. They made an average of .6 attempts per minute of practice time during the first and third lessons. When they were asked to plan their own practice time during the fourth and fifth lessons students would make three or four skill attempts and then wait in line to be tested. A line of three students was generally present and so they might wait four minutes to be tested only to repeat the process again for another skill. Many students at this time began to chat with each other or impede each other from practicing by standing on the mats. Others would avoid practicing by waiting in lines or standing off to the side.

By the end of the fifth lesson all students had been tested by John on at least three skills. At stations during the sixth and seventh lessons students typically made five attempts during a 5:30 minute stay at each station.

John employed the informal accountability systems of praising students who complied with the tasks, challenging students to perform one more good skill attempt during
practice sessions, providing cross space feedback while he was testing students, reminding students who had not tested yet that he was waiting to see them, and presenting possible variations to be performed at stations when he observed students who were reluctant to continue on the apparatus.

John employed the following formal accountability systems: an Upside Down Club poster that listed the names of students who had performed a tripod, headstand or handstand according to John's expectations, skill checklist completed for each student that were incorporated into the grade for the grading period, and sheets at each station for students to sign their name on if they successfully completed tasks on the apparatus. John set the criteria and determined who performed well enough to be included in the Upside Down Club and who could be checked off on skill checklist, but his students decided on the skills they would be tested for and whether or not they completed tasks on the apparatus.

Management.

Although John communicated his satisfaction with students who got "it under their skin" to perform a skill and he expressed his pleasure that these students were able to make strides, he also conceded that the class observed "would not use their time wisely, (and that) they are more social and chatty" than other classes (F2:2:19). It appeared that John was more concerned with providing his motivated students with an opportunity to practice skills
they wanted to master than with making an effort to hold all his students accountable by rearranging the class so that all of his students would be engaged in teacher directed tasks.

To manage behavior during independent practice tasks students formed lines at the ends of two rows of mats. John could see all performers easily and students performed the tasks as stated, but as students were given the chance to plan their own practice time, more of what seemed like off-task behavior was observed when students would modify a task up or down, pursue a task not on the checklist, chat with each other, get in each others way, or stand off to the side.

Although parameters for behavior were never stated students seemed to know how much effort John wanted them to display and they were aware that they could spend a portion of their time chatting, or pursuing their own tasks as long as they came up to be skill tested on some of the skills during the 2 lessons. With the exception of the vault, no lines or turn taking were employed at the stations. Students mounted apparatus at stations whenever they saw they could create a space to perform in.

To manage warm-ups John taught a self guided warm-up the first day and then allowed students to be guided by a poster as they performed the warm-up on following days. Other routines employed by John during the unit were
whistling through his teeth to gain the classes attention, having students sit in a close group by the bleachers when he opened the class, establishing an attendance line for taking care of management task, and employing posters and sheets as reminders of what to do at stations.

The following strategies were employed by John to manage student behavior: gentle desists in the form of an arm on the shoulder followed by a short statement of his expectations or a query as to why the student behaved the way they did, moving in close to students to communicate his presence, putting students in time out (observed twice during the unit), humorous prompts to maintain student attention such as, "You wouldn't walk out in the middle of a good movie would you", clearing his throat, saying, "I'll wait" when the class would not come to attention, and praising students who were following directions.

Class climate.

Students were always eager to come to class and seemed to expect John to be pleasant and entertaining. At the start of class he was generally relaxed and communicated empathy and concern for students as they performed warm-ups or waited for class to begin. He would ask personal questions and share information about himself and his family.

On two occasions when students could sense in his voice that he was about to tell a personal story they crowded
around him closer to hear what he had to say. John would use a louder more assertive voice as a signal that something important was being said in order to facilitate transitions or present skills.

Student attitudes played an important role in the class. Students were frequently heard to express doubt that they could perform a skill just presented, or express dismay that John would even ask them to attempt a skill of that difficulty and so John spent a good part of his time motivating students to try a skill, spotting them closely, or physically manipulating them through their first attempts. Students would often come up and ask for help as John actively supervised the group and John's attention would be pulled in several directions.

John believed that students enjoyed acro sport builds and initiatives and he presented these with an added dramatic flair to build student anticipation. Students performed these tasks with more relish and enthusiasm.

As a whole, the mood in the class throughout the unit was one of playfulness as students performed tasks waiting for an enjoyable activity to be presented at the end of a lesson. Students seemed to anticipate that John would present a fun challenge, tell a joke or initiate a fun activity. There was an absence of a business like atmosphere as students determined the pace of their attempts and often the type of tasks they would engage in while
unencumbered by any strict structure or demands. Students had a great deal of freedom and they had a good sense of what behaviors were acceptable and unacceptable, a fact demonstrated by the small number of incidents where negative consequences were provided during the unit.

Although it was difficult to determine, it appeared that John was generally pleased with the behavior and progress of his students and that this was not a case of a teacher failing to enforce their behavior expectations.

Summary and discussion.

