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Teachers' reflection and its role in shaping their educational values and practices: A naturalistic study of experienced physical education teachers

Tsangaridou, Niki, Ph.D.
The Ohio State University, 1993

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TEACHERS’ REFLECTION AND ITS ROLE IN SHAPING THEIR EDUCATIONAL VALUES AND PRACTICES: A NATURALISTIC STUDY OF EXPERIENCED PHYSICAL EDUCATION TEACHERS

DISSERTATION

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

By
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1993

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Approved by

School of Health, Physical Education, and Recreation
College of Education
To My Parents and Yianni

for their love, support, encouragement, and trust
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CHAPTER I
INTRODUCTION

The ability to think about why and what one does is vital to intelligent practice; practice that is reflective rather than routine (Richert, 1991). The notion that teachers should be more reflective and in control of their own professional development has been historically emphasized by educators (Calderhead, 1989; Cruickshank, 1987; Dewey, 1933; Van Manen, 1977; Zeichner, 1987). Today, the concept of reflection has been accepted as a generic pedagogical principle in the teacher education community (Calderhead, 1989; Feiman-Nemser, 1990; Gore, 1987). Many instructional strategies have been developed and used in preservice and inservice education to mediate and enhance teachers' reflection (Zeichner, 1987) and scholars from diverse theoretical orientations have shown interest in developing teachers' reflective abilities and dispositions (Cruickshank, 1987; Ross, 1990; Van Manen, 1977; Zeichner, 1987). Recently, Zeichner and Tabachnick (1991) identified four major orientations of reflective teaching in the literature: the academic, social efficiency, developmentalist, and social reconstructionist. The differences among these orientations to reflection are defined in terms of the emphasis and priority given to particular aspects of reflection. While reflection is essential to each theoretical orientation, its purpose and function vary depending on the philosophical assumptions of the orientation (Richardson, 1990a; Valli, 1990; Zeichner & Tabachnick, 1991). Tom (1985), for instance, indicated that although there is consensus that teachers should problematize and reflect on teaching "no consensus exists concerning which aspect of teaching ought to be the object of problematic thinking" (p. 37).

Advocates from different theoretical orientations claim that teachers should primarily reflect on the aspect of teaching and schooling that the orientation values more (Calderhead, 1989; Valli, 1990). Social reconstructionists, for example, support the perspective that teachers should primarily reflect on inequality and injustice within
schooling and society (Zeichner & Tabachnick, 1991). Paradoxically, the debate on what the content and focus of teachers' reflection ought to be is not accompanied by empirical efforts to determine the current state of teachers' reflection, the aspects of teaching teachers actually value and think about, or why they reflect on certain aspects of teaching.

Another issue that has not been empirically addressed in the reflective literature pertains to the relationship between teachers' educational values and reflective practices. McNamara (1990) suggested that teachers' values may influence the nature of teachers' reflection and judgments about the quality of reflection should take into account teachers' values and beliefs. More specifically, McNamara (1990) stated that:

Judging the teacher's thought processes by reference to 'academic' conventions and the presumption that teachers should be rational or logical beings is unlikely to be fruitful... Furthermore, teachers, and especially good teachers, often hold firm views about the process of education, their teaching styles and how they should treat children. Hence, any judgment about the quality of a teacher's thought processes may be shaped by the educational beliefs of the judge. There is no neutral standard; the educational beliefs of the judge may clash or mesh with the educational beliefs of the practitioner (p. 151).

Others have also indicated that explicit and implicit educational values and beliefs are embedded in teaching since it involves curriculum decision-making and instructional choices, judgments, and interpretations (Eisner, 1990; Gudmundsdottir, 1990). Klein (1991) noted that all types of curricular decisions are generally transmitted through the teacher in order to be made operative. Teachers "are not only reactive in relation to the expectations and decisions of others; they are also proactive in that some teachers develop their own curricula and work to implement their own beliefs and values about how best to educate their students" (Klein, 1991, p. 29). Bain (1989) pointed out that "what we do in our day-to-day activities will be based in part on the values and beliefs explicitly stated in the planned curriculum, but our actions also will communicate other unstated or implicit values to students" (p. 289). Explicit and implicit educational values that teachers hold about their teaching are often referred in the literature as 'theories of action' and 'theories-in-use', respectively (Argyris & Schon, 1974; Clark, 1988; Clark & Peterson, 1986; Sanders & McCutcheon, 1986). Sanders and McCutcheon (1986) observe that both theories of action and theories-in-use are "principles or propositions that undergrid and
guide teachers’ appreciations, decisions, and actions” (p. 55). Theories of action often are consciously held, and teachers usually are capable of articulating and analyzing them in detail. These explicit theories sometimes “may be at variance with theories-in-use, which are actually the assumptions embedded within the practice itself” (Tinning, 1988, p. 87). Thus, teachers’ actions may be guided by implicit values and beliefs (i.e., theories-in-use) that teachers are not always able to articulate. In such cases, the only way to determine the teacher’s theories-in-use may be through the actions in which they are manifested (Sanders and McCutcheon, 1986).

Recent evidence from research on teacher thinking was reported to suggest that teachers hold explicit (i.e., theories of action) and implicit (i.e., theories-in-use) values and beliefs about their students, the subject matter, and their instructional approaches (Clark, 1988; Clark & Peterson, 1986; McNamara, 1990; Shulman, 1987). However, researchers of teaching have mostly neglected the role of teachers’ values in operational settings (Carter, 1990; Clark & Peterson, 1986; Doyle, 1992; Gudmundsdottir, 1990). To what degree educational values guide the nature of teachers’ reflection and actions in operational settings is not yet well documented.

There are also arguments in the literature suggesting that teachers’ reflection may impact and shape teachers’ values and practices. Reflective practice means that educational events can be viewed from multiple perspectives, alternative realities can be considered in the light of educational problems, and cherished educational values, beliefs, and practices can be challenged and changed (Bullough, 1989; Smyth, 1989; Zeichner & Liston, 1987). As Dewey (1933) suggested, reflective practice implies open-mindedness which is the “active desire to listen to more sides than one; to give heed to the facts from whatever source they come; to give full attention to alternative possibilities; and to recognize the possibility of error even in the beliefs that are dearest to us” (p. 29). Elliott (1976) pointed out that “changes in classroom practice can be brought about only if teachers become conscious of theories and are able to critically reflect about them. Teachers would then be encouraged to reflect about theories implicit in their own practices and cease to regard them as self-evident” (p. 2). Elliot’s (1976) statement implicitly supports the assumption that
reflection may guide not only teachers' practices but also their educational values (Smyth, 1991). Sanders and McCutcheon (1986) also argued that through reflection it is possible that teachers will come to recognize values and theories they may hold implicitly. While educators have theorized that teachers' reflection may shape their educational values and beliefs, this assertion has not been documented through any empirical studies at present.

A final issue on reflective research on teaching refers to the context within which research problems and questions are examined. Many educators have emphasized that the authenticity of teachers' activities should be recognized in the educational literature (Brown, Collins, & Duguid, 1989; Calderhead, 1989; Zeichner & Tabachnick, 1991). Teachers' voices, judgments, and interpretations of teaching experiences should be considered by researchers within the teacher's own context (Carter, 1990). Writing about research on teaching Cochran-Smith and Lytle (1990) pointed out that:

What is missing from the knowledge base for teaching, therefore, are the voices of the teachers themselves, the questions teachers ask, the ways teachers use writing and intentional talk in their work lives, and the interpretive frames teachers use to understand and improve their own practices” (p. 2).

Siedentop (1988), outlining the conditions of constructive reflective practice, stated that “for reflection to be useful, the teacher must be able to think about events within some context which helps to decipher the sometimes complex interrelationships between teachers and students, the events of teaching and the events of learning” (p. 17). Therefore, efforts to study and describe the nature and content of teachers' reflection as well as judgments about reflective practices also need to be carried out within the context where such practices occur or at least allow for contextual factors that may structure teacher's reflection to be considered.
Problem Statement and Purpose of the Study

While the literature shows consensus regarding the usefulness of reflection and a strong interest in developing preservice and inservice teachers' reflective abilities and predispositions, there is a paucity of knowledge on reflective teaching regarding the aspects of teaching teachers actually value and think about and the relationships between teachers' educational values, reflection, and professional practice.

Recently, scholars in the physical education field have called for attention to reflective practice. Theoretical propositions and suggestions about aspects of teaching that physical education teachers should reflect on can be found in the literature (Dodds, 1989; Gore, 1990; Graham, 1991; Tinning, 1991). However, empirical evidence to support these few theoretical propositions on reflection in physical education is almost non-existent (Gore, 1990; Rovengo, 1992).

This study was designed to provide a detailed account of how physical education teachers reflect on classroom and school realities in authentic experiences. The focus of the study was twofold in that it attempted to describe teachers' reflection within the actual teaching and learning environment and the role of reflection in their professional development.

Research Goals and Questions

In accordance with the purpose of the study and previous literature two major goals guided this inquiry. Each goal along with its general and specific questions follows:

A. To describe the role of teachers' reflection within the learning and teaching environment.

1. What do teachers reflect on during their day-to-day teaching and how is this reflection related to their practice and educational values? (Micro-reflection).
   1.a. What are the current educational values and practices of physical education teachers?
   1.b. What is the content of teachers' micro-reflection?
B. To describe the role of reflection in the professional development of teachers.

2. To what degree have teachers' reflection, educational values, and practices changed over the years? (Macro-reflection).

2.a. What issues do teachers view as problematic in teaching and schooling over the years?

2.b. How have teachers' educational values, practices, and reflection changed over time and what have been the influences for such changes?

Significance of the Study

To a great extent the educational literature accepts the assertion of the importance of teachers' reflection both at the preservice and inservice level. Having accepted the value of reflection, researchers have for the most part concentrated on developing models and evaluating strategies that will assist in developing and promoting teachers' reflective abilities and practices. As a result, along with some evidence that reflection can be promoted there is an abundance of prescriptions as to how we can promote reflection and on what aspects of teaching teachers ought to reflect. The reflective teaching literature, however, provides little empirical information regarding the role and nature of reflection in operational settings for both the long term professional development of teachers as well as for day-to-day teacher functioning and thinking (Calderhead, 1989; McNamara, 1990; Zeichner & Tabachnick, 1991).

Further, it has been argued that educational values may shape the nature of reflection and/or be shaped by teachers' reflective practices. While arguments regarding the interrelationship between teachers' educational values and reflection have been argued at a theoretical level, the reflective literature indicates a lack of empirical efforts designed to further our understanding on this issue. As McNamara (1990) suggested, if this body of knowledge "is to enhance practice it is necessary to think carefully about the nature of the research, what is entailed by the notion of 'the thinking or reflective teacher' and the relation between thought and action" (p. 147).
This study's significance lies in the production of empirical evidence describing teachers' reflection and its influence upon teachers' educational values and practices in authentic educational settings. This study represents an effort to understand what teachers actually reflect upon rather than what they ought to reflect; how reflective practices are affected by the educational context and teachers' personal beliefs and values; and, finally, what has been the role of reflection on the teachers' professional development. Findings from this study may serve to extend our understanding of the reflective practice phenomenon in operational settings and further facilitate efforts to develop programs which will be contextually appropriate while accounting for teachers' needs, values, theories, or preferences.

Delimitations of the Study

The delimitations of this study pertain to the subjects and settings that have been investigated. As it is described in the methodology chapter, the subjects were selected on the basis of a stratified purposeful sampling approach which was guided by two criteria: a) school level (e.g., elementary and secondary) and b) school setting (e.g., urban and suburban). The main purpose for such an approach to subject selection, as it is described by Patton (1990), is to select information-rich cases and capture major variations rather than to identify a common core. Thus, these four teachers were selected to gain insights that may be unique to each of the four settings resulting from the combination of school level by school setting rather than to represent each of the four settings. Further, to achieve the major objectives of this study, all four participants were purposefully chosen to have a minimum of ten years of teaching experience. The intention, however, was not to generalize findings of this study to experienced teachers but rather to gain an understanding of how these particular individuals have changed over time and what was the role of reflection in such changes. In this sense, findings, interpretations, and conclusions of this study may not be generalizable to other school settings or teachers. Nevertheless, the findings and insights resulting from this study may be incorporated in future research designed to investigate teachers' reflection. As is the case with naturalistic inquiry, the
purpose is to gain an in depth understanding of the phenomena under investigation “within and in relation to their naturally occurring contexts” (Brandt, 1981, p. 7). In summary, conditions imposed by the design and the method chosen as most appropriate for this study limit the generalizability of its findings and the insights obtained to the four cases purposefully selected by the investigator. It is the reader of this investigation who can generalize and extend its scope beyond the particular setting investigated (Merriam, 1988).

An additional constraint relates to the second part of this study which is based on data reported by the four teachers as to how their values, practices, and reflection have changed over the years. A criticism referring to data collected through self-reports is that what people say about their thinking and actions may be discrepant with their original thoughts and actions (Brandt, 1981). Since there was no other data to confirm the participants’ recollections as to how they started and developed as teachers, findings and insights pertaining to these issues are limited by the accuracy and extent of the participants’ self-reports. It should be noted, however, that the participants’ self-reports pertaining to the nature of their practices, values, and reflection at the current stage in their career as a result of professional change and development were substantiated by the other sources of data used in this study.

Definition of Terms

Several concepts which have a unique meaning in this study are defined below:

**Authentic experiences:** Ordinary experiences that occur naturally within the classroom or the school context.

**Educational values:** The teachers’ explicit and implicit theories of teaching consisting of personal values, beliefs, and principles that guide their actions.

**Macro-reflection:** The type of reflection which gives meanings or informs practice over the years.

**Micro-reflection:** The type of reflection which gives meanings or informs day-to-day practice.
**Radical Pedagogy:** A pedagogy which is guided by social, political, and/or ethical/moral reasoning derived from the critical theory tradition.

**Reflection:** The act of thinking, analyzing, assessing, or altering educational meanings, intentions/beliefs, decisions, actions, or products by focussing on the process of achieving them. This act may occur during or after the practice is completed. The primary purpose of this action is to structure, adjust, generate, refine, restructure, or alter knowledge and actions which inform practice.

**Theories of Action:** The theories teachers provide as the ones which govern their teaching practices; the teachers’ espoused theories.

**Theories-in-Use:** The theories that teachers actually use during their teaching practices; those that are manifested in their teaching.

**Vignette:** A brief hypothetical sketch which describes an educational dilemma.
CHAPTER II
REVIEW OF RELATED LITERATURE

The purpose of this chapter is to provide the reader with perspectives regarding related research and theory on the concepts of reflection, teachers’ educational values and beliefs, and professional practice. The review of literature is divided into five sections. The first section introduces the concept of reflection. An account of the conceptual alternatives and theoretical traditions of reflection is provided in the second section. The third section is an overview of empirical efforts designed to promote reflection among preservice and inservice teachers. Research studies that have been conducted in the general and physical education settings as well as concerns related to research on reflection are examined in the fourth section. The final section discusses the relationships among teachers’ values, practices, and reflection.