With the exception of four initiative tasks, a group challenge task, a lacrosse station, and nine minutes of activities with a parachute the tasks presented in the unit focused on practicing and refining tumbling and acrosport skills that were chosen by students as skills to be tested on. In addition students practiced and refined apparatus skills at stations. Lessons started out as teacher centered then evolved to a relaxed student centered format, and finally finished with students practicing skills at stations.

Formal and informal accountability systems focused on student skill performance. Students performed tasks in a relaxed atmosphere being free to perform whatever skills they wanted to master at their own pace and engage in a variety of on-task and off-task behaviors.
To What Extent Were John's Values Manifest In the Learning Environment

It was difficult to determine if John's values were present in the learning environment. When a physical education specialist expresses values related to building responsibility, motivating students to go beyond his program, beyond their current feelings of self esteem, and beyond their current ability to take risk it is difficult to measure the degree to which these are achieved. It would be impossible to determine if John's students were motivated to go out and participate in recreational activities as a result of participating in the unit, but some of John's more specific value statements could be measured against the activities and attitudes that comprised the learning environment. John's goal of presenting students with skills was manifest in the informing, refining and extending tasks he provided his students. His goal of improving flexibility through gymnastics activities was revealed in the bridge, backbend, and handspring skill progression he presented. John also created cues and a refining tasks that related knowledge of body mechanics to performance of the forward roll.

John wanted to create a safe environment free of put downs and he wanted to be a source of support. In his orientation to the unit John spoke about the different skill levels present in the room and the respect that students
should have for each other's differences. He also made a point to provide many students with supportive comments and to communicate interest in them as individuals.

John hoped his students would be able to provide him with honest responses and be able to tell him if they were uncomfortable with performing a skill. There was a great deal of evidence for these values in the learning environment and John seemed to bear the burden patiently as students expressed doubt and approached him with their problems. He never seemed to lose enthusiasm for trying to build up a student's confidence, supporting students, coming over to observe a student's skill attempt, or physically manipulating a student who was struggling. There was a great deal less evidence though for students coming up and expressing their ideas to John about how they could work through a problem.

John communicated that he wanted his students to take risks, get the idea of a skill, and discover that they could perform a skill well. It is difficult to tell if students took risks and equally difficult to ascertain if they discovered an ability to perform a gymnastics skill, although one girl commented after the student survey that she was very pleased to have learned how to do a cartwheel during the unit. There did not seem to be the motivation or enthusiasm present for most students to be inspired to take any substantial risk and work hard enough to master a
difficult skill. The relaxed atmosphere present in the environment would bring to question other goals John stated. John wanted his students to meet the same types of challenges he met while learning gymnastics as an undergraduate and he wanted them to have a feeling of accomplishment but their did not appear to be a desire among students to meet challenges and master skills. When he mentioned his undergraduate experience he added that he did not want to make his unit "so cut and dry" and that he did not want to specify that students had to learn five skills to get a good grade (F1:6:9). Perhaps John wanted to create a relaxed atmosphere that contained only small challenges and a little pressure. If so, then his values in this regard were manifest in the learning environment.

Students were given the opportunities to plan their own practice time and decide upon which skills to be tested on just as John had planned and so his goal of providing them with responsibility was realized. Some students chatted with each other and impeded each others progress. Others avoided participation during self guided practice times. As a group his students made a small number of skill attempts throughout the unit (.6 per minute), but perhaps this is not a measure of whether or not John's values were manifest in the environment. John admitted that his class was prone to wasting their time but his goal was to provide them with a chance to accept responsibility and to motivate them to
participate in activities on their own. His stated goals did not include arranging for a maximum number of skill attempts or requiring his students to master a certain number of gymnastics skills. In fact, the statements he made about valuing quality over quantity and of the importance of allowing his students to chose the skills they would be tested on contradicted those values.

Conclusion.

John created a safe environment where he could support his students, provide them with some initiatives, fun activities, and skill practice, and arrange for them to have some responsibility by making instructional decisions. The learning environment John created reflected the values of a physical educator who valued affective goals over subject matter goals and of a physical educator who was willing to compromise some subject matter goals for affective goals.
CHAPTER V
DISCUSSION

This chapter contains a cross case analysis, a discussion of the implications of the study, and suggestions for further research.

Cross Case Analysis

The analysis is organized around the research questions that guided the study and outlines the similarities and differences among the participants.

Factors That May Effect Values

Several notions related to possible factors that might have some influence over the curricular values of teachers were investigated. Some factors appeared to influence teachers' values while others did not.

University preparation did not appear to influence teacher values to a great extent. John, Julie, and Ann all attended the same major university and this showed in some similarities among them but they were more different than similar. They agreed that teaching basic sport skills and promoting fitness were important goals but they differed greatly on their views related to pupil freedom, the role of competition in their programs, and the appropriateness of regulation sport activities in the elementary program.
Jeff and Jay attended the same small college and this may have influenced their belief in the value of scholastic sport and their promotion of it, but they held very different views related to pupil freedom and class climate.

Evidence suggested that the socioeconomic status of students influenced teachers' curricular values. Julie explained that she would incorporate more exploratory activities if she taught in the "suburbs", but she felt that her students needed an orderly learning environment. Jay admitted that the relaxed class climate he created was more appropriate for the students of Frank school than it was for students in his other school who lived in relatively lower socioeconomic neighborhood. Claire described how her valuing of self esteem and cooperation came from the needs of her students who grew up in high socioeconomic competitive families, and John's valuing of fun activities was a result of the amount of stress that was placed on his students in the community and at home. There was some sense that participants felt students from higher socioeconomic status neighborhoods needed and could handle more pupil freedom.

Gender did not appear to play a role in determining curricular values but two similarities existed one among men and one among the women. The men accepted a fatherly role model in a female dominated elementary educational setting and the women embraced the norms and strategies of the
Tribes program that was in place at their schools. Two of the men could have adopted the program but did not. It was interesting to note that the women did not describe gender equity as an issue in their programs.

Although the number of years they taught varied from 8 to 19, this factor did not appear to influence teachers' values as they all appeared to be in the proficiency stage of their educational careers. Those participants who identified a change in their values spoke about changes that had occurred early in their careers.

Teachers with experience as high school coaches (Jay, John, and Jeff) did not fit the stereotypes that often accompany coaches. They expressed a deep concern for their students that paralleled or surpassed their concern for subject matter values and they downplayed the place of competition in their programs.

The amount of time allocated for physical education appeared to influence two of the teachers, but in different ways. Jeff was motivated to create an environment that maximized the amount of productive activities his students engaged in, and John felt it was necessary to provide his students with the skills and attitudes to participate in activities outside of his program, or as he put it, "to go beyond".
The curricular values of participants seemed to have little to do with the formal curriculum described in their district's graded course of study. Julie was the only one to refer to the pupil performance objectives listed in her district's graded course of study when she spoke about the goals of her program. These documents were evidently written in such broad terms that participants could express their individual styles and curricular values with little burden or guidance contributed by these documents or the administrators who enforced them.

Curricular Values of Participants

Subject matter values.

With few variations, participants agreed on the content to be taught in their gymnastics unit. Every teacher related virtually the same set of basic gymnastics skills that they wanted their students to master. Each one felt that it was appropriate for their students to apply the skills they learned in either a competitive, performance, or testing situation. Teachers expressed concern for meeting the needs of students of various skill levels and could articulate strategies for doing so. All of them felt that it was important to teach safety and spotting along with each of the skills. They all felt, to different degrees, that it was important to teach their students some of the basic rules, terminology, and customs of gymnastics or acrosport.
Fitness was a concern for participants. They described how fitness goals were a part of every unit that they taught. They felt it was necessary to promote an active healthy lifestyle either by talking about their own fitness habits or by advertising opportunities for students to engage in fitness or sport activities.

Every teacher explained that they began their elementary program by teaching movement principles to early primary students and all but Claire described how their programs prepared students for middle school physical education. Teachers organized their programs around sport activities, some for grades K to 5, and all of them provided sport skill instruction or sport lead-up activities in their programs from third grade and up.

Although they taught the same basic gymnastic skills teachers asked their students to progress to different types of advanced skills. Jay allowed his students to perform the most advanced apparatus skills while Claire, Ann, and John incorporated acrosport builds and routines in their programs.

As a whole the subject matter values of participants were more similar than different but participants varied greatly in their emphasis on subject matter goals with Ann holding subject matter goals as the main priority of her program and others like Claire, Julie, and Jeff holding more blend of curricular values.
**Affective values.**

There were many similarities among the affective values of participants. Every teacher expressed the importance of creating a positive atmosphere where students of all skill levels felt successful. It was important among all the teachers, whether they held subject matter or affective priorities, for students to enjoy the subject matter and the learning process so that they would be motivated to persevere in class and continue learning on their own.

Achieving student cooperation was a basic concern for all teachers. Securing student compliance was fundamental to accomplishing all of their other goals, whether they be affective or subject matter goals. Tribes norms outlined the strategies that 3 participants employed to gain student cooperation while Jeff, Jay, and John employed individual character traits to win their students respect and cooperation.

Teachers espoused goals related to cooperation among their students and for mutual respect among students of different skill levels. Teachers wanted all their students to feel as though they could participate in physical activity and all but Ann described individualized assessment strategies based on student skill level.

Teachers felt that competition should be modified and take the form of self competition for it to be appropriate in elementary programs and they did so whether competition
was the major focus of their program (Ann) or whether they included a minimum number of competitive activities in their program as Claire did. In unique ways, all of the teachers discussed how the goals of their program related to broader social issues and helped to prepare students for a variety of situations they might find themselves in.