Reflection as a Generic Professional Disposition

The notion that teachers should be reflective practitioners and in control of their professional development has received increasing attention from teacher educators. Feiman-Nemser (1990) reviewed several teacher education programs and concluded that reflective teaching has been accepted by teacher educators as a ‘generic professional disposition’. To support her position, Feiman-Nemser (1990) stated that many of the programs she reviewed “explicitly endorse the goal of reflection, even thought they embody different conceptual orientations” (p. 221). Gore (1993) also noted that “the wide acceptance of the term ‘reflective teaching’ is not surprising because within the context of the bipolar logic that dominates much modernist thinking, it would be virtually inconceivable to find a teacher educator who would advocate unreflective teaching. Moreover, teacher education’s avowed involvement in and commitment to practice might render reflective teaching appealing” (149).
Reflection is viewed as a means of enhancing teachers’ decision-making power and autonomy (Calderhead, 1989; Korthagen, 1985; Schon, 1987). It has been also argued that reflection and reflective practices are characteristics associated with good teaching. Richert (1991), for example, stated that “reflection is at the heart of good teaching”. Similarly, Elbaz (1988) observed “self-reflection is proposed more and more as an important ingredient, sometimes even a defining characteristic of good teaching” (p. 171).

The preparation of reflective teachers, however, is not a new concept but it has been part of the teacher education literature for a long time. Dewey, as far back as 1904, emphasized that teacher educators should prepare teachers who are able to think and reflect on their actions and practices. In efforts to account for the failings of education, a lot of attention has turned to the quality of teaching (Green, 1986). Thus, the concept of reflection or reflective teaching has been included in several reform movements since it is considered as a new paradigm in restructuring education (Doyle, 1990; Smyth, 1992; Zeichner, 1991). Smith (1980), for example, in proposing “A design for a school of pedagogy” emphasized that teacher educators should have a primary objective to prepare “inquiry teachers”. He envisioned the ‘inquiry teacher’ as follows:

An inquiry teacher facing a problem will diagnose the difficulty in terms of professional knowledge. If it is a problem in reading, the teacher will know the total range of known difficulties of which the symptoms are an indication. In terms of the diagnostic data, the inquiring teacher will make a judgment as to which of the possible difficulties is involved, and from the known range of treatments decide the one most appropriate, try it out, assess its success, and analyze still further if other treatments must be considered (p. 7).

A more recent reform proposal, “The Holmes Group Report” (1990), also suggested that teachers should be prepared to be reflective practitioners. According to this reform proposal, “the improvement of teacher education depends on the continuing development of systematic knowledge and reflective practice” (Holmes Group Report, 1990, p. 57).

The notion that teachers should be more reflective and in control of their own professional development has also been emphasized by many scholars. Feiman (1979) suggested that “the teacher is not a technician; nor can the job of teaching be reduced to a set of skills and behaviors. It draws heavily on the teachers’ capacity for insight into their
own aims and procedures" (p.78). A teacher, then, should be trained as "a professional who has more in common with physicians, and lawyers, and architects, than with technicians who execute skilled performance according to prescriptions or algorithms defined by others" (Clark & Peterson, 1986, p. 256). Towards this end, Korthagen (1985) pointed out that reflection can be used as a means for directing teachers to grow and, therefore, teachers should be trained and/or encouraged to reflect on their own teaching experiences. Recognition that teaching is a complex activity occurring in a complex environment led other educators to point to the need for teachers to become reflective if they are to carry out their professional tasks successfully (Calderhead, 1987; Doyle, 1986; Feinman-Nemser & Floden, 1986; MacNamara, 1990; Shulman, 1987). The complex nature of teaching implies that there are no absolute right answers guaranteed to work every time in every teaching situation. According to Valli (1990) "life in classrooms is dynamic and uncertain . . . answers to teaching problems are not a simple process of rule application" (p. 39). As Oberg and Field (1986) noted "teaching is an activity aimed at educating. Education entails not only learning specific facts and skills, but also, and more importantly, learning modes of thinking and using these in varied and appropriate ways" (p.3). In this respect, Cruickshank (1986) viewed reflective practices important not only for the professional development of teachers but also as an important tool for advancing students' learning. He emphasized that if children are to be encouraged and trained to think deeply, critically, and reflectively, then their teachers should know how to think deeply and to teach with critical reflection.

There appears to be agreement in the literature that teacher education programs can not prepare teachers for every situation they may encounter, nor can they provide them with all of the knowledge and strategies they will need for an entire career. Teacher educators, however, can train teachers to become effective decision makers able to translate pedagogical knowledge into practice (Brophy & Good, 1986; Calderhead, 1987; MacNamara, 1990; Shulman, 1987; Siedentop, 1991; Zeichner, 1986). Teachers need to be aware "of the complex nature of schooling, capable of adjusting ideas and behavior when evidence suggests the need, and able to see situations from multiple perspectives even
when those perspectives are contrary to the teachers's own" (Griffin, 1986, p. 6).

According to Gore (1987), teachers should be able to “reflect on their own biographies and political and ethical dimensions of society, as well as upon the teaching act itself” (p. 37). Henderson (1989) also called for reflective practice. Justifying his call, he stated that “teaching in a pluralistic, modern, democratic society is a complex affair requiring interpretive sophistication. ‘Teaching’ is more than a technical activity. In its most versatile forms, it is a dynamic, reflective juggling of historically significant, content-specific, and personally relevant discourse” (p. 13). Thus the need for developing reflective practitioners and the increased importance placed on the notion of reflection seems to be supported by reasons going further than teacher development. Colton and Sparks-Langer (1993) listed as the major reasons for the emphasis on reflective teaching the pressure to improve teacher education and the current school reform movements. Valli (1992), however, extended this list to incorporate a combination of factors which have contributed to the popularity of the reflective teaching notion. According to Valli (1992) among these factors are: “the perceived limitations of process-product research, the impact of cognitive psychology, renewed attention to a moral basis of education, interest in teacher empowerment, and the legitimation of ethnographic research” (p. xii).

Despite its wide acceptance by the teacher education community as a generic pedagogical principle, the term reflective teaching has different meanings for different people (Adler, 1991; Calderhead, 1989; Feiman-Nemser, 1990; Zeichner & Tabachnick, 1991). Commenting on this definitional and conceptual disorder, Gore (1987) stated that “the term ‘reflective teaching’ has become part of the language of teacher education, but close analysis reveals that the term often is used to convey different meanings and for different purposes” (p. 33). An overview regarding the conceptual and theoretical traditions in the area of reflection is presented in the following section.
Definitions about "reflection", "reflective teaching", and "reflective teachers" abound in the literature. Most of these definitions have their roots in some key concepts advanced by Dewey (1933), Van Manen (1977) and Schon (1983; 1987). Dewey (1933) made a distinction between two types of teacher action: the "routine" and the "reflective" action. "Routine action" is guided by impulse, tradition, and authority while the "reflective action" aims at "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" (p. 9). Dewey (1933) further distinguished among three attitudes he considered to be prerequisites for reflective action. The first is openmindedness which is an "active desire to listen to more sides than one; to give heed to the facts from whatever source they come; to give full attention to alternative possibilities; and to recognize the possibility of error even in the beliefs that are dearest to us" (p. 29). The second prerequisite for reflective action is responsibility which refers to the careful consideration of the consequences of a particular action. Finally, Dewey (1933) referred to wholeheartedness according to which individuals should be willing to take a risk and put their ideals into practice.

Van Manen's (1977) discussion of reflection has also been instrumental in the reflective teaching literature. Van Manen (1977) suggested that reflection can take three different forms. In the first level of reflectivity the focus of reflection is on technical educational principles which have been used in reaching a given end/goal. The second level of reflectivity has to do with the process of analyzing meanings, assumptions, and perceptions underlying practical actions. The focus of reflection on this level is "on an interpretive understanding both of the nature and quality of educational experience, and of making practical choices" (pp.226-227). The third and highest level of reflection incorporates critical questions related to moral, ethical, and political aspects of teaching and schooling. Van Manen (1977) argued that this type of reflectivity is the most desirable. He noted that "universal consensus, free from delusions or distortions, is the ideal of a
deliberative rationality that pursues worthwhile educational ends in self-determination, community, and on the basis of justice, equality, and freedom" (p. 227).

Schon (1983) introduced the concepts of “reflection-in-action” and “reflection-on-action”. Reflection-in-action refers to the process of interpreting, analyzing, and providing solutions to complex and situational problems during an action - “the period of time in which we remain in the same situation” (p. 278). Reflection-on-action takes place when the practitioner has left the arena of endeavor and mentally reconstructs that arena to analyze actions and events. Schon (1987) summarized his “reflective practitioner” theory as follows:

Design professionals such as architects and urban designers, along with practitioners of such professions as law, management, teaching, and engineering, deal often with uncertainty, uniqueness, and conflict. The nonroutine situations of practice are at least partly indeterminate and must somehow be made coherent. Skillful practitioners learn to conduct and frame experiments in which they impose a kind of coherence on messy situations and thereby discover consequences and implications of their chosen frames. From time to time, their efforts to give order to a situation provoke unexpected outcomes - ‘back talk’ that gives the situation a new meaning. They listen and reframe the problem. It is this ensemble of problem framing, on-the-spot experiment, detection of consequences and implications, back talk and response to back talk, that constitutes a reflective conversation with the materials of a situation - the design like artistry of professional practice (pp. 157-158).

Gore (1993) emphasized that “the term ‘reflective teaching’ has been widely adopted across contemporary traditions in teacher education. In itself, this phenomenon provides an interesting case of the politics of truth” (p. 149). That is, although associated with different theoretical traditions, many scholars who advocate contemporary manifestations of reflective teaching “draw, on John Dewey’s (1933) distinction between routine and reflective action to make their cases. In this instance the ‘will to truth’ functions in such a way that the same language is used to make vastly different claims about the ‘truth’ of reflective teaching” (p. 149). Recently, Zeichner and Tabachnick (1991) discussed the major theoretical traditions in the reflective teaching literature. Educational traditions “consist of intergenerational bodies of thought and practices that are concerned with and are connected to particular educational aims and values” (Liston &
Zeichner, 1991, p. 45). Based on this definition, four major theoretical traditions have been identified within the reflective teaching literature (Zeichner & Tabachnick, 1991). Even though these traditions of reflective teaching view the "world" differently and certain priorities about schooling and society are established, they are not mutually exclusive. In practice the four traditions overlap in many ways and "each one attends in some manner to all of the issues that are raised by the tradition as a group. The differences among the traditions of reflection are defined in terms of the emphasis and priority that is given to particular factors within traditions" (Zeichner & Tabachnick, 1991, p. 4). The four traditions of reflective teaching as they were distinguished by Zeichner and Tabachnick (1991) are the academic, the social efficiency, the developmentalist, and the social reconstructionist tradition.

The academic tradition emphasizes the importance of general education and specialty studies in teacher education. It emphasizes the teacher's role as a scholar and subject matter specialist and it has taken different forms throughout history. This orientation addresses reflection on subject matter and its transformation to students. Shulman's (1987) model of pedagogical reasoning and action is an example of a contemporary version of reflective teaching that emphasizes reflection about content to be taught and how it is to be taught (Zeichner & Tabachnick, 1991). For Shulman (1987) reflection is "what a teacher does when he or she looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments. It is that set of processes through which a professional learns from experience . . . Central to this process will be a review of the teaching in comparison to the ends that were sought" (p. 19). Even though the academic tradition of reflective teaching does not disregard pedagogical principles derived from research on teaching, students' characteristics and developmental stages, and issues of social justice and equity, "the standards for assessing the adequacy of teaching evolve primarily from the academic disciplines" (Zeichner & Tabachnick, 1991, p. 5).

The social efficiency tradition, emphasizes that the knowledge base which derives from the scientific study of teaching should be incorporated into the teacher education
curriculum. The most common version of reflective teaching within this tradition suggests that pedagogical principles should be chosen only after a careful examination of their appropriateness to the particular situation and a thoughtful analysis of the effects of these pedagogical principles should follow teaching actions. Zeichner and Tabachnick (1991) pointed out that the work of Dorene Ross and her colleagues is an example of this orientation of reflective teaching. Ross (1989) defined reflection “as a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices” (p. 22). While this version of reflective teaching does not ignore the social context of schooling, equity and social issues, student understanding and developmental characteristics, or subject matter content, “the emphasis is clearly on the intelligent use of ‘generic’ teaching skills and strategies that have been suggested by research” (Zeichner & Tabachnick, 1991, p. 6).

A central characteristic of the developmentalist tradition is the assumption that the learner’s natural development provides the basis for deciding what should be taught to students and how it should be taught. As Zeichner and Tabachnick, (1991) noted this version of reflective teaching puts an emphasis on engaging learners with phenomena and then working to understand the sense they are making from such phenomena. In this orientation, teachers are practitioners as well as researchers and the focus of their research is on their students characteristics and level of understanding. The teachers use extensively the information gained from their research regarding students’ understandings in deciding what kind of knowledge the students should experience as the teaching act continues. The developmentalist version of reflective teaching places a lot of emphasis on reflecting about students without neglecting subject matter knowledge, pedagogical knowledge which derives from research on teaching, and political, social, or equity issues.

In the social reconstructionist tradition, schooling and teacher education are viewed as important agencies for the creation of a more just and humane society. Reflective teaching in this orientation has three central characteristics (Zeichner & Tabachnick, 1991). First, the teachers’ focus of reflection is on their practices as well as on the social conditions in which these practices are situated. The second element of reflective teaching
is its democratic and emancipatory character. The focus of reflection is on inequality and injustice issues within schooling and society. The final characteristic of this version of reflective teaching is its commitment to reflection as a communal activity. Teacher educators from the social reconstructionists orientation “seek to create ‘communities of learning’ where teachers can support and sustain each other. This commitment to collaborative modes of learning indicates a dual commitment by teacher educators to an ethic where justice and equity on the one hand, and care and compassion on the other, are valued” (Zeichner & Tabachnick, 1991, p. 9).

**Overview of Empirical Efforts in Reflection**

Despite the emphasis placed on the concept of reflection, the reflective teaching literature remains mostly theoretical (Calderhead, 1989; MacNamara, 1990) and much of the empirical work on reflective teaching is still in its infancy (Calderhead, 1989; Ross, 1990; Wubbels & Korthagen, 1990; Zeichner, 1987). Elbaz (1988), for example, observed that, “it cannot be said that we have hard evidence of the benefits of teacher reflectiveness; rather, those who are working to foster teacher reflection are doing so because they share a vision of education in which reflection is an essential characteristic of teaching and learning” (p. 171).

Recently, however, some empirical efforts have been added to the literature. The main focus of these efforts has been on promoting and/or enhancing teachers’ reflection. Thus, several models and instructional strategies have been used in preservice and inservice programs in an effort to prepare reflective teachers and promote reflective practices (Adler, 1991; MacNamara, 1990; Smyth, 1992; Valli, 1992). An overview of these empirical efforts follows. For the purpose of this document the studies were classified into three major categories:

1. **Reflection at the preservice level**
   - a) studies focusing on specific reflective strategies, and
   - b) studies focusing on teacher education programs

2. **Reflection at the inservice level**, and

3. **Reflection in physical education**
Reflection at the Preservice Level

Studies on Specific Reflective Strategies

A variety of specific reflective strategies have been used by teacher educators as a vehicle in developing the reflective capabilities of preservice teachers. In general, these strategies can be classified into six major categories: 1) writings, 2) curriculum inquiry, 3) supervisory approaches, 4) action research, 5) ethnography, and 6) the reflective teaching approach (Zeichner, 1987). A brief description and an account of the effects of such reflective strategies on the preservice level follow.