When all the student surveys were viewed together a pattern emerged that revealed a common message heard by all the students in the study. Statements related to cooperation among students, and between students and their teacher were ranked as highest priority in almost all the cases. In the first set of items the statement, "To try as hard as we can and be the best we can be." was ranked highest by all of the students. The statement, "To learn to respect the rights of others in our class." was ranked as second highest priority among the first set of statements by all but Julie's students. In the second set of items the statement, "To work together to make our physical education class a better place for everyone." was ranked highest by all the students. To secure the cooperation of their students was the first goal of all the teachers in the study and the clearest message they provided to the students.

In most cases the VOI scores of teachers could not accurately label their curricular values. The VOI served only as a broad screening instrument because it was not able to discriminate among subtle differences in curricular
values. The validity of the VOI was questionable when teachers held several values in high priority as was the case for Claire, Julie, Jeff, and John.

Other affective goals espoused by two or more teachers were the those of taking risk, learning self control, developing team work, appreciating the effort it takes to master a skill, and displaying sportsmanship.

Here again, participants goals were more similar than different. Teachers differed more in the amount of emphasis they placed on affective goals than in the goals themselves. The greatest differences in affective goals among participants were related to the amount of pupil freedom participants would provide their students and to the place of competition in their programs.

It should be noted here that the strategy of allowing students a large of amount of pupil freedom to make instructional decisions was employed for very different reasons in various programs. Ann employed pupil freedom to simulate the sport experience while Jay allowed his students a great deal of pupil freedom so that they could overcome fears, take ownership of the program, and enjoy their physical education experience, and John allowed his students the freedom to make instructional decisions hoping that they would learn responsibility.
Summary and discussion.

Participants articulated a blend of curricular values. Ann communicated the most consistent subject matter values and Jay communicated the most consistent affective values while Claire, Julie, Jeff, and John communicated an eclectic set of values. None of teachers talked about any problems they had attempting to meet both subject matter and affective values. In fact three teachers articulated a relationship between subject matter and affective goals that made them mutually dependent on each other. All teachers were articulate in their descriptions of curricular values. They could provide examples of behaviors they wanted to see, and describe strategies for meeting all types of goals. They were very confident in their curricular values and the values they expressed seemed to come from personal experience, and personal convictions. The teachers' curricular values seemed to be derived from a personal broader set of values about life as a whole.

The Learning Environment

Unit organization and teaching style.

Participants began the unit with instruction in the basic skills. Every teacher began in a command style directing their students through a series of alternating demonstration and guided or independent practice tasks. Teachers would employ student demonstrators, verbally
describe the important points of the skill, and supervise practice in an active teaching format.

All of the teachers employed posters in some way, as an adjunct to instruction or as a reminder of the skills to be performed. Active supervision with cues, group and individual feedback, and challenges were used by all the teachers as they monitored student practice.

As students began to master the basic skills teachers began to employ various teaching formats and teaching styles. Teaching formats and teaching styles were not selected capriciously but rather carefully chosen by taking into account the teacher's goals for the unit. After they finished instructing the basic skills teachers chose the task, small group, reciprocal, individualized, or problem solving styles.

Tasks provided by teachers.

Information about the instructional episodes and tasks presented by participants can be found in Tables 27 and 28. As can be seen in Table 27, participants spent very little time in management due to the routines they established and to the small number of management tasks they were required to execute. Julie and Claire spent the most time in transition and yet these two established routines for efficiently dealing with these tasks. Participants spent an average 29% of their time in cognitive tasks and an average 60% of their time in practice tasks. With the exception of
Jay who taught in a relaxed open gym atmosphere there was not a great deal of difference among participants in the amount of instruction and practice they provided their students.

Table 27
Instructional Episodes That Comprised Participants' Units

<table>
<thead>
<tr>
<th>Episode Number and Percentage of Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Ann</td>
</tr>
<tr>
<td>Jay</td>
</tr>
<tr>
<td>Claire</td>
</tr>
<tr>
<td>Jeff</td>
</tr>
<tr>
<td>Julie</td>
</tr>
<tr>
<td>John</td>
</tr>
</tbody>
</table>

John who valued quality over quantity engaged his students in more refining tasks than all but Jeff who spent almost two full classes on refining tasks perhaps because of his valuing of maximum activity, or perhaps because he has been influenced by the format of scholastic sport practices where typically a great deal of time is set aside for developing skill mastery. Except for Jeff and John the largest block of time set aside by teachers was for
informing tasks. Ann’s emphasis on application of skills and Claire’s emphasis on teaching her students to work together in groups to create a common product can be seen in the amount of time they devoted to application tasks.

Table 28
Tasks That Participants Provided Their Students

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Number of Tasks and Percentage of Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Informing</td>
</tr>
<tr>
<td>Ann</td>
<td>34 (42.2%)</td>
</tr>
<tr>
<td>Jay</td>
<td>*10 (69.7%)</td>
</tr>
<tr>
<td>Claire</td>
<td>65 (72.9%)</td>
</tr>
<tr>
<td>Jeff</td>
<td>6 (14.4%)</td>
</tr>
<tr>
<td>Julie</td>
<td>28 (38.7%)</td>
</tr>
<tr>
<td>John</td>
<td>14 (36.2%) **</td>
</tr>
</tbody>
</table>

* Data represents only the first 3 lessons.