Writings: To encourage introspection about their own classroom practice, preservice teachers are asked to keep journals, logs, or portfolios during professional studies courses. These different forms of writing are designed to assist prospective teachers to focus their attention on specific aspects of teaching and schooling. Stover (1986) indicated that writing “encourages future teachers to synthesize the contents of their professional preparation programs” (p. 20) and “provides a place in which students can test out ideas, can wrestle with solutions, and can feel safe about risking failure as they struggle to form structures and schemes for their future classroom performance” (p. 21). Using the writings approach with her own students, Stover (1986) reported that this strategy is a powerful one. Maas (1991) described how he used different forms of writings such as journals and papers with student teachers in helping them to reflect on all aspects of their teaching. The author noted that this reflective strategy had a positive impact on her students. Findings from a case study indicated that “dialogue journals” can also be useful in stimulating prospective teachers to become deliberate about their teaching (Bolin, 1988). Oberg (1990) found that the “action research journal” had a positive impact on her students. Surbeck, Han, and Moyer (1991) used the journal strategy to stimulate prospective teachers to become more reflective. The investigators concluded that journals assist “prospective teachers in becoming better thinkers who probe deeper into both professional literature and their own teaching/learning ideas and actions” (p. 27).
Curriculum Inquiry: Some teacher educators provide opportunities for preservice teachers to analyze and design curriculum projects. The purpose of this kind of assignment is to empower and give voice to preservice teachers as future decision makers of school curriculum (Zeichner, 1987). The most common pattern of the curriculum inquiry approach is as follows: First, preservice teachers receive theoretical knowledge about curriculum; then they learn how to analyze actual curriculum materials and actual curriculum in classrooms; and finally they develop their own classroom curriculum (Adler & Goodman, 1986; Beyer, 1984; Goodman, 1986, 1991; Liston & Zeichner, 1991). Even though many educators have noted that the curriculum inquiry approach helped prospective teachers to be more reflective teachers, these claims are based on the instructors' and students' comments rather than on any empirical evidence.

Supervisory approaches: Supervisory approaches that emphasize developing reflective abilities of preservice teachers (i.e., “situational teaching”, “horizontal evaluation”, “selective supervision”, “partnership supervision”, etc.) have also been used by teacher educators. Such approaches stress the role of supervisors in helping student teachers to reflect about the theory and practice of teaching. These approaches suggest that supervisors can contribute in this process by using dialogue with student teachers and not monologue. In employing appropriate strategies, the supervisors stimulate student teachers to analyze and see more critically their teaching performance and the classroom events. There is some evidence suggesting that such approaches were effective. For example, Cohen (1981) reported that the “situational teaching” model has been successfully applied in the school-based teacher education program at Washington University. Gitlin, Ogawa, and Rose (1984) conducted a study to examine the effects of the “horizontal evaluation supervisory” model in applied settings. Study results indicated that this model was helpful in stimulating reflection.

Action research: McCutcheon and Jung (1990) defined action research “as systematic inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry” (p. 148). In the educational action research, participants engage in cycles of planning, action, observation, and reflection of their teaching
experiences (Kemmis & McTaggart, 1988). According to Tinning (1987) the “cycle of planning, acting, observing, and reflecting is deceptively simple, but it can represent a radical shift in terms of a view of professional development. It has the potential to help teachers move beyond that which is taken for granted in the everyday practice” (p. 118). Using action research as a vehicle in promoting critical and reflective teaching, Noffke and Brennan (1991) stated that “we have found that engaging in action research ... continues to be useful in our efforts to enhance our understanding of teaching practices, to improve those practices and to improve the situation in which those practices take place” (p. 200). Gore (1991) described an action research project which she and her elementary student teachers conducted. The author concluded that the action research experience was positive for her as a supervisor as well as for the student teachers because it forced systematic reflection about teaching and schooling.

**Ethnography:** Ethnographic methods have also been used as a vehicle in enhancing prospective teachers reflectivity. Such methods have been used for both campus-based courses and field experiences. In both cases preservice teachers visit different schools and critically study different aspects of teaching and schooling (Zeichner, 1987). Beyer (1984) noted that “by seeing schools as a sort of ‘cultural laboratory’, available for critique, interpretation, and discussion, students begin to understand both why schools operate the way they do, and who benefits from the method of operation” (p. 39). In a recent article, Teitelbaum and Britzman (1991) illustrated how they used ethnographic strategies in methods courses to help preservice teachers become more reflective. The authors indicated that although no longitudinal empirical evidence existed, “other data in the form of students’ journals, class discussion, verbal feedback, and the like have convinced us of the efficiency of utilizing these strategies with our students, that they provide excellent opportunities for students to reflect upon, critique and discuss prevailing and altering educational goals and practices” (p. 179).

**The Reflective Teaching strategy:** The reflective teaching strategy has been designed to encourage teachers to develop their reflective abilities (Cruickshank, 1987). Cruickshank (1985) stated that “in essence RT [Reflective Teaching] is an effort to increase
teacher wisdom by engaging preservice students in controlled, on-campus teaching where their behavior is observable and measurable and where their teaching can be examined and thought about in ways that will enhance subsequent performance" (p. 97). Few studies have been conducted using the Reflective Teaching strategy in preservice education. The first study on Reflective Teaching was undertaken by Cruickshank, Kennedy, Williams, Holton, and Fay (1981). Findings of this study led the researchers to conclude that Reflective Teaching can be used as an alternative instructional technique in teacher preparation programs. Peters (1980) and Peters and Moore (1980) compared the effects of microteaching and Reflective Teaching procedures on students’ views of themselves as teachers and their attitudes toward and perceptions of teaching. Data from both studies revealed no statistical differences between post-test scores of students who participated in Reflective Teaching and post-test scores of students who participated in microteaching. Examining the effects of the Reflective Teaching approach and a modified version of it, Troyer (1988) concluded that “Reflective Teaching is effective in enhancing preservice teachers reflectivity in analyzing classroom teaching situations” and that “supplementing the reflective teaching regimen with a theoretical component on the processes and outcomes of reflective thinking results in an even more effective regimen for preparing reflective teachers” (pp. 243-244).

Studies in Specific Teacher Education Programs

Many teacher educators claim they foster reflective inquiry in their programs. As Zeichner (1991) observed “the recent literature on teacher education is filled with descriptions of proposals and programs that seek to engage teachers with one another in thinking about the purposes and consequences of their work” (pp. 8-9). Few, however, have explained how they do that and even less have empirically evaluated their efforts (Calderhead, 1989; MacNamara, 1990; Zeichner, 1991). Representative programs at the preservice level which have reported their effects in helping future teachers develop reflective capabilities are briefly reviewed here.
Ross (1990) described how the teacher education program at The University of Florida has been designed to foster reflection. The faculty members of the program defined reflection as "a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices" (p. 98). In helping preservice teachers to become reflective practitioners the following strategies were used: the reflective teaching approach, inquiry activities (action research, ethnography, curriculum analysis), reflective writing, supervisory approaches, faculty modeling, and questioning and dialogue. Ross (1990) concluded that the goal of preparing reflective teachers is very difficult but not impossible to achieve. She suggested that "the development of a program emphasizing reflection requires all faculty members to work to develop collaborative relationships with public schools, to alter their instructional strategies, to increase collaborative efforts among college faculty, to investigate the outcomes of the teacher education program, to make and assess the outcome of program revisions, and to provide support for students after graduation" (p. 114).

Noordhoff and Kleinfeld (1988, 1990) described how the Teacher for Rural Alaska Program (TRA) at the University of Alaska- Fairbanks strives to prepare reflective practitioners who will be able to deal with complex multicultural settings. The faculty members of this program used the term "design" inquiry instead of "reflective" inquiry. According to Noordhoff and Kleinfeld (1990), design inquiry encompasses four types of activities: naming and framing situations and issues; identifying goals and appraising their worth; sorting images, selecting strategies, and spinning out consequences; and reflecting on effects and redesigning one's practice. Future teachers practiced the process of "design" through case studies. More specifically, the faculty members of the TRA program have developed a series of teaching cases to familiarize prospective teachers with the realities of teaching and to help them become more reflective (Noordhoff & Kleinfeld, 1990). To examine the effects of the TRA program, Noordhoff & Kleinfeld (1990) conducted a longitudinal study. The investigators found that the participants in the program became more reflective practitioners and they extended their understanding of the realities of teaching. Noordhoff & Kleinfeld (1990) concluded that prospective teachers "began to
take more account of a primary facet of the teaching context—their students—in preparing and implementing lessons. They shifted from seeing instruction as a center task under their control to viewing teaching as a more uncertain and problematic act that is dependent on contextual factors” (p. 181).

Liston and Zeichner (1991) illustrated how the elementary teacher education program at the University of Wisconsin-Madison has been designed to promote “critical reflection” (i.e., reflection on social, political, and pedagogical issues of teaching and schooling). The student teaching program incorporates the following five components: the teaching component, the inquiry component (action research projects, ethnography, curriculum analysis), the seminar component, the writing component, and the supervisory component. Programmatic studies suggested that the program has been partially successful. In summarizing findings from eight studies, Zeichner and Liston (1987) stated that “we can conclude that some of our goals are achieved rather well, others are only partially achieved, and still others appear to be neglected in practice” (p. 45).

Sparks-Langer, Simmons, Pasch, Colton, and Starko (1990) described the Collaboration for the Improvement of Teacher Education (CITE) program at Eastern Michigan University. The program’s aim is to help preservice teachers to reflect on technical, educational, and social aspects of teaching and schooling. Reflective activities such as writings, classroom observations, microteaching, and classroom teaching, are used in the foundational and method courses to provide opportunities for prospective teachers to learn and practice reflection. Sparks-Langer, Colton, Pasch, and Starko (1991) synthesizing the findings of four studies on reflective teaching concluded that “guided field experiences with writing, thought, discussion, and a coherent view of reflective thinking can help future teachers analyze and interpret their classroom experiences. ...We feel fairly successful in promoting the cognitive/micro/technical aspects of teacher thinking. It is harder, however, to develop the critical reflection crucial for responsible professional practice” (pp. 13-14).
Reflection at the Inservice Level

Interest in reflective practice is not limited to the preservice teacher education level. Inservice education and professional development programs are also designed to promote reflection and encourage teachers to engage in reflective practices. As Osterman (1990) indicated, “during the last few years, there has been a growing interest in reflective practice as a means of professional development. In the field of education, teachers and administrators have seen a rapid growth in the number of preservice and inservice programs that incorporate the reflective practice - programs which use experience and reflection to develop professional skills” (pp. 133-134). Several reflective programs and reflective strategies have been used to help experienced teachers become reflective practitioners (Shrock & Byrd, 1987; Smyth, 1991; Sparks-Langer, Colton, Pasch, & Starko, 1991; Wildman & Niles, 1987). According to Shrock and Byrd (1987) those supporting reflective practice at the inservice level “advocate encouraging and/or teaching teachers to think about teaching, i.e., to become reflective practitioners and to discover their goals and objectives during the act of teaching” (p. 50). Representative studies of reflective strategies and reflective inservice programs or models at the inservice level are presented below.

Cruickshank’s Reflective Teaching strategy has been used in staff development programs “to give experienced teachers the opportunity to practice different instructional styles in a non-judgmental, non-evaluative environment and receive feedback from colleagues” (Applegate, 1981, p. 1). Applegate (1981) described how the Reflective Teaching strategy has been used with experienced teachers in enhancing their thoughtful consideration of teaching. Eighteen volunteer teachers from different school settings met for six weeks. During this period the teachers practiced Reflective Teaching lessons and then they participated in discussions which covered different areas of teaching and learning. The author stated that these teachers responded well to the Reflective Teaching strategy. “Throughout the six sessions participants were observed to grow in confidence and
collegiality. They seemed more able to discuss professional concerns related to teaching-learning interactions and to respond with useful insights applicable to their own situations” (p. 5).

A modified version of the Cruickshank’s Reflective Teaching strategy has been used in the Technical and Further Education (TAFE) teacher education programs at Newcastle College of Advanced Education in Australia (McKee, 1986). McKee (1986) compared the microteaching course formal evaluations and the Reflective Teaching course formal evaluations to determine which instructional strategy was perceived more effective by teachers. Data indicated “a high level of student satisfaction with the Reflective Teaching sessions, which were seen as positive way of developing and refining basic skills in lesson preparation, delivery and evaluation” (p. 3). McKee (1986) concluded that the Reflective Teaching strategy had been the most useful instructional strategy in the TAFE teacher education programs.

Holly (1989) emphasized that “writing facilitates consciousness of consciousness, what Dewey described as awareness” (p. 76). Reviewing studies which used reflective writing techniques to promote reflection, Holly (1989) found that such techniques allow teachers to explore their practice, describe classroom life, and reflect on experiences. Reflective writing strategies also helped to develop awareness and insights which enriched professional judgment. Holly (1989) concluded that “writing ‘works’ because it enables us to come to know ourselves through the multiple voices our experiences take, to describe the contexts and histories as they shape the many minds and selves who define us and others” (p. 78). The author suggested that self-reflection is crucial to teaching and should be developed and reinforced during educational development. Summarizing findings from four studies which aimed to enhance reflection using different reflective strategies in the inservice level Nolan and Huber (1989) concluded that “with the appropriate conditions veteran teachers can indeed become more reflective about teaching. Furthermore, teachers’ personal accounts indicate that increased reflectivity powerfully affects their beliefs about teaching” (p. 138).
Several inservice programs and models have been used to promote reflection. Wildman and Niles (1987), for instance, described a project which was designed to help twenty experienced teachers to become reflective practitioners. The project’s activities included: discussions of teaching events from transcripts and tapes, observational training, and analysis of teachers’ own audiotaped lessons. Study results indicated that over the time teachers learned to distinguish between descriptive statements and judgmental statements and their utilitarian understanding of classroom events changed to a critical and analytical one. Developing descriptions, examining beliefs, and contemplating changes in one’s practice are not automatic routines” (p. 29). The investigators suggested that systematic reflection requires “substantial training, additional resources, and large doses of patience and trust” (p. 26).

Killion and Todnem (1991) used a specific reflective model in an inservice workshop to engage teachers in reflective activities. The authors used examples of teachers’ comments and anecdotal observations to support their conclusion that the process of reflection is a vehicle of continued personal and professional development. Sparks-Langer et al. (1991) examined the effects of an inservice program which was designed to promote teachers’ reflective thinking. Findings of the study showed that teachers’ reflection was enhanced to a level where more principles and context factors were taken into consideration when interpreting instructional events. The investigators stated that little evidence, however, was seen of the critical reflection (e.g., explanation with consideration of ethical, moral, and political issues).

Elbaz (1988) used the work of Paolo Freire as a frame of reference to enhance teachers reflection while working with practicing teachers who attended a university seminar. By examining their own knowledge of teaching, teachers learned how to engage in the process of reflection. Three phases were identified toward the development of self-reflexiveness: sympathetic description, analysis/synthesis, and action. Smyth (1991) discussed how he and a group of primary and secondary teachers implemented another model of reflection. Findings from the project indicated that the four phases of the model -
describing, informing, conforming, and reconstructing- helped teachers "to use their own capacities to formulate and implement agendas for change" (p. 135).