** Individualized tasks initiated by students

Accountability systems.

Ann, Julie, Claire, and John employed a formal accountability system but only Ann and Julie used the system to figure students’ grades. Checklist were employed by all but Jeff and Jay as a form of feedback on skill performance and all but Jeff and Claire used public posting as an
informal accountability system directed at skill performance.

In addition to posters that listed students who performed skills according to criteria, informal accountability systems were aimed at student effort, compliance, and behavior. Informal accountability systems took the form of teacher and student interactions and opportunities for students to engage in preferred behaviors.

**Managerial strategies.**

Participants expressed no concern or only minor concerns over behavior management. Teachers typically used gentle desists, praise, humor, and positive behavioral strategies to maintain student cooperation.

**Class climate.**

Without exception participants knew the importance of class climate in attaining their goals for the unit and each one worked to maintain the climate they valued. Teachers valued quite different types of climates from a completely controlled climate to a completely free climate but their strategies for creating those climates were similar. Teachers typically used public recognition and praise, communicated their expectations during the orientation to the unit, used prompts, and positive consequences. Claire was the only one to actually instruct her students in the attitudes she wanted them to embrace by teaching her students the "3 Cs", conducting affective debriefing, and
engaging her students in group problem solving when trouble arose in small groups.

**Summary and discussion.**

At the start of the unit teachers' created very similar learning environments but then as the units progressed teachers moved to various teaching formats and styles depending on their goals for the unit. The type of tasks teachers provided their students and the amount of time teachers devoted to different tasks did not clearly discriminate between teachers with different goals, rather the climate a teacher worked to create revealed more about their values than anything else. For example Ann and Claire engaged their students in a very similar series of tasks asking them to create an acrosport routine in small groups and then perform the routine. Ann wished to socialize her students in the sport experience and to prepare them for participation in institutionalized sport while Claire wished to teach her students about cooperation and creative thinking and so the climates these two created during these tasks were quite different. The climates created by Julie, Jeff, Jay, and John revealed a lot about their values also. Teaching style, from command to discovery, and class climate were the most revealing characteristics in the learning environment.
Extent to Which Values Were Manifest In the Learning Environment

Strong evidence was collected for each participant concerning the extent to which their curricular values were present in the learning environment. Curricular values were the single most important determinant of the type of learning environment that existed in each teacher's setting. These teachers were not encumbered by administrative decisions related to time, budget, facilities or safety. Beyond the need to secure the cooperation of their students the teacher's curricular values were the sole determinant of the learning environment that existed in their context. For example although he believed that the particular class observed was "chatty" and prone to wasting their time John still gave his students a lot freedom to make instructional decisions. Although it might be interpreted that John didn't want to be bothered with developing a unit just for one class, or that he may not have felt comfortable operating in any other style, comments John made about struggling over the pros and cons of the individualized style appear to support the notion that he deliberately chose this style because of his curricular values.

Another example of the resiliency of a teacher's curricular values was an observation of Julie's unit on the last day before spring vacation. A very relaxed climate was present in the school with students poking their heads out
windows and wandering about much more than usual, but
Julie's class was conducted as usual by Julie who guided the
class in a positive and assertive manner.

Participants were just as capable of meeting affective
goals as they were subject matter goals. They could
articulate and implement strategies for meeting both types
of goals.

Ann provided an example of a teacher who was able to
consistently implement an intact curricular model. Jay
provided an example of a teacher with unique affective
values who was able to successfully implement those values
with the students he had. Claire articulated strong
affective and subject matter values and served as an example
of a teacher who was more than able to meet both types of
goals in her unit. Jeff's unique curricular values were
interpreted in three foci of subject matter and affective
values and he demonstrated that all of these goals can be
met successfully. Julie was the one to articulate most
clearly the relationship between subject matter and
affective goals and she demonstrated that both can be
pursued successfully. John's curricular value statements
were perhaps the most difficult to interpret but he appeared
to express a combination of affective and subject matter
goals with priorities in the affective area. The learning
environment John created reflected his curricular decision
to promote affective values and the behaviors and attitudes
of his students reflected the relaxed learning environment he espoused.

Whether they valued subject matter goals or affective goals, teachers were quite capable of meeting both types of goals and in many cases the relationship between these two types of goals was revealed in the goals that teachers met. Jay who articulated some of the most consistent affective values was the teacher who was able to generate the most perseverance among his students. Observations revealed that Jay's students persevered at tasks longer and made more skill attempts than any of the other students in the study. Jay's students appeared to make the most skill gains and advance to the most difficult skills observed in the study. Students of all skill levels were challenged and highly motivated to master the skills they attempted. All this was accomplished by a teacher with affective priorities.

Ann who articulated the most consistent subject matter values was the only one to incorporate affective goals in her formal assessment strategies, awarding points for sportsmanship, and at the end of the year awarding a sportsmanship trophy and team picture to the team who accumulated the most sportsmanship points.