Canning (1991) found that teachers who participated in workshops where reflection was taught and practiced, became more reflective teachers. Findings also indicated that "teachers found that reflection was an intrapersonal experience leading to insight about themselves as actors in their worlds" (p. 21). The investigator concluded that reflection can help teachers develop their own educational visions and improve their self-confidence. Berkey, Curtis, Minnick, Zietlow, Campbell, & Kirschner (1990) discussed the effects of a longitudinal reflective project which combined research and practice to foster reflection. The authors concluded that reflection was a valuable means for teachers to direct their own professional development. Nolan and Hillkirk (1991) reported the results of a yearlong reflective coaching project with twenty-five experienced teachers. Findings of the study indicated that 23 of the 25 teachers perceived that their teaching behaviors and thinking about teaching changed as a result of the project.

Reflection in Physical Education

Scholars in physical education have also called for attention to reflective teaching as a component of professional preparation and professional development. Theoretical propositions and suggestions of how to prepare reflective physical education teachers and what should be the focus of their reflection exist in the physical education literature. In this section the literature on reflection in physical education is summarized and studies on reflection are reviewed.

Dodds (1989) suggested that the process of reflection and choice making should be programmatic themes in teacher education. She stated that "all aspects of the program should consistently reinforce the two processes of reflection and choosing that are characteristics of teaching professionals" (p. 101). Dodds (1989) concluded that continuous practice in making conscious choices about teaching and schooling and reflecting about the consequences of such choices, provides teachers opportunities to become students of their own teaching which is "the ultimate goal of effective teacher-
training programs” (p. 101). Tinning (1988) argued that “teachers and student teachers have their own theories-of-action and that meaningful change in educational practice will only be achieved when these theories are brought to the surface and tested through a process of critical reflection” (p. 87). Similarly, Gore (1990) emphasized that the process of reflection needs to go beyond the technical aspects of teaching. To promote the reflective abilities of teachers, she proposed the use of pedagogical strategies which stimulate teachers to discuss their assumptions or biases, how these assumptions affect teaching, and to think about possible alternatives in dealing with specific educational issues or problems.

McKay, Gore, and Kirk (1990) emphasized that “critical and reflective teachers have the ability to step outside of concerns with purely technical issues; to see how they are influenced by political, economic, and bureaucratic forces; and to face up to the fact that, like it or not, they contribute to both the reproduction and transformation of structures of domination in the educational system (p. 65). In developing the reflective capacities of teachers, McKay, Gore, and Kirk (1990) suggested that teacher educators need to get teachers to ask critical questions about teaching physical education. The authors proposed the following set of questions:

1. What counts as knowledge in physical education? Whose definitions of physical education, sport, play, and recreation are dominant and whose are marginalized or discredited?
2. How is knowledge in physical education organized, produced, and distributed?
3. Which groups have traditionally benefited from physical education?
4. Which groups have been disempowered by physical education?
5. What are the relationships between physical education and other school curricula?
6. What overt, hidden, and null curricula can be discerned in physical education teaching?
7. In what ways do play, sport, recreation, and physical education conform to or deviate from ideologies of powerful groups?
8. Could the form and content of physical education be defined, organized, and produced, and distributed differently?
9. How can physical education alert people about important moral and political questions such as equality, justice, and emancipation? (p. 64).

In a recent article, Tinning (1991) proposed that physical education teacher educators ought to prepare teachers who value the social, moral, and political aspects of their work. He emphasized that by “accepting the discourses of performance pedagogy as
the foundation of our teacher education, we will be in danger of continuing to prepare teachers who remain ignorant of the ways in which physical education itself is implicated in producing many of the unjust social practices that characterize much contemporary educational experience” (pp. 17-18). Hellison and Templin (1991) also argued that “teaching is a complex, personal process, and physical education subject matter offers little guidance about how to teach it best. Despite the subjectivity of the process, there is no substitute for learning to reflect upon one’s teaching - upon the larger social and ethical issues, upon one’s beliefs and values, upon the act of teaching itself” (p. 9).

Graham (1991) suggested that the debate about the aspects of teaching that teachers need to reflect on needs to come to an end. She pointed out that “the questions should not be one of the promotion of reflection on the technical aspects of teaching versus reflection on such issues as social justice in the gymnasium or one’s beliefs about teaching. To the contrary, the nature of the subject matter and the learning environment in physical education suggest that each of these focuses is not only a desirable focus of PETE students’ reflection but also a critical focus” (p. 14).

Little empirical evidence exists today in the physical education reflective literature. The common element of all the available studies is the attempt to find ways to enhance reflection among preservice teachers. Tinning (1987) described how he used the action research strategy with his own students to facilitate reflection during student teaching experiences. The student teachers were asked to identify an issue of concern from their teaching and to work through the action research cycles with their peers as well as with their cooperating and university supervisors. Findings of this study indicated that student teachers improved the aspects of their teaching which they considered important and they also improved their understanding of different issues involved in their own teaching. Tinning (1987) concluded that these student teachers “began a process of professional development that is consistent with inservice processes that recognize teachers’ practical knowledge and that allow teachers to shape and control their own professional development through collaborative endeavors” (p. 120).
Gore (1990) conducted a case study to describe prospective teachers’ experiences and development of reflective practices during a physical education pedagogy course designed to foster reflectivity. As a result of the data analysis, three broad groups were identified based on the preservice teachers responses. The groups were named the “recalcitrance”, “acquiescence”, and the “commitment”. Findings showed that the recalcitrant preservice teachers “reject the need to reflect on teaching and fail to see the relevance of keeping a journal. Reflecting was seen as at best peripheral, and at worst irrelevant, to the task of teaching” (p. 119). The acquiescent students would prefer to resist the task of reflection but they were afraid that it might mean failure in the course. For those students, thinking about teaching and schooling was essentially viewed as a means to the end of how to get through the course. Finally, the committed students saw the value of the act of reflection about teaching and schooling.

The focus of reflection for the three groups was also different ranging from reflection on technical skills (means) and educational purposes (ends) to reflection on critical goals (moral and political goals). The recalcitrant group of preservice teachers reflected only on technical skills (e.g., how to give feedback, how to distribute equipment, etc.) Prospective teachers in this group were more likely than others to believe that the most important aspect of teaching was that students were learning. What students were learning and what strategies were used were to a great extent irrelevant. Furthermore, moral and political aspects of teaching were not important and in some cases seen as inappropriate by those preservice teachers. Prospective teachers in the acquiescent group were concerned about what and how students were learning as well as being concerned with technical skills. They tended, however, to focus their reflection on the school level. At times “reference was made to the ‘system’ but their belief was essentially that teachers’ concerns must remain at the level of their own classrooms and schools” (pp. 123-124). Prospective teachers in the commitment group valued the technical skills of teaching but they were more concerned about their role as teachers in the broader context of society. “They acknowledge the role of schools in reproducing the status quo and believed in the need for change and that they could make a contribution towards that end” (p. 124). Gore
(1991) concluded that "any attempt to promote reflective teaching is likely to meet with a heterogeneity of responses. Students could be expected to, and in fact did, differ in terms of their general orientation to course-related reflection and the focus of that reflection. In other words, they differed in terms of how they reflected and on what they reflected" (p. 119).

Cutforth and Hellison (1992) described an alternative approach to teaching a physical education curriculum methods course. The goal of the course was to provide preservice teachers the opportunity to implement, compare and contrast, and make judgments about different curriculum models in physical education. Participants in the course were eight physical education preservice teachers and two instructors. Cutforth and Hellison (1992) noted that throughout the course the instructors worked with the preservice teachers rather than "on" them. "At no time was one model imposed on them as being of greater worth and credibility. The students were viewed as conscious agents of change who had varied but valuable insights, knowledge and abilities which they brought with them and could use to enhance their learning. ... Although, some of their insights were similar, it was equally clear that the eight students arrived at individual and sometimes quite different conclusions concerning the models" (p. 134). The authors concluded that reflective teaching "needs to be both conceptualized and experienced if it is to become more than another trend without substance in physical education teacher education programs" (p. 135).

Another study designed to enhance reflection in physical education was conducted by Sebren (1992). The focus of the study was to describe the reflections and development of prospective teachers during an elementary methods course. The research questions involved what the preservice teachers learned, how that learning changed over time, and how reflection changed the preservice teachers' development during the methods course. Participants in the study were seven prospective physical education teachers. As a results of data analysis, participants were divided into two groups. The first group started the semester with an orientation towards teaching as control and shifted to an orientation towards teaching for learning by the end of the study. The second group started the
semester with an orientation focused on teaching for learning and continued to grow within that orientation during the semester. During the study, four areas of preservice teacher development were identified by the researcher as follows: (a) inclusion of the self in knowing, (b) development of classroom management knowledge, (c) development of an image of the subject matter, and (d) development within the components of pedagogical content knowledge. A comparison of the two groups of preservice teachers along these four areas of preservice teacher development indicated that preservice teachers belonging to these groups exhibited similar characteristics. The first group, however, developed less, on the above four areas, than the second group by the end of the study.

Rovengo (1992) observed that many times in the literature reflection is referred to as a way of constructing knowledge. According to Rovengo (1992) “reflective abilities such as reorganizing dilemmas, accepting multiple perspectives, considering the context when making decisions, critiquing authority, synthesizing conflicting evidence, integrating received and personal knowledge, and imagining new alternatives are constructive processes and fall outside the preferred orientation of preservice teachers who value received knowledge” (p. 493). Rovengo (1992) indicated that teachers' perspectives of knowledge (i.e., beliefs about the nature of knowledge and learning) may mediate reflection. Based on this assumption, Rovengo (1992) conducted a study to describe one physical education preservice teacher's perspective of knowing during an elementary methods course where opportunities for reflection were provided. More specifically, the study was guided by the following questions: (1) What was the perspective on knowing of one preservice teacher during a field-based elementary physical education method course? and (2) What meanings did she make of the course learning experience? Findings of the study indicated that the preservice teacher preferred received knowledge such as coming to know by listening to others during the course’s reflective experiences. Despite continuous attempts by both the preservice teacher and teacher educator, only slight changes occurred in the preservice teacher's reflective capabilities. Based on the study’s findings, Rovengo (1992) concluded that “the desire to foster reflection does not carry with it any easy answer” (p. 509). The investigator stated that:
I suspect what may be at the heart of reflection is coming to value and trust the self as part of knowing and recognizing the subjective nature of knowledge. ... The often-made feminist call to examine personal history while naming and critiquing taken-for-granted assumptions may be helpful for the development of reflection. With received knowing, the aim of this critique and simultaneous inner search would be to bring to the surface the tacit conceptions, instructional practices, and societal structures that deny self and limit learning to receiving knowledge (p. 509).

After reviewing the generic and physical education literature at both the preservice and the inservice levels, it becomes clear that, despite the emphasis placed on the concept of reflection, the empirical work on the subject remains embryonic and focused on promoting reflection (Calderhead, 1989; Gore, 1990; Ross, 1990; Tinning, 1987; Zeichner, 1987; Valli, 1992).

With respect to the existing research on teachers' reflection, another frequently raised concern relates to the limited attention that has been paid to contextual factors that may shape and define reflective practices. Many educators have emphasized that the authenticity of teachers' activities should be recognized in the educational literature (Brown, Collins, & Duguid, 1989; Calderhead, 1989; Zeichner & Tabachnick 1991). In a review article, Clandinin and Connelly (1987) argued that researchers tend to separate teachers' thoughts and actions. The authors noted that a functional separation is occurring where thought is studied directly outside the context of a classroom or other practice setting. Those who study either thought or action, might of course, argue that the other is assumed within the work. For example, those who pursue classroom interaction studies might claim that they assume that people are thinking when they interact; and those pursuing thinking studies might claim that they assume that actions flow from thought. The point we are making, however, is that in these studies the two are not simultaneously subject to inquiry. Rather, the study of one assumes something about the other. There is a difference between inquires which assume a relationship and those where the relationship is subjected to inquiry” (pp. 496-497).

McNamara (1990) suggested that research on teachers thinking and reflection needs to take into account the authenticity of the “actor's situation and experience” (p. 155). He emphasized that it is critical to acknowledge, respect, and value the particular and concrete circumstances within which teachers work and the “common-sense language which they use to describe their practice and which give meanings to their professional activities” (p. 155). Elbaz (1991) also argued that teachers' voices need to be heard from the
embeddedness within the culture of the particular school, school system, and society in which teachers work. She went on to suggest that:

having ‘voice’ implies that one has a language in which to give expression to one’s authentic concerns, that is able to recognize those concerns, and further that there is an audience of significant others who will listen. ... If it has been difficult for teachers to voice their own concerns, this is primarily because the academic and professional discourse of teaching, and of educational research generally, does not allow for the formulation of these concerns (p. 10).

Elbaz (1991) pointed out that “teachers cannot function in a totally idiosyncratic fashion: what they do, and how they account for it, have to make sense both in the context of the practice of teaching (with its particular, if contested, base of knowledge) and in the context of the society and its tradition of what it means to teach, learn, and become educated” (p. 6). McNamara (1990) urged researchers who want to address teachers thinking and reflection that they should do so in terms of the actual problems which teachers encounter in the classroom and which they nominate as significant. According to McNamara (1990), research tends to be shaped by the theoretical and philosophical interests of the investigators. Commenting on research on teaching Cochran-Smith and Lytle (1990) pointed out that:

What is missing from the knowledge base for teaching, therefore, are the voices of the teachers themselves, the questions teachers ask, the ways teachers use writing and intentional talk in their work lives, and the interpretive frames teachers use to understand and improve their own practices” (p. 2).

Outlining the conditions of constructive reflective practice, Siedentop (1988) suggested that “for reflection to be useful, the teacher must be able to think about events within some context which helps to decipher the sometimes complex interrelationships between teachers and students, the events of teaching and the events of learning” (p. 17). He went on to state that:

there has been much discussion recently in the American teacher education literature on the topic of reflection. Teachers, we were told, should be more thoughtful and reflect more carefully and considerately on what they do and why they do it. But, reflection does not take place in the abstract. Thinking about isolated or discrete events in teaching is not likely to lead to any deeper understanding. For reflection to be useful, the teacher must be able to think about events within some context (p. 17).
The common suggestion appears to be that teachers' voices, judgments, and interpretations of teaching experiences should be considered by researchers within the teacher's own context (Carter, 1990). Therefore, efforts to study and describe the nature and content of teachers' reflection as well as judgments about reflective practices also need to be carried out within the context where such practices occur or at least allow for contextual factors that may structure teacher's reflection to be considered. As Doyle (1992) put it:

researchers tend to assume that classrooms are artificial, that they are staged performances that can be changed easily by rewriting the script or redesigning the stage. Clearly, this assumption has not served the educational community well. Prescriptions typically crash into powerful forces within classrooms. But if classrooms are believed to have their own inherent structures, then much can be learned by trying to understand events as they are constructed by students and teachers (p. 509).