Summary and discussion.

Teachers were able to operationalize their values successfully in the learning environment. Teachers with subject matter or affective values were just as capable of
operationalizing their values and all teachers demonstrated
the ability to operationalize both subject matter and
affective values.

Conclusions

Based on analysis of the evidence collected the following conclusions were made:

1. Participants could articulate clear consistent curricular values and provide examples of the behaviors, knowledge, and attitudes they wanted their students to learn.

2. Most participants held a blend of curricular values and articulated a relationship between values that made them mutually dependent on each other.

3. Participants could articulate teaching strategies for operationalizing all types of curricular values.

4. Participants were able to operationalize their curricular values and so the teachers curricular values were almost the sole determinant of the learning environments they created.

5. No matter what type of goals they held for the gymnastics unit participants began the unit teaching a similar set of basic gymnastic skills

6. Many parts of their learning environments were similar but teaching style and class climate varied the most and varied according to the goals of the participant.
7. These were effective teachers and so they were equally capable of operationalizing all types of curricular values. The goals teachers set for the unit were determined by their curricular values.

Implications Of the Study and Suggestions

For Further Research

Methods Review

This section contains comments about the usefulness of methods for data collection and suggestions for changes that might be made in future research.

Formal interviews

A short talk with the participant about the purposes of the study and an observation of one of their classes before the actual study began provided a common basis for communication in the first formal interview. A conversational style adopted during the interview served to avoid "interview type" answers and make the participants feel comfortable about describing their values and their programs. It was helpful to have participants read the interview questions ahead of time because they had time to reflect on the answers they would make. Audiotaping the interview did not seem to inhibit the participants and allowed the interviews to be transcribed for later analysis. Numbered pages and numbered lines of text on transcriptions greatly eased the process of referencing participant quotes.

Some participants were interviewed before observations
began and some were interviewed after they taught one or two lessons simply because of scheduling conflicts that arose among some participants. There were advantages and disadvantages to either situation. An interview conducted after the first observation was conducted with the benefit of a commonly shared set of examples for the participant to refer to, but the observer in every case was obliged to go back and reanalyze the lessons observed before the interview to make some sense out of what they observed. On the other hand an interview conducted before any observations were made went less smoothly because participants had to provide the context for examples they referred to.

Informal interviews added information to the description of participants curricular values and the learning environments they created. Asking participants immediately before observed classes what their plans were for the lesson helped to organize the observation, identified situations in the lesson that did not go as planned, context for the teachers words and actions, and offered insights into the teacher's goals for the unit. Questions asked of participants immediately after the lesson served mainly to add meaning to situations, words, and actions. For the most part after class interviews kept the observer from misinterpreting the meaning of observations they made. Questions written on file cards during observations served to facilitate a quick discussion at the
end of a lesson. Often times a participant would pick up
the file card and answer the questions verbally.
Audiotaping of informal interviews allowed them to be
analyzed later.

Document analysis.
Document analysis was beneficial in many ways. The
teachers written documents served to organize videotapes of
lessons, fill in the blanks left by unobserved classes, and
provide evidence for the extent to which participants
carried out their intentions for the unit. Supplying each
participant with a file folder listing the type of document
that might be included helped participants keep documents
together and acted as a prompt for them to save papers. It
did not appear that participants created written plans for
the unit and they were asked repeatedly not to do so.

The VOI.
For reasons mentioned earlier the VOI was not entirely
accurate for participants. The instrument could not
delineate subtle differences in curricular values resulting
in inaccurate no priority and low priority scores. Value
profiles only coincided with other data sources when the
participant held strong priorities in one area of curricular
values, but when they held strong priorities in several
orientations VOI results did not coincide with other data.
Perhaps a different scoring procedure that required teachers
to rank orientations in order of importance but still
still allowed them to rank orientations as equally important would reveal some of the relationships teachers expressed among the orientations.

Nonparticipant observation.

Nonparticipant observation with field notes served to add meaning to task system analysis results. One data source would not be useful without the other in describing the learning environment. When initial observations of each participant were made, field notes were taken on every aspect of the learning environment. When the observer began to understand the teachers instructional style, the characteristics of students, the organization of the unit, and the characteristics of the context, field notes took the following form: short descriptions of continuing patterns of behavior, possible discrepant evidence, questions about the lesson, telling quotes, descriptions of instructional episodes that tasks systems coding would not be able to adequately describe, and descriptions about situations or statements that related directly to the content of the first formal interview.

A list of descriptors at the top of field notes served as a prompt for the observer to keep certain topics in mind. A sheet of goals and tasks to be completed during each observation, filled out just prior to each observation after the field notes from the previous observation were analyzed, maintained the focus of observations.
Because six case studies were simultaneously conducted there was a possibility that the original meanings of field could be misconstrued. The strategy of observing videotapes while reading along with written documents and field notes served to recapture and shed new understanding on all the data sources that were used. In some cases a clear understanding of what took place in the learning environment was not achieved until the three data sources were reviewed simultaneously. By reviewing the data sources together a holistic understanding was gained of the teacher's intentions and instructional style, the organization of the unit, and the manifestation of curricular values in the context.