**Relationship among Teachers' Values/Theories, Practices, and Reflection**

An issue that has not been empirically addressed within the reflective literature pertains to the relationship between teacher's educational values and reflective practices. Values that teachers hold about their teaching are often referred to in the literature as teachers' personal or practical theories (Ross, Cornet, & McCutcheon, 1992), theories of professional practice (Argyris & Schon, 1974), and working knowledge (Kennedy, 1989). McNamara (1990) suggested that teachers' educational values may influence the nature of teachers' reflection and judgments about the quality of reflection should take into account teachers' values and beliefs. Others have also indicated that explicit and implicit educational values and beliefs, often referred to as 'theories of action' and 'theories-in-use', are embedded in teaching, curriculum decision-making, and instructional choices (Eisner, 1990; Gudmundsdottir, 1990).

Although theoretical propositions on teachers thinking and reflection "generally agree that teachers' personal theories and beliefs serve as the basis for classroom practice and curriculum decision making, yet the nature of this relationship is not well understood" (Ross, Cornet, & McCutcheon, 1992, p. 3). Some scholars have argued that teachers' values/theories may influence and shape the nature of teachers' reflection and practice (Clark, 1988; McNamara, 1990; Osterman, 1990; Pajares, 1992). Others suggest that
teachers’ reflection may impact and shape the nature of teachers’ values and practices (Sanders & McCutcheon, 1986; Smyth, 1992; Zeichner & Liston, 1987). In this section an overview of the relationship between teacher’s values/theories and reflective practices is presented.

Teachers Theories/Values

Since, “teachers must select and organize multiple factors in ways that provide educative experiences for particular groups of students in particular settings” (Ross et al. 1992, p. 14), teaching and curriculum decision making are complex and context-bound professional tasks. In addition, teachers’ pedagogical and curricula decisions are influenced by teachers’ theories. Ross and his colleagues (1992) elaborated on such influences by stating that:

Teaching is practical work carried out in the socially constructed, complex, and institutionalized world of schooling, which shapes teachers’ actions and gives context to their meanings. As a result, teachers could not begin to practice without some knowledge of the context of their practice and some ideas about what can and should be done in those circumstances. In this sense, teachers are guided by personal, practical theories that structure their activities and guide them in decision making (p. 3).

Clark and Peterson (1986) also discussed the importance of teachers’ theories for classroom practice. They indicated that in understanding and interpreting the rapid flow of social events in classrooms, teachers rely on propositional knowledge which is represented as teachers’ theories. More specifically, teachers’ theories have been defined as “the rich store of knowledge that teachers have that affects their planning and their interactive thoughts and decisions” (Clark & Peterson, 1986, p. 258). Teachers’ theories were also defined by Sanders and McCutcheon (1986) as “the conceptual structures and visions that provide teachers with reasons for acting as they do, and for choosing the teaching activities and curriculum materials they choose in order to be effective “(pp. 54-55). Argyris and Schon (1974) provided an extensive discussion on what they referred to as “theories of professional practice”. According to them,

Theories of professional practice are best understood as special cases of the theories of action that determine all deliberate behavior. And whatever else a theory of action may be, it is first a theory. Its more general properties are properties that all theories share, and the most general criteria that apply to it - such as generality, relevance,
consistency, completeness, testability, centrality, and simplicity - are criteria that apply to all theory. Theories are theories regardless of their origin: there are practical, common-sense theories as well as academic or scientific theories. A theory is not necessarily accepted, good, or true; it is only a set of interconnected propositions that have the same referent - the subject of the theory. Their interconnectedness is reflected in the logic of relationships among propositions: change in propositions at one point in the theory entails changes in propositions elsewhere in it (Argyris & Schon, 1974, pp. 4-5).

In addition, Argyris and Schon (1974) distinguished between two types of professional theories: theories of action and theories in use. Theories of action and theories in use, according to Argyris and Schon (1974), may not be consistent with each other and, further, the individual teacher may not even be aware of such incompatibilities. That is:

When someone is asked how he would behave under certain circumstances, the answer he usually gives is his espoused theory of action for that situation. This is the theory of action to which he gives allegiance, and which, upon request, he communicates to others. However, the theory that actually governs his action is his theory-in-use, which may or may not be compatible with his espoused theory; furthermore, the individual may or may not be aware of the incompatibility of the two theories (pp. 6-7).

A concept similar to Argyris and Schon’s (1974) “theories of professional practice” is the concept of “working knowledge” advanced by Kennedy (1989). Kennedy (1989) used the term “working knowledge” to refer to “the evolving body of knowledge that practitioners draw on for the variety decisions they make” (p. 2). Working knowledge “is not merely the accumulation of experience. It includes experiences, research findings, theoretical understandings, myths, folklore, beliefs, and values as well. It is the sum of all ideas that influence practice” (p. 2). Kennedy (1989) proposed that working knowledge has two properties which are especially pertinent to the notion of reflection. She explained:

First, the contents of working knowledge are constantly changing as the practitioner is exposed to new research findings, new experiences, new arguments. Everything -- views about appropriateness of various goals, degree of commitment to ideas, interpretations of codified knowledge, preferred ways of defining situations -- evolves over time. Second, working knowledge is not a collection of unrelated facts or ideas, but an integrated, elaborated system of thought, such that new ideas and experiences cannot be added to the mix without a test for their goodness-of-fit. Each practitioner deduces morals to each story she encounters and draws on these morals in future deliberations. The incorporation process works two ways: On one hand, prior knowledge helps us interpret new experiences, new research or new arguments; on the other hand, new knowledge encourages us to revise our interpretations of previously held knowledge as well” (p. 3).
According to Kennedy (1989) the knowledge of the reflective practitioner is not static and prescriptive. Instead, it is continually evolving and reconstructed by the practitioner as she/he reflects on experiences. Based on this view, it was emphasized that the act of reflection serves two essential purposes “it provides a framework that enables the practitioner to interpret new situations, choose goals and choose courses of action, and it also provides a method whereby the practitioner can test and improve on earlier ideas and thereby revise the knowledge base in preparation for the next decision” (Kennedy, 1989, p. 2).

The Influence of Teachers Values/Theories on their Reflection and Practices

Recent evidence from research on teachers’ thinking was reported to suggest that teachers hold explicit (i.e., theories of action) and implicit (i.e., theories-in-use) values and beliefs about their students, the subject matter, and their instructional approaches (Clark, 1988; Clark & Peterson, 1986; McNamara, 1990; Shulman; 1987). Others have also indicated that explicit and implicit educational values and beliefs are embedded in teaching since it involves curriculum decision-making and instructional choices, judgments, and interpretations (Eisner, 1990; Gudmundsdottir, 1990). Researchers, however, have often overlooked the role of teachers’ educational values in operational settings (Carter, 1990; Clark & Peterson, 1986; Doyle, 1992; Gudmundsdottir, 1990) or failed to assess the degree educational values may influence the nature of teachers’ reflection and actions.

Pajares (1992) pointed out that the values teachers hold “influence their perceptions and judgments, which, in turn, affect their behavior in the classroom...understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching practices” (p. 307). Evidence suggests that teachers develop and hold values/theories about the curriculum, subject matter, students, pedagogical strategies, and purpose of education (Clark & Peterson, 1986; Doyle, 1992; McNamara, 1990; Shulman, 1987). These values/theories may have been acquired and formed in teachers’ experiences as pupils at schools, from other life experiences, or by teacher education training programs (Clark & Peterson, 1986; Feiman-Nemser & Floden,
The particular theories/values teachers hold are considered to play an important part in the judgments, understanding, and interpretations that teachers make every day. Clark (1988), for instance, pointed out that teachers' theories "affect perception, interpretation, and judgment and therefore have potentially important consequences in what teachers and students do and say" (p. 7). It has also been suggested in the literature that these values/theories are influential in shaping teachers reflection and practices (Calderhead, 1989; Clark, 1988; McNamara, 1990; Osterman, 1990; Pajares, 1992). Elaborating on this proposition, Osterman (1990) argued that "in some cases, these ideas or theories have outlived their usefulness. New knowledge may have generated more appropriate, more effective ideas. Yet, because our old ideas are so deeply ingrained, they may continue to shape our behavior even though, at some level, we accept the validity of the new information" (p. 135). Further, as Klein (1991) noted, teachers may be both reactive and proactive. Teachers are reactive to demands and expectations imposed by others but they also are proactive in developing "their own curricula and work to implement their own beliefs and values about how best to educate their students" (Klein, 1991, p. 29).

McNamara (1990) observed that especially good teachers hold strong views about education, their teaching styles and how they should treat children. Therefore, according to McNamara (1990), judgments regarding reflection "by reference to 'academic' conventions . . . [are] unlikely to be fruitful" (p. 151). Other scholars have also observed that although there are arguments in the literature suggesting that teachers' values/theories may influence the nature of their thinking and practices, empirical evidence that helps further our understanding of such relationships in operational settings has been scarce (Clark & Peterson, 1986; Nespor, 1987; Pajares, 1992). Thus, the degree to which educational values/theories influence the nature of and/or guide teachers' reflection and actions in operational settings is not yet well documented. As Nespor (1987) stated:

It has become an accepted idea that teachers' way of thinking and understanding are vital components of their practice. This has spurred a considerable amount of research on teacher decision-making and information processing. However, in spite of arguments that people 'beliefs' are important influences on the ways they conceptualize tasks and learn from experience, relatively little attention has been
accorded to the structures and functions of teachers’ beliefs about their roles, their subject matter areas as they teach, and the schools they work in (p. 317).

Doyle (1992) also indicated that “teachers have their own curriculum theories which influence in profound ways the experienced curriculum. More attention needs to be given to these theories of content and how they are shaped by classroom experiences” (p. 499). According to Doyle (1992), evidence suggests that “teachers have very robust theories of content that they use to author and direct curriculum events in classroom. We are only beginning to understand the nature of these content theories and how they are acquired and shaped by experience” (p. 509).

The Influence of Teachers’ Reflection on their Values/Theories and Practices

There are arguments in the reflective literature suggesting that reflection may affect teachers’ educational values and theories. Elliott (1976), for instance, pointed out that “changes in classroom practice can be brought about only if teachers become conscious of theories and are able to critically reflect about them. Teachers would then be encouraged to reflect about theories implicit in their own practices and cease to regard them as self-evident” (p. 2). According to Smyth (1991), the implicit assumption in such statements is that reflection may guide not only teachers’ practices but also their educational values. Reflective practice suggests that educational events can be viewed from multiple perspectives, alternative realities can be considered in the light of educational problems, and cherished educational values, beliefs, and practices can be challenged and changed (Bullough, 1989; Smyth; 1989; Zeichner & Liston, 1987). Sanders and McCutcheon (1986) also argued that through reflection it is possible teachers will come to recognize values and theories they may hold implicitly.

Scholars supporting this point of view have proposed and implemented several reflective strategies and models in attempts to change teachers’ values/theories and practices through the process of reflection (Griffiths & Tann, 1992; Osterman, 1990; Smyth, 1992; Solas, 1992). According to Bartlett (1989) such efforts are intended “to get practitioners to become more conscious and more explicit about their theorizing through reflection” (p.
In other words what these arguments suggest is that teachers' need to be encouraged to challenge their theories and make tacit theories explicit through the process of reflection. Teachers' theories of action need to be revealed so that they can be scrutinized, challenged, compared, and contrasted to theories of use and through that be either confirmed or reconstructed (Griffiths & Tann, 1992).

Solas (1992) referred to this argument by stating that "teachers' behaviors are guided by and make sense in relation to a personally held system of beliefs, values, and principles. Prior to the researcher's intervention, these systems are typically not well specified, and the central task of the researcher is to assist the teacher in moving from an implicitly held and private belief system to an explicit description of his or her cognitive frame of reference" (p. 208). According to Solas (1992), "teachers and students have a particular view of the teaching and learning process which informs and shapes what transpires when they engage in it. More often than not these views are implicit" (p. 220). Solas (1992) concluded that "a rationale is required if education is to be an empowering process. This can be achieved by making explicit teacher and student thinking about the process of teaching and learning. No longer guided by intuition alone, this process can become for students one which they can come to understand and consciously chart in self-chosen ways" (p. 220). Osterman (1990) noted that experimentation may serve as the stimulus for learning. He emphasized, however, that reflection is the vital part of the process that makes it possible to learn from experience. The author stated that "without reflection, theories of action are not revised and until, new concepts, ideas, or theories of action begin to influence behavior, learning will not occur. Professional growth often depends not merely on developing new ideas or theories of action, but on eliminating or modifying those old ideas that have shaped behavior" (Osterman, 1990, p. 135).

Reflective models have been proposed in the literature to help teachers bring to light their values/theories. Two models recently added to the literature are by Smyth (1992) and Griffiths and Tann (1992). Smyth (1992) proposed a reflective practice model which calls for professional transformation and empowerment. His notion for reflective practice and empowerment addresses more directly the social, political, and cultural context of teaching.
Smyth (1992) pointed out that “if teachers are going to uncover the nature of the forces that inhibit and constrain them, and work at changing those conditions, they need to engage in four forms of action with respect to their teaching” (p. 295). His model includes four phases. Each phase is sequential and cyclical and poses the following critical questions: Describe - what do I do? Inform- what does this description mean? Conform- how did I come to be like this? and Reconstruct - how may I do this thing differently? A brief description of each phase follow.

Describing: Teaching is considered a form of text to be described and analyzed in order for meaning to be revealed. Any critique of teaching, however, needs to be in the context of practice if it is to go beyond being partial. Informing: Description is not an end in itself; “it is a precursor to uncovering the broader principles that are informing (consciously or otherwise) their classroom action. ... It is a way of beginning to confront the ‘structure silences’ that abound teaching. ... It is a way of uncovering what Argyris and Schon call ‘theories-in-use’. ... By whatever term we choose to describe them, when teachers engage in the activity of analyzing descriptions of their teaching in order to make a series of ‘it looks as if ...’ statements, then they are really recapturing the pedagogical principles of what it is they do ” (p. 297). When teachers are engaged in the process of uncovering their theories-in-use they move “their teaching out of the realm of the mystical of a situation in which they are able to see, through discussion with others, the nature of the forces that cause them to operate in the way they do and how they can move beyond intellectualizing the issues to concrete action for change” (p. 298).

Conforming: “Theorizing and describing one’s practice is one thing, but being able to subject those theories to a form of interrogation and questioning that establishes something about the legitimacy and legacy is altogether another matter” (p. 298). Smyth (1992) emphasized that is imperative that educators move to that stage. He stated that “above all, we need to regard the views we hold about teaching not as idiosyncratic preferences, but rather as the product of deeply entrenched cultural norms of which we may not even be aware. Locating or situating teaching in a broader cultural, social, and political context amounts to engaging in critical reflection about the assumptions that underlie those
methods and classroom practices. Regarding this view, teaching becomes less of an isolated set of technical procedures and more of a historical expression of shaped values about what is considered to be important about the nature of the educative act. When teachers write about their own biographies and how they feel these have shaped the construction of their values, then they are able to see more clearly how social and institutional forces beyond the classroom and school have been influential" (pp. 298-299).

Reconstructuring: “Being able to locate oneself both personally and professionally in history so as to understand the forces that have come to determine one’s existence is the hallmark of a teacher who has been able to harness the reflective process so as to begin to act on the world in a way that amounts to changing it” (p. 299). Smyth (1992) continued to suggest that “being reflective, therefore, means more than merely being speculative; it means starting with reality, with seeing injustices, and beginning to overcome reality by reasserting the importance of learning” (p. 300).

Based on the premise that teachers need to critically reflect upon their teaching theories and in order to facilitate the reflective process, Griffiths and Tann (1992) proposed a reflective model which includes five levels of reflection. Through the cycle of action, observation, analysis, evaluation and planning teachers are encouraged to reflect at all levels of reflection. The authors concluded by emphasizing that:

teachers need to reflect upon their personal theory and prevailing practice at each of the five levels of reflection. This will encourage them to articulate their own theory, critically examine it, check for consistency, coherence and adequacy, compare it with alternative theories and reconceptualize it in order to increase the effectiveness of their own professional thinking (p. 82).

Chapter Summary and Theoretical Base

The concept of reflection has taken different conceptual, theoretical, and practical forms in the literature. There is an agreement, however, among educators that teachers need to be reflective practitioners. Accepting this notion, teacher educators have developed and used several reflective strategies, programs, and models to encourage preservice and inservice teachers to develop their reflective capabilities. Thus, much of the currently available literature on the subject of teachers’ reflection tends to be theoretical assertions.
about its value and its appropriate focus. The limited empirical work that has been carried out in this area, accepting the value of reflection a priori, tends to focus on strategies and/or programs that can be used in promoting teachers' reflective practices and abilities. In effect, some of the existing empirical evidence supports the value of attempts to promote reflection but stops short of describing its role and/or assessing its value for both the long term professional development of teachers as well as for day-to-day teacher functioning and thinking.

Furthermore, many studies designed to promote or measure reflection are accompanied by methodological problems. As McNamara (1990) observed “the research tends to assume that there is a ‘ghost in the machine’. This notion carries with it the presumption that thought is a process which can be separated off as a prior activity which initiates action” (p. 157). Often investigators measure the quality of teachers’ reflection by detaching it from direct experience or action (e.g., teachers are asked to comment on a video excerpt of a lesson). In reality, however, teachers teach “within the contexts and constraints of the busy and social setting of classroom and that there is no easy distinction between thought and action” (McNamara, 1990, p. 158). In addition, with few exceptions, studies on reflective teaching rely heavily on comments provided by participants or instructors in course evaluation, on informal assessment strategies, general claims, and anecdotal observations (Wubbels and Korthagen, 1990; Zeichner, 1987). As Wubbels and Korthagen (1990) indicated “up to now there has been little or no empirical support for the claim that programs designed to promote reflective teaching produce better teachers, or indeed teachers who display any special characteristics at all” (p. 29).

Two additional issues pertaining to the concept of reflection and existing research on teachers’ reflection relate to the importance of teachers’ educational theories or values and to contextual factors that may shape and define reflective practices. In short, it has been argued that educational values may be both shaped by teachers’ reflection and shape the nature of reflection. While theoretical arguments regarding this reciprocal relationship between teachers’ educational values and reflective practices have been endorsed by many
scholars, the reflective literature indicates a lack of empirical efforts designed to further our understanding on this issue.

Finally, reflective research has also been criticized for being unresponsive to 'teachers' voices' and contextual factors that may influence both reflective practices and the nature of teachers' reflection. One such criticism is that research tends to be shaped by the theoretical and philosophical interests of investigators. Accordingly, it has been suggested that if researchers want to address teachers' thinking and reflection they should do so in terms of actual problems teachers encounter in the classroom and which they nominated as significant. As Doyle (1992) suggested

researchers tend to assume that classrooms are artificial, that they are staged performances that can be changed easily by rewriting the script or redesigning the stage. Clearly, this assumption has not served the educational community well. Prescriptions typically crash into powerful forces within classrooms. But if classrooms are believed to have their own inherent structures, then much can be learned by trying to understand events as they are constructed by students and teachers (p. 509).

A variety of theoretical orientations and frameworks regarding reflection and what its focus ought to be are offered in the literature. This study was motivated by the need to understand the role and function of reflection as it is rather than what it ought to be. Therefore, none of the theoretical traditions or frameworks was given priority or served as the theoretical basis for studying the concept of reflection and making interpretations. It is believed that much can be learned by studying the aspects of teaching and schooling teachers reflect on and the reasons for doing so. To accomplish such an undertaking and on the basis of the reviewed literature, reflection was studied within the teacher's operational setting. The intent was to provide teachers with the opportunity for description and reasoning of their own functioning within the context that may shape not only their professional activities but also the way they interpret and respond to contextual factors. Thus, this study has taken a more pragmatic approach towards reflection by identifying the need for description before prescriptions are provided.
CHAPTER III  
METHODOLOGY  

This study was designed to provide a detailed account of how physical education teachers reflect on classroom and school realities in authentic experiences. The focus of the study was twofold in that it attempted to describe teachers' reflection within the actual teaching and learning environment and the role of reflection in the professional development of teachers. To fulfill the purpose of the study, a naturalistic inquiry was conducted and case analysis was used to report the findings. This chapter describes the rationale for a naturalistic inquiry to the study of reflection, setting and participants of the study, data collection, data analysis, and the steps taken to establish trustworthiness of the study. 

The Rationale of Naturalistic Inquiry  

In this study, the term naturalistic inquiry was used synonymously with the term qualitative inquiry. According to Locke (1989), naturalistic research “is a systematic, empirical strategy for answering questions about people in a bounded social context” (p. 2). Peshkin (1988) indicated that naturalistic inquirers “share a commitment to understanding the complexity of the phenomenon of interest to them” (p. 416). Willems and Raush (1969), quoted in Brandt (1981), refer to naturalistic inquiry as “... investigation of phenomena within and in relation to their naturally occurring contexts” (p. 7). According to Earls (1986), naturalistic research is most suitable for: 

a) generating hypotheses, b) discovering potentially important variables, patterns, and relationships, c) gaining increased understanding of the meanings of the events to participants and, in general, d) examining the less obvious and apparently more ambiguous aspects of life in schools (p. 40).  

In addition, Strauss & Corbin (1990) pointed out that sometimes the nature of a research problem can lead the investigator toward a naturalistic approach. According to Strauss & Corbin (1990),
Qualitative methods can be used to uncover and understand what lies behind any phenomenon about which little is yet known. It can be used to gain novel and fresh slants on things about which quite a bit is already known. Also, qualitative methods can give the intricate details of phenomena that are difficult to convey with quantitative methods (p. 19).

This study was accomplished in one year. During Summer of 1992 all the necessary conditions for conducting the study were arranged (i.e., selecting the participants for the study, preparing interview protocols, etc.). In the Fall of 1992 data were collected and in the Winter and Spring of 1993 data were analyzed and the final report for the study was written.

The Research Setting and Participants

Sites for this study were elementary and secondary public schools in Ohio. Four experienced teachers who were willing to participate in the study were chosen on the basis of a stratified purposeful sampling approach. The purpose and logic in selecting a sample purposefully lies in sampling information-rich cases for in depth study (Patton, 1990); the participants are usually chosen because they are believed to generate information that will facilitate the expansion of or support for developing a theory (Bogdan & Biklen, 1982). The aim of a stratified purposeful sample, in naturalistic inquiry, is “to capture major variations rather than to identify a common core, although the later may also emerge in the analysis” (Patton, 1990, p. 174).

Stratification requires the identification of important criteria or variables related to the phenomenon under investigation (Glesne & Peshkin, 1992). Two criteria guided the sample selection for this study. More specifically, participants were selected on the basis of: a) school level (e.g., elementary and secondary); and b) school setting (e.g., urban and suburban); and c) teaching experience. School level and school setting were used as criteria for this study, since they essentially define the context in which teachers work and in turn may influence the nature of teachers' reflection, educational values, and practice. In addition, to achieve the major objectives of the study a minimum of ten years of teaching experience served as a prerequisite for participation in the study. Teaching experience was
an important prerequisite in that one focus of the study was to describe the role of reflection in the professional development of teachers.

Twenty physical education teachers who worked at elementary and secondary public schools in Ohio were identified, by members of the advisory committee of this dissertation and the investigator, as prospective participants for the study. An invitation letter to participate in the project was sent to those teachers (see Appendix A). Fifteen teachers responded positively and five negatively to this invitation.

Based on the two sample selection criteria of school level and school setting four teachers were selected as participants. More specifically, the following teachers were chosen to participate in the study: Aris: a male teacher working at a suburban elementary school with 10 years of teaching experience; Liza: a female teacher working at an urban elementary school with 23 years of teaching experience; Stella: a female teacher working at an urban secondary school with 19 years of teaching experience; and Lara: a female teacher working at a suburban high school with 10 years of teaching experience.

Formal written permission to conduct the study was received from the Human Subjects Review Committee at The Ohio State University and from the School Districts where the four participants worked. A meeting with each participant was held in their school setting before data collection. During that meeting an oral overview of the conditions of the study was conducted (see Appendix B) and a conversation was held about issues related to the study.

The Data Collection Process

The research questions of the study determined the data collection procedures. Observations (field notes), interviews (formal and informal), journals, and vignettes were used as means of data collection. Each strategy is described in terms of its suitability for answering the research questions below.

Formal Interviews

Three formal interviews were conducted with each participant. All formal interviews were audio taped and transcribed for later analysis. The purpose of the first
interview was to obtain a personal history for each participant regarding their educational reflection, values, and practices. More specifically, this interview allowed the participants to describe: 1) how their reflection, educational values, and practices have changed over the years; 2) their current educational values and practices; and 3) the role of day-to-day reflection on their values and practices. Open-ended questions that were developed in advance and field tested twice with teachers in the field (see Appendix C) provided a frame of reference for the formal interviews. The first interview with each participant was conducted before observational data were collected.

The second interview was conducted after all observational data for each participant were gathered. The questions that were asked during the second interview with each participant were drawn from the content of the first interview as well as from what was observed during each participants' lessons (see Appendix D). The purpose of this interview was to allow participants to: 1) talk and give meaning to their actions; 2) give reasons for decisions they made during the observed lessons; and 3) describe the nature of their thinking and reflection on day-to-day teaching.

The third interview named "vignette interview", was conducted after the second interview was completed with each participant. The purpose of this final interview was to reveal the participants' views about various educational issues (i.e., pedagogy). Open-ended questions were also developed in order to provide a focus and facilitate this discussion (see Appendix E).

Vignettes

Hypothetical vignettes which described different educational issues in classroom situations were given to the participants after their second interviews were completed. More specifically, the vignettes were provided to participants one day before the vignette interview was conducted. This was done primarily to give time to the participants to read the vignette thoroughly in their free time.

During this interview the participants were asked to discuss their views regarding the content of the vignettes. The purpose of having the participants respond to the vignettes
was to identify their views on different aspects of teaching. Each participant was asked to respond to four different vignettes. The foci of these cases were on: a) pedagogical issues; b) pedagogical content knowledge issues; c) moral and political issues; and d) social issues (gender and ability level). It should be noted here that the focus/title of the vignette was not identified in the copies given to the participants in order to avoid biasing their views. All four vignettes were developed by the researcher and are presented at the end of this chapter.

**Informal Interviews**

Informal interviews between the participants and the investigator occurred before and after observation sessions. In pre-observation discussions the participants were asked to talk about their lesson plans. In the post-observation discussions, the investigator asked teachers to explain if they made any changes in their teaching and what forced them to do so. This and other information, relevant to the research questions, that was derived from these discussions were recorded in the form of field notes and expanded later whenever necessary.

**Observations**

Each participant was observed several times while teaching regular class periods. The general purpose of the observations was to describe teachers' reflection as it was related to or affected life in the classroom and to describe what educational values were manifested in the classroom through the teachers' actions. On the average, each participant was observed 17 times for a total of 68 observations. The specific number of observations for each participant were as follows: 18 teaching sessions were observed from Aris's kicking, catching, and dribbling units; 16 teaching sessions from Liza's fitness, basic movements, and soccer units; 16 teaching sessions from Stella's tennis and volleyball units; and 18 teaching sessions from Lara's fencing and exercise physiology units. The duration of Aris's classes was 50 minutes and 40 minutes for the rest of the participants. The two elementary school teachers (Aris and Liza) met with each class once per week while at the secondary level the teachers (Stella and Lara) met with their classes daily. Clusters of lessons within a unit and across units (at least two) were observed. Also, clusters of
lessons across the same class and clusters of lessons across different classes were observed. Field notes were taken by the investigator during the teaching process and all lessons were videotaped. More specifically, during each observation the investigator took field notes related to the classroom activities and events pertinent to the nature and function of the participants' reflection, values, and practices. After each observation and before the next one the field notes were expanded, typed, and reviewed. The video-tapes were also reviewed after the lesson and supplementary field notes were recorded whenever necessary. A sample of field notes is included in Appendix F.

**Journals**

Holly (1984) noted that journal writing can be considered as “a reconstruction of the experience and...has both objective and subjective dimensions...in a journal, the writer can carry on a dialogue between and among various dimensions of experience” (p. 6). The participants in the study were asked to keep written or oral journals for the class periods that observational data were gathered. In asking teachers to keep journals the purpose was to explore the meanings these teachers gave to their experiences as well as to describe the aspects of teaching teachers reflect upon and consider important. Participants were asked to describe in their own words anything they wanted to discuss about their teaching. The investigator read the written or listened to the oral journals of the teachers’ previous lesson before observing the next lesson. During the observation session, the investigator looked for any target behaviors which had been identified for maintenance, improvement, or change in the teachers’ journals.

**Analysis of Data**

Data collected through observations, formal and informal interviews, a vignette interview, and journals, were analyzed inductively. Through multiple and careful examination of the data, key linkages, themes, and patterns emerging from various sources were used in developing categories to analyze and interpret the qualitative data (Erickson, 1986; Glesne & Peshkin, 1992; Patton, 1990). Since four participants were involved in
the study, the analysis of the data began with individual case analysis and was completed with a cross case analysis (Merriam, 1988; Patton, 1990; Yin, 1989).

Individual Cases Analysis

The analysis started after data collection for all participants was completed. Three major steps were followed in conducting the individual case analysis. First, data from all sources from each individual case were read and reread to identify common themes within and across participants. Second, an inductive categorical system was developed where data were organized and analyzed under the major common themes that emerged during the first step of the analysis (Erickson, 1986; Patton, 1990). Finally, narratives for each case study were written to report and present the findings of the cases. The realist type of case narrative was chosen to represent the individual case accounts. The most striking characteristic of realist narratives is "the almost complete absence of the author from most segments of the finished text. Only what members of the studied culture say and do and, presumably, think are visible in the text" (Van Maanen, 1988, p. 46). Realist narratives are further characterized by "extensive, closely edited quotations...conveying to readers that the views put forward are not those of the fieldworker but are rather authentic and representative remarks transcribed straight from the horse's mouth" (Van Maanen, 1988, p. 49). According to Van Maanen (1988), of all the ethnographic forms -realist, confessional, and impressionist - the realist narratives "push most firmly for the authenticity of the cultural representations conveyed by the text" (p. 45).