Task system analysis.

Task system analysis was used in a modified form. All the information supplied by the original method was not needed. The information pulled from tasks systems analysis related to the number and duration of instructional episodes and tasks types, and student compliance to tasks. Student compliance data was difficult to code when students engaged in a variety of tasks at the same time. Only field notes could adequately describe what occurred during student initiated tasks.

Student survey.

Analysis of student surveys as a whole revealed that the strongest message received by students dealt with
cooperation and compliance. A short interview with randomly selected students might have provided more data and allowed students to describe their teacher's values in their own words.

The method of collecting the teacher's curricular values and other's opinions of the teacher's curricular values through a survey format may not be the most useful method for dealing with this type of information.

Implications for Future Research

Several questions would be worth pursuing. It would be interesting to know how participants came to hold the curricular values they articulated, as this topic was only briefly dealt with. It would be interesting to investigate the possible influences of undergraduate experiences, earlier educational experiences, sport participation and coaching experiences, peer teachers, extant students, school wide programs that exist, and in the case of three participants in this study, experiences with nontraditional training and instructing in camp settings.

The intent of this study was to discover the relationship between curricular values and one type of unit participants taught. It would be interesting to see how curricular values influenced the learning environment across several different units.

Because participants selected their best classes very few critical incidents came up that caused teachers to
confront their priorities in certain areas. With the participants permission it would be interesting to view a class that the teacher considered problematic in various ways. Perhaps then a better understanding of how the teacher communicates their values and works to implement those values might be gained.

This study focused on the teacher and the extent to which they attempted to manifest their curricular values in the learning environment. No real conclusions could be made about the effect of the teacher's curricular values on student values or student progress. Another study focusing more on the student is needed to explore the interaction of teacher curricular values and student values. A study that investigated this interaction would also help to describe successful ways in which teachers communicate their values to students.

The learning environment, the teacher's instructional style, and student teacher relationships were already in place when observations for the study were made. The teachers in this study either found themselves in, or created, contexts that were conducive to the type of curricular values they held. It would be interesting to study a teacher who struggled against contextual factors to implement their curricular values. It would also be interesting to study an experienced teacher with strong curricular values who had recently changed schools or added
a school to their responsibilities. This would provide an opportunity to view the process of introducing the established messages, routines and strategies of an experienced teacher to a new group of students.

Certainly the curricular values and established learning environments of teachers at different educational levels would be interesting to study for the purpose of making comparisons. Participants in this study did not have to contend with colleagues who held different values nor with other contextual variables that may exist in secondary educational settings.

Participants had only one opportunity to explain the curricular decisions they made during the unit in terms of their curricular values. It would be interesting to conduct a series of short interviews throughout the unit in which participants would be reminded of the value statements they made and be asked to describe the decisions they made in view of their curricular values.

The most problematic case involved John and this was because his value statements touched on almost every type of goal that could be met in elementary physical education. John appeared to drift from goal to goal sometimes allowing his students a great deal of freedom, sometimes using a command style, and sometimes using problem solving style. It would be interesting to study another teacher with diverse goals and possibly begin to find a pattern that
teachers of this sort follow in their attempts to reach meet all sorts of different curricular goals.

Although a host of variables contributes to teacher burn out these teachers with their strong curricular values did not appear to show any signs of burn out. They felt as though they were in control of their situations and still went about their teaching duties with enthusiasm. It would be interesting to investigate the possible connections between resistance to teacher burn out and the embracement of consistent curricular values.

The study of curricular values has proved to be a challenging one thus far, not because it yields evidence begrudgingly but because it yields a wealth of evidence, almost too much of it. Insights about operationalized curricular values have evaded traditional survey research methods and can only partially be discovered by behavioral methods. The study of operationalized curricular values, aided little by theoretical work conducted on the topic, requires new methods and new combinations of methods to be developed.

An increased understanding of curricular values would improve teacher preparation making it possible to present in a comprehensible form the value alternatives available and the strategies that teachers employ to operationalize those values.
APPENDIX A

FIRST FORMAL INTERVIEW QUESTIONS
First Formal Interview Questions

1. What would you say the overall goals of your program are?

2. Do you have any goals related to:
   A. mastering physical skills?
   B. personal, physical, or psychological growth?
   C. learning how to learn?
   D. providing students with skills to change society?
   E. helping students become a part of society?

3. What is the most important thing you teach your students?

4. Why do you include gymnastics in your program?

5. What goals do you have for your gymnastics unit?

6. What attitudes do you want your students to have as they participate in the unit? Towards each other? Towards you? Towards the subject matter?

7. How do you teach your students these attitudes?

8. What is a typical work week like for you?
9. Could you describe your program from K to 8 and talk about what you try to accomplish at each level?