Cross Case Analysis

According to suggestions made by several scholars in ethnographic inquiry (Bogdan & Biklen, 1982; Erickson, 1986; Merriam, 1988; Patton, 1990; Yin, 1989), once the case analysis for each participant was completed the cross case analysis started. Themes and patterns emerging from the four individual cases were compared and contrasted for similarities and differences. Findings from each case study were examined across the four cases. The synthesis of the cross case analysis represents a descriptive and interpretive framework of the four participant's educational values, practices, and
reflection. The four case studies were synthesized to develop a representation of the phenomenon under investigation (Merriam, 1988; Patton, 1990; Yin, 1989).

**Trustworthiness**

The basic issue according to Lincoln & Guba (1985) in relation to trustworthiness of naturalistic research, is simple: "How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of? What arguments can be mounted, what criteria invoked, what questions asked, that would be persuasive on the issue?" (p. 290). Three of the major strategies discussed in the literature for establishing trustworthiness were used in this study.

**Triangulation**

Triangulation is one of the processes "by which the researcher can guard against the accusation that a study's findings are simply an artifact of a single method, a single source, or a single investigator's biases" (Patton, 1990, p. 470). Denzin (1970) indicated that triangulation may be accomplished by using different data sources, theories, methods, or investigators. In this study data triangulation, theory triangulation, and methods triangulation were used. During the data triangulation a piece of evidence was compared and cross checked with other kinds of evidence (i.e., comparing field note evidence with interview evidence). Theory triangulation was used in interpreting the data. Different theoretical perspectives, such as the four theoretical traditions identified within the reflective literature by Zeichner and Tabachnick (1991), were taken into account while looking at the same data. As Denzin (1970), suggested by looking at the data from a different light a phenomenon may be interpreted and explained more accurately. The final type of triangulation used in this study was method triangulation. As has been mentioned earlier in this document, several data collection methods were used in this study (i.e., formal interviews, observations, etc.). The rationale for this type of triangulation is that "the flaws of one method are often the strengths of another; and by comparing methods, observers can achieve the best of each while overcoming their unique deficiencies" (Denzin, 1989, p. 244).
Member Check

Member Check is a process of taking the data or interpretations back to the people from whom they were collected and asking them to justify the accuracy of the data or interpretations (Lincoln & Guba, 1985, Merriam, 1988; Patton, 1990). Member checking occurred twice in this study. First, after all interview data were transcribed and before data analysis, the interview transcription packages were provided to the participants. The participants were invited to clarify, elaborate, or suggest changes to the original responses. All four participants agreed that the transcriptions were accurate and none of them suggested any changes other than minor editing corrections. The suggested editorial corrections were made before the data analysis.

The second member check occurred after all four individual case narratives were completed. The case narratives, accompanied by a letter (Appendix G), were provided to the participants who were invited to correct inaccurate information and respond to the interpretations. More specifically, the participants were asked to provide their reactions on the findings and interpretation and were informed that their reactions would be included in this document. Furthermore, the participants were reminded that their identity would be kept confidential in this document or any published articles.

All four participants reviewed the case narratives and suggested slight changes to improve accuracy of factual information and/or to clarify their views on the quoted part of the document. None of the subjects suggested any changes on the interpretations other than minor editing. All their suggestions were incorporated in the final document and therefore the quotes included in the dissertation are a result of the changes recommended by the four participants in this study.

Peer Debriefing

Peer Debriefing, the process where the investigator invites people to comment on the findings and interpretations (Lincoln & Guba, 1985, Merriam, 1988; Patton, 1990), was also used in this study. Two individuals who were experienced in ethnographic and physical education studies served as the primary sources of peer debriefing. Shdedule peer
debriefing meetings were held with a member of this dissertation advisory committee who read the raw data, preliminary analysis, and interpretations, and final case narratives. The discussion in those meetings focused on methodological issues, the analytic process, and narratives interpretations. Reactions, comments, and challenging questions provided the basis for methodological and analytical decisions as well as for revisions on the case narratives and careful examination of the interpretations. The second individual was invited to read the narrative cases and comment on areas requiring more evidence and/or clarifications. In addition, the peer asked questions that challenged the investigator’s interpretations.

**Presentation of the Vignettes**

As it has been mentioned earlier, four hypothetical vignettes were developed to elicit the participants’ views about educational issues. The foci of the vignettes were: a) pedagogical issues; b) pedagogical content knowledge issues; c) moral and political issues; and d) social issues (gender and ability level). These vignettes are presented here so that the reader can comprehend the participants’ answers to the vignettes which are presented in the next chapter.

**Vignette #1: Pedagogical Issues**

Patricia Jones has decided to incorporate a teaching unit in her physical education curriculum that teaches students the basic skills of soccer. In the beginning of the unit, Patricia emphasized to her students the importance of passing, receiving, and controlling the ball for successful team play. Then she demonstrated the proper execution of passing, receiving, and controlling ground balls, and instructed the students to “divide into groups of three. Line up your group single file facing another single-file group. The first player in one line has a ball and begins the drill by passing to the first person in the opposite line and then sprinting to the end of that line. The player in the opposite line receives, controls, and returns the ball to the first person in the other line, and then sprints to the end of that line. Continue until each player has passed and received 20 balls”.

As the students were practicing the drill, Patricia monitored the students. Most of the students were involved in activity. For example, some students were passing and receiving lofted instead of ground balls while a few others were dribbling to the opposite line rather than just passing the ball. One group started a juggling competition while Patricia was working away from them. There also were two students who did not practice the drill by moving to the end of the line when it was their turn to receive and pass the ball. At some point, Patricia saw a group of students who started playing a soccer game of three against three. She approached the students and advised them to stop fooling around and to concentrate on practicing passing, receiving, and controlling ground balls.

Vignette #2: Pedagogical Content Knowledge Issues

Elizabeth Carroll is a physical education teacher who used to be a varsity volleyball player. During a volleyball lesson she introduces the spike to the students. Elizabeth sets up some learning activities for the spike the same way she would when she was on the team. More specifically, she has two large spiking lines, two tossers setting the ball, and students spiking the ball and then getting at the end of the line. After 10 minutes of practice the students exhibit some frustration. Many of them don’t have the timing, the tossers cannot set the ball consistently, and very few of the students are succeeding in hitting a spike during the drill. As the drill gets more frustrating for the students they say “come on we want to play a game, we want to play a game”. Elizabeth asks the students to pick up teams and play a volleyball game. During the course of the game most of the students touch the net, carry the ball, relatively some of them use three hits, they do not set up, and very seldom is there ever a spike that occurs. A few students are laughing and liking the game especially those who are more skillful as they get the chance to get better and execute their skills in the game. At the end of the class Elizabeth summarizes the lesson by asking if there are any questions. None of the students has any questions therefore Elizabeth dismisses the class.
Vignette # 3: Moral and Political Issues (Radical type of Pedagogy)

George Stephen is the physical education teacher in an inner city school. Forty percent of the students have minority background and virtually all the students come from working class families. George believes that it is immoral for youth in the city to be denied access to lifetime sports such as golf and tennis. Therefore, he builds a tennis unit that not only teaches the skills but also teaches students ways to fight for social change. More specifically, the unit includes two components: a) the practical and b) the theoretical. In the practical component, George teaches students the appropriate technique of the tennis skills and some strategy of the sport. In the theoretical component, he and his students discuss issues such as physical activity and lifestyle, lifetime sports, social change and physical activity, stereotypes of tennis, or social influences of participation in tennis. Last week, George and his students compared the tennis facilities and access for suburban and urban students. They talked about political ways to fight for more facilities and access to them. By the end of the lesson, George’s students developed an action plan on how to demand more tennis facilities in their school and neighborhood.

Vignette # 4: Social Issues (Gender and Ability Level)

The class is playing two full games of basketball. The boys and girls are divided among the teams in such a way that the four teams are of similar ability level. During the games, the highly skilled players appear to dominate both games. They pass to each other more often, they tend to hold the ball in their possession for longer periods of time, and they attempt more individual efforts or shots. Although a few assertive, skilled girls do take their fair part in the games, most of them defer to the boys who are not always better than they are.

Michael Nelson, the physical education teacher, observes that the less skilled players do not have as many opportunities to participate in the games. He stops the games and reorganizes the teams. Now there are two games going on, one between boys and one between girls.
Chapter Summary

A naturalistic inquiry was used in this study to provide a detailed account of how physical education teachers think and reflect on classroom and school realities in authentic experiences. More specifically, case study methodology was chosen as a means to answer the research questions. Participants in the study were four experienced physical education teachers. Data were collected through observations, formal and informal interviews, a vignette interview, and journals. Data were analyzed inductively using ethnographic strategies and reported as realist case narratives. Triangulation, member check, and peer debriefing strategies were employed to establish trustworthiness of the findings.
CHAPTER IV
FINDINGS: INDIVIDUAL CASES

This study was designed to provide a detailed account of how physical education teachers reflect on classroom and school realities in authentic experiences. The focus of the study was twofold in that it attempted to describe teachers' reflection within the actual teaching and learning environment and the role of reflection in the professional development of teachers. Two major questions and four sub-questions guided the study.

1. What do teachers reflect on during their day-to-day teaching and how is this reflection related to their practice and educational values? (Micro-reflection).
   1.a. What are the current educational values and practices of physical education teachers?
   1.b. What is the content of teachers' micro-reflection?

2. To what degree have teachers' reflection, educational values, and practices changed over the years? (Macro-reflection).
   2.a. What issues do teachers view as problematic in teaching and schooling over the years?
   2.b. How have teachers' educational values, practices, and reflection changed over time and what have been the influences for such changes?

This chapter presents the findings for each of the four case studies. Findings are based on all data sources: observations, formal interviews, informal interviews, vignettes interview, and journals. Each case starts with a short biographical description of the teacher and his/her students. Then, answers to the two major research questions are introduced. Each major research question is divided in sections and each section into themes corresponding to the research sub-questions. The chapter starts with Liza's case study and continues with Aris's, Stella's, and Lara's case studies.
CASE ONE: Liza

Biographical Description

Liza is fifty years old with 23 years of teaching experience (14 years at the elementary and 9 at the secondary level). She is an elementary physical education specialist who teaches in two urban public schools. Three and a half days a week Liza teaches at one school and the other one and a half days at another school. Both schools are located in lower socioeconomic class neighborhoods. Throughout her professional career Liza has participated in numerous teacher improvement and development workshops, has been a member of the teachers’ union and other professional organizations (e.g., Professional Development Schools), represented her school district in different committees such as the curriculum and multicultural education committees, and she has also been a cooperating teacher for many prospective teachers. Five years ago Liza finished her Masters’s degree with an emphasis in teacher education.

Liza’s students have diverse backgrounds. Half of them have an Anglo-American racial background while the other half have African-American and Hispanic American racial backgrounds. The social economic status of the students is low to middle. Liza indicated:

[The students’ background] is pretty diverse. Racially, it’s about 50-50. ... We're a priority 5 school. Which means we don't have counselors. We don't have a lot of the Federal programs. 40% of our students are on free or reduced lunches as opposed to 90% in some [other] schools. (Interview I, p. 9)

RQ. 1. What does Liza reflect on during her day-to-day teaching and how is this reflection related to her practice and educational values? (Micro-reflection)

RQ.1.a. What are Liza’s Current Educational Values and Practices?

In this section Liza’s current educational values and actual practices are presented. The section is divided into eight themes. These themes are: function of the program, curriculum/content selection, instructional format, using a new approach, instructional style and interaction patterns, the process of cooperation and negotiation, gender equity, and responding to a radical pedagogy.
Function of the Program

Liza believed a physically educated student is one who knows how to perform a variety of motor skills, enjoys physical activities, maintains an appropriate level of fitness, and is motivated to stay involved in physical activities and sports throughout his/her life. The characteristics of fully physically educated students after completing an ideal program, as pinpointed by Liza, can be identified in the following interview transcript:

I feel that the students should be able to enjoy movement. Also some creativity for example create own game; I think that's important in their skill development; motor skills, movement skills. I'd like to see them enjoy movement and want to pursue it through their entire life and their leisure time activities. Would have enough time to develop skills that they felt comfortable with sports or individual running, fitness type. Just that they enjoy activity also. (Interview, I p. 1)

In the school district that Liza works the physical education teachers have a specific curriculum to follow and the priorities of her actual program reflect that curriculum. She indicated:

We have a curriculum that we follow. For the intermediate grades, we start out with just two weeks of basic movement and cooperative activities and then we go into sport skills. Three weeks soccer, four weeks volleyball, three weeks stunts and tumbling, four weeks basketball, three weeks track and field, three weeks softball, and eight weeks fitness testing. And then there's fitness to be worked into our program as far as running, flexibility, and endurance. It would just be like the beginning of our lesson would include fitness activity and then we would go into other objectives. And then the primary grades is about 10 weeks of basic movement. There is more emphasis on that and less on sport skills. Manipulative skills are included in our curriculum. And spend some time on rhythms and dance. It's very broken what we are to teach specifically. (Interview I, p. 2)

During our informal interviews before a teaching session, Liza showed me her lesson plan and walked me through it. The following field notes were taken after such an informal discussion.

Liza approached me and showed me her lesson plan which included the major instructional task and objectives. She pointed out to me that the major skill for the day was galloping. However, a part of her lesson would be devoted to reviewing skipping. Then, she would introduce a game where students would apply the instructional skills into a game situation. During the game students would work in pairs enhancing cooperation. (Informal Interview before the Class, October 7, p. 9)
Discussing the main characteristics of students' who completed her program, Liza focused on the fitness test results.

I was for the most part very pleased last year. I have the results in the office. Approximately 80% passed the running. Pull-ups was the lowest and my goal this year is to have that improve. It improved from two years ago last year but it still isn't where it should be. It's the overhand pull-ups which is difficult. And sit ups I think it was like 92% passed and the sit and reach that was high 80's. Yes it's not perfect but to me it is somewhat acceptable for having them once a week. (Interview I, p. 2)

Comparing her students to students who finished different physical education programs, Liza pointed out the only type of data available for cross school comparison are the fitness tests.