10. When they have completed your program what skills, knowledge, and attitudes do you want your students to have?

11. What role does an elementary physical educator play in the lives of their students?

12. What type of atmosphere do you want to have in your classes? How do create that atmosphere?

13. What are your views towards competition? Does competition play a role in your program? If so, what role does it play?

14. Do your classes include any students with special needs? If so, are their any changes or special things you need to do for them?

15. Do your classes include students with a wide range of ability levels? If so, do you need to do anything to accommodate for the different ability levels among your students?
16. As a group, describe the students in the class I will be observing. What are their strengths? What are their weaknesses?

17. How did you come to believe the things you do about physical education, elementary children, and the role of the teacher?
APPENDIX B
VALUE ORIENTATION INVENTORY
PLEASE NOTE

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

Appendix B, 258-263

University Microfilms International
Table 29

**High and Low Priority Scores for the Value Orientation Inventory**

<table>
<thead>
<tr>
<th>Value Orientation</th>
<th>Low Priority Score</th>
<th>High Priority Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Process</td>
<td>&gt; 46.75</td>
<td>&lt; 37.71</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>&gt; 44.47</td>
<td>&lt; 37.83</td>
</tr>
<tr>
<td>Disciplinary Mastery</td>
<td>&gt; 44.09</td>
<td>&lt; 35.55</td>
</tr>
<tr>
<td>Ecological Integration</td>
<td>&gt; 49.86</td>
<td>&lt; 42.74</td>
</tr>
<tr>
<td>Social Reconstruction</td>
<td>&gt; 59.53</td>
<td>&lt; 51.25</td>
</tr>
</tbody>
</table>
APPENDIX C

STUDENT SURVEY
The following statements represent possible goals for a gymnastics unit. Read each of the goals and then rank the goals according to their importance.

**Rank:**
The most important goal as number 1  
The next most important as number 2  
The next most important as number 3  
The next most important as number 4  
The least important goal as number 5

First you will rank the goals according to the way in which your teacher would rank them under the column **MY TEACHER**, then you will rank them the way in which you feel they should be ranked under the column **MYSELF**.

**MY TEACHER** = The way in which your teacher would rank the goals

**MYSELF** = The way in which you would rank the goals.

All of the statements relate to the gymnastics unit you have just completed with your physical education teacher.

**THE MOST IMPORTANT GOALS FOR THE GYMNASICS UNIT WE JUST HAD WERE...**

<table>
<thead>
<tr>
<th>MY TEACHER</th>
<th>MYSELF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To learn new gymnastics skills.</td>
</tr>
<tr>
<td></td>
<td>To learn how to learn gymnastics skills on our own.</td>
</tr>
<tr>
<td></td>
<td>To learn gymnastics skills that we can use later on in life.</td>
</tr>
<tr>
<td></td>
<td>To learn to respect the rights of others in our class.</td>
</tr>
<tr>
<td></td>
<td>To try as hard as we can and be the best we can be.</td>
</tr>
</tbody>
</table>
NOW RANK THESE PLEASE

THE MOST IMPORTANT GOALS FOR THE GYMNASTICS UNIT WE JUST HAD WERE...

<table>
<thead>
<tr>
<th>MY TEACHER</th>
<th>MYSELF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To learn to make good decisions about participating in gymnastics activities.</td>
</tr>
<tr>
<td></td>
<td>To feel good about ourselves when we learn new gymnastics skills.</td>
</tr>
<tr>
<td></td>
<td>To become stronger and more flexible by doing gymnastics skills.</td>
</tr>
<tr>
<td></td>
<td>To learn how to learn gymnastics skills on our own.</td>
</tr>
<tr>
<td></td>
<td>To work together to make our physical education class a better class for everyone.</td>
</tr>
</tbody>
</table>

THANKS FOR FILLING OUT THIS SURVEY!!
APPENDIX D

STUDENT PERMISSION SLIP
To: The Parents of
Students in Mr. Short's
Fifth Grade Class

Date: March 17, 1992

Dear Parents:

Jim Short, your child's physical education teacher will be asking his fifth grade students to complete a questionnaire dealing with your child's opinions and attitudes concerning the physical education program here at Tremont Elementary. A questionnaire developed by the Physical Education Department at Middle State University will be used to solicit your child's views. The questionnaire consists of ten questions and should take approximately twenty minutes to complete. The students will complete the questionnaire on April 17th.

This letter is to make you aware of your child's potential participation in the survey and to ask your permission for doing so. Student names will not be listed on the questionnaires to insure that your child's opinions will be anonymous. Mr. Short and a researcher from Ohio State University will review the results of the questionnaire. The results will be used by Mr. Short to continue to create an effective physical education program at Trent Elementary and by Middle State University to help describe effective elementary physical education programs. Thank you for allowing your child to participate in this worthwhile project.

Sincerely

Jim Short,
Physical Education Specialist

James Rauschenbach,
Middle State University

I fully understand my child's participation in this survey and grant permission for their doing so.

Name of parent or legal guardian:________________________________________

Child's name:__________________________________________________________

Date:________________________
LIST OF REFERENCES