The only data we turn in at all is fitness. I would say it's probably higher than many schools. (Interview I, p. 3)

A program which includes daily physical education is considered ideal by Liza. Having such a program the teacher could use assessment strategies to evaluate the effects of his/her instruction. She commented:

In our program if we had a needs assessment and a pretest for everything that we do we wouldn't have a lot of time for instruction. So I'm not sure if the end product is what I am teaching or if they actually came in knowing this already. I believe [in order] to know if you are instructing and they are accomplishing you have to pretest to see that. And that's where I feel our program is lacking. Some people I am helping I know that but as far as the whole population I'm not sure. They may know it when they come in and I'm not teaching it. I think if you had daily physical education you could monitor and have more testing and better evaluation. (Interview, I p. 1)

The major difference between Liza's actual and ideal program relates to contextual factors such as inadequate facilities and limited instructional time. She stated:

Ideally it would be nice to have a gymnasium. Where you work around tables and so forth you have to stop at 11:45 and I don't start teaching again until 1:30 because of lunch. Where if we had a gymnasium it would be helpful. That would be ideal. Seeing them more frequently than once a week. I just feel that once a week is not adequate at all. (Interview I, p. 3)

Reacting to the question of what bothers her most about differences between an ideal and her actual program, Liza stated:

The inequity of it. [Inner City School District] just doesn't have equal facilities compared to many of the suburban schools. ... The buildings for one thing. They didn't have specialists when this building was built. They didn't design buildings to have physical education. I don't know if it's money or not. There have been
additions made but there are so many schools. It's different than suburban schools where they may have three elementary schools and you're going to expand three. Maybe it's all relative but here it would be 117 buildings you have to add so it's just in a larger school system I think it's more difficult maybe to get what you want. (Interview I, p. 3)

Curriculum/Content Selection

As mentioned earlier Liza followed a specific curriculum. The activities to be taught and the expected outcomes are specified in the district curriculum. Discussing the content selection and main outcomes of the observed units Liza indicated:

We have to teach them [activities] every year. ... I think first grade was kicking a ball to a goal without the goalie. The main difference in the 4th and 5th grade is being able to dribble with control of some sort. Put it into a modified game. And passing to a partner while running parallel. We have certain soccer objectives that we teach. ... Cooperation. Also, I expect them to hopefully apply it later or enjoy it enough that they will have activity later in life because of what I do hopefully. Fitness, I hope for them to understand the concept of fitness - health related and how it works with the body too and everything. I guess those are the main outcomes. (Interview II, p. 30)

Liza noted that she uses formal evaluation strategies in order to determine if her instructional outcomes are reached.

At the end of class ... I give points for cooperation. Cooperation is one of the main affective objectives that we're looking for. We're trying not to have put downs but put ups. We don't have what they call PPOs. In our curriculum it would be for example can they dribble a ball with control 20 yards or can - like there are standards for fitness. It's much easier. That would be like PPO in soccer but we don't have them for anything other than fitness standards so it's kind of up to the teacher. Can they dribble a ball? How good is - yes they can. To me if they had control I mark that down. And the fitness I have records on everything they did. (Interview II, p. 30-31)

In the following interview extract Liza explains how she evaluated students after completing the soccer unit:

Last week I recorded if they could apply [the skills], I evaluated if they could demonstrate this [the skills] in a game situation. The skills for the most part and before we played the game they had to go through a little dribbling type thing and passing quicker and I had a notation on that for each student. I didn't do it individually. They would go up a few at a time. And then the fitness. We have records that we keep on the Physical Best. (Interview II, p. 54)

The following field notes were taken during a fitness testing lesson with the fourth grade.

Liza conducted a pretest for the one-mile run:
9:15. As soon as the students enter the gym Liza told them to sit in the blue space. Then she informed them that they will do the one-mile fitness test. They will run in a designated area which is equal to 8 and 1/2 rounds. She noted that students could run or walk. She asked a student to demonstrate the correct pace of running or walking. She also gave some cues about the pace of the 1-mile run. After that Liza read the names of the students who will run in the first group. The other students were assigned to do different tasks. The class walked out to the school yard. Students went to their tasks. The one-mile group did some stretching activities with Liza. After a few minutes Liza asked students to start running. While students were running Liza was looking at her stop-watch and prompted students. In every lap that students were finished Liza was giving the time to the student. She was also recording the students' time into her list. Liza concentrated on the “runners”. She gave cues (i.e., use your hands), and reinforcement (i.e., good pace) to the students. (Field Notes, October 6, p. 4)

The physical education teachers, in the school district where Liza works, do not agree on how to evaluate their students. Liza noted:

Some want to grade on behavior and some want to grade on skill. And we're grading differently right now because of the difference in philosophies and we'd like to get some kind of agreement where everybody in the school system assesses in the same manner. We have an effort grade. To me the effort grade is behavior. The OS [outstanding, satisfactory] would be skill only. It's just differences in philosophy. (Interview II, p. 54)

Liza expressed some concerns about the physical education curriculum in her school district. She commented:

Because there's so much transfer of students in [Inner City School District] that if we're going to have a curriculum I think that we should even be specific when we teach certain things so that kids get the variety that everybody else does [all have soccer in Fall]. (Interview II, p. 48-49)

A major disadvantage of the existing curriculum is too many activities to teach in limited instructional time.

Liza noted that at times she feels that she just exposes students to the curriculum rather than having them learn the content. She does not seem to like the fact that she has to follow the curriculum guide of her district. With only 30 minutes of physical education once per week it is hard to do what she wants to do in her program. (Informal Interview after the Class, October 22, p. 28)

Although, Liza was a member of the curriculum committee she disagrees with an exposure type approach to curriculum. She remarked:

Maybe have soccer and softball and basketball one year and the next year volleyball. Maybe just have three of the sports at the place each year. ... I don't know. Probably we should be teaching fewer things. That was discussed. I was
the only one coming from that philosophy. Other people think it's an exposure type thing. Expose them to a lot of different things. (Interview II, p. 49-50)

Instructional Format

Liza's instructional format could be characterized as active teaching or direct instruction. Instructional tasks were provided to the whole class followed by guided and independent practice. Liza actively supervised students during instructional time. Most of the students concentrated on the assigned tasks. When instructional tasks were modified by students, Liza stopped the practice time and provided corrections or reexplained the tasks. In other cases, she refined or extended the task to improve their skills. The following field notes, taken from a basic movement lesson, portray how Liza typically delivered content to her students:

1:30. The first grade students came in the gym, sat down, and started doing their warm-up routine. Liza was actively supervising them. She walked around and gave individual feedback and reinforcement. She pointed out that if they do a good job today Rocco, the small raccoon [a hand puppet], would talk to them.
1:35. Liza asked students to walk over to the black line and line up. She informed them that they would start walking and on the signal would start jogging around the gym. She emphasized that while jogging they should not pass each other.

Students started walking. With the signal they started jogging. Liza put some music on. After a few minutes the music stopped and a whistle signal was heard. Everybody stopped. Liza said "raise your hand if you know why I stopped the group". A student said people were passing. Liza told them that they should not pass each other when they were jogging and to go over to the black line and start again. Music was on again. This time students were more careful (they did not pass each other). Although the task was jogging some students were skipping. Liza saw that and stopped the music. As soon as the music was off, the students stopped. Liza reinforced the "good freeze" of the students. She said that she saw some skipping but the assigned task was jogging. She told students to do jogging not skipping. Music was on again. Students practiced jogging for a while.
1:40. The music stopped again. Everybody stopped. Liza asked students to find a self space. "Please raise your hand if you know what galloping is". Some students raised their hands. Liza asked a student to demonstrate the galloping skill. After the demonstration Liza said "let's analyze what your classmate did". They discussed the demonstration. Liza pointed out how the skill should be executed. She also demonstrated the skill a few times. Students were asked to practice the skill in a guided practice format. They tried hard to execute the skill correctly. Liza gave skill feedback to the group. Then, she took the drum. She told students to practice galloping around the gym and when they would hear the drum to change feet. "Everybody start, go". Students practice the new task for a while.
1:45. Liza blew her whistle. She asked a student to demonstrate to the group his "nice galloping". Liza explained why the demonstration was nice. "He is really concentrating. He changed his feet to the tempo of the drum". The students
clapped their hands praising the student. Then all students started to practice again. After a while Liza informed the students that the next task would be a little bit more difficult. They would do exactly the same task (galloping/changing) but with a partner. She asked students to find a partner. Using the questioning technique Liza pointed out how students should work with partners during the practice time. Students were asked to practice the new task for a while to get used to the partner idea. Liza gave the drum signal for the students to change feet. After a while they practiced the same task with music. Some students did the skill correctly and others tried hard to do it correctly. Liza provided cues to them on how to execute the skill the correct way. Without music, students were asked to go and sit in the middle of the gym with their partners. Liza introduced a chase/galloping/partners/game to students. She explained the rules of the game. She also asked a few students to demonstrate the game as she explained it. Then, she summarized what the students were supposed to do by checking students’ understanding of the task (e.g., when the music is off what are you doing?, etc.).

1:50. Students started playing the game. Liza prompted them during the game or gave explanations to a few students who looked confused. After two minutes she stopped the game. She mentioned that many students did not gallop during the game. She gave them some time to practice their galloping before they tried the game a second time. Liza told students to try the game one more time. They played for a while. During the game she prompted them to gallop. “Galloping, galloping....”. (Field Notes, October 5, pp. 1-3)

Describing her instructional method, Liza stated that “it is probably direct instruction; that is a change that I am going through right now. I want to put more [emphasis] on cooperative type situations or problem solving”. From her teaching experience she has come to the conclusion that given students current backgrounds they may learn better when they are involved in cooperative or problem solving situations. Liza indicated:

I feel they learn from peers more in a way. Rather than me saying something I want them to experience it and to figure it out. Like oh, I know why I did this. More than me just saying it. I try to ask questions. I really want them to discover things. Maybe it's because parents are not in the home as much and there are more children taking care of other children. I just feel you have about two minutes and then after that they turn you off verbally. And everybody is talking about this as far as kids listening. They don't have listening skills. I don't know what it is. They really depend on each other for the feedback and it's so different than it used to be. It used to be they expected the teacher to be imparting knowledge to them and I think it's more discovery now. They discover what you're trying to teach them. They need to discover it more. I've never been trained in teaching like this so I'm at a real dilemma in the sense that I guess I don't know how to do it. I'm trying to learn how to organize classes to do this. (Interview I, p. 8)

During observation periods, problem solving strategies and cooperating situations were used in Liza's class. The following field notes were recorded from a second grade class.

Liza informed the students that they will play a cooperative game; a game similar to touch-ball. Through questioning technique, students pointed out how they should
react during the game if the ball comes close to them (i.e., low, high, on the side, etc.). Liza gave them different possible situations and the students demonstrated how they should react to such a situation. Then, they reviewed and practiced the correct performance of throwing without a ball. Liza divided the students into two teams and explained the game.

Description of the game: Each student (from both teams) would throw a ball from the middle line of the gym in an effort to hit students from the opposite team. Students were trying with different body movements to avoid being hit. When someone was hit from a ball she or he sat down and waived their hands as an indication that they were hit. In the two corners of the game area there were the hospitals (one for each team). In the hospital there were two ambulances (the PE equipment with the wheels) and two medics. The medics were ready to go with the ambulance to take the students who were hit out of the game. Student who were hit did 5 jumping-jacks in the hospital area and then returned to the game. Liza emphasized to the students that if the medics were hit by a ball the game was over. Students discussed how they could avoid that happening. During the explanation of the game Liza also used demonstrators.

9:35. Everybody took a ball and put it between their feet. They were very quiet. They asked a couple of questions before the game. The game started. Students started throwing balls to each other. They tried to hit someone but not to be hit by another student. Students who were hit sat down and waived their hands for the ambulance. The ambulances carried students who were hit to the hospital. The "injured" students did five jumping-jacks and returned to the game. Students seemed to enjoy the game. Smiling faces were all over the gym. They were doing exactly what they were supposed to do and everybody followed the rules of the game.

9:37. Liza stopped the game. She asked if they had any concerns or questions about the game. Then, students chose two other students from each team to be "medics". The medics were chosen for their good behavior (i.e., cooperative).

9:40. Liza gave them a few seconds to discuss in teams the appropriate strategies to get the "injured" students out of the game without having them wait for a long period of time. "It is a part of the game" and you have to think of a strategy. Each team discussed this for a while. Students seemed very cooperative with each other.

9:45. The game started again. The game looked wonderful. Students were doing their best to hit someone, not to be hit, and the medics worked hard to help the "injured" students.

9:46. Students were asked to put the balls back and go and sit in the blue space. With Liza's prompts and questions students analyzed their game. They pointed out the rules of the game and what they were supposed to do in each situation. Then, Liza asked students how they felt when the medics did not give them the appropriate attention or did not help them when needed. They discussed this issue for a while. Then, they evaluated their performance and put the points on the chart for the overall lesson. Since they did not have any time outs and they were cooperative Rocco, the small raccoon, talked to them!

9:53. Students returned to their class. (Field Notes, October 21, 19-21)

The purpose of the above lesson was described by Liza in her journal as follow:

The objective was for them [students] to be able to dodge a moving object. And I felt the lesson went pretty well. The kids really enjoyed the game. Some of the students weren't using opposition. I tried to give feedback on that to improve their
skill. They seemed to understand the dodging concept. As far as cooperation I felt they were reflecting on that in a good way at the end. There was dialogue about it. And some of the students understood the strategy involved. (Journal, October 21, p. 5)

Liza involved her students in the process of analyzing their learning experiences. At the end of a lesson she and her students reflected on the teaching and learning process.

In fact our debriefing ... it’s a kind of a reflective time for the students also. Like it may be tell me something you learned today or if we’ve had a problem of some sort among a couple of students we may discuss that in a real positive way. Not a put down way. We all saw what happened today. Is there any way we can help that this won’t happen in the future? A different way of handling things. (Interview I, p. 25)

Liza indicated that the main purposes of this debriefing section of the lesson are to solve any problems and help students develop observation and cooperation skills. She commented:

We have a debriefing and hopefully if there are problems they can analyze those. They are reflecting also on what happened in the class. Being able to develop observation skills with the students so that they can give feedback if they have the opportunity. I’m trying to teach observation skills and strategies on cooperation. How can we do things better? Problem solving I guess. (Interview II, p. 52)

Using a New Instructional Approach

Liza has been concerned about the traditional way of teaching skills to students (e.g., the skills and strategies of a sport are taught isolated and then applied in a game). In the following interview extract she described the reasons that made her look for a different way of teaching physical education to her students:

When you really look at what we do as adults when we go to play bridge before we start the game we don’t just deal a hand and just do one facet of bridge over and over again and never play the game. We start with the game, briefly go over rules. Deal out and when they say we’ll work through it so you learn. We don’t sit without cards and not playing the real game. But yet we expect students [to do so]. So I try to get into more game-like situations. And then in multicultural terms they say from part to whole and whole to part. ... Show things to the students so they can see the whole on their level. ... Because many students have not seen the whole game like a volleyball or soccer game. They’ve never seen it. ... But particularly African American students learn from whole to part and we do everything with part to whole for the most part except Dr. S_____ Sport Model. (Interview I, p. 27)
Liza decided to use ideas and concepts from the “Sport Education Model” in her soccer unit this year. The following informal interviews and selected field notes segments were recorded the first day of the soccer unit while teaching fourth grade students. (October 20, pp. 14-16, p. 18)

Today is the first lesson of the soccer unit. Liza decided to include something new in her lesson plan. Having observed a workshop relative to the Sport Education Model, she decided to apply some of its ideas to her classes. She designed a lesson plan which included the concept of offense and defense. Her lesson plan included 3 different stations all of which included the offense-defense concepts. Since it was a cold day the lesson was held in the gym. Liza tried to figure out how and where she should have students practice the 3 stations. The gym space is so limited and creates problems for teaching. She was wondering if the station idea would work. She never did that before. Usually, she had all students practicing the offense skills. [Note: The gym is a multi-purpose room. Students have breakfast and lunch in this area]. As soon as students finished with breakfast, Liza started setting up the equipment for the lesson. There were two people who were closing the tables and cleaning the gym. Also many people (or school students ) passed through the gym to go in the main building. They used the gym's side door since it was close to the parking area. There is not a lot of privacy where Liza teaches.

Observation during the Instruction

10:17. The 4 grade students entered the gym, found a self space, and started their warm-up activities although the gym was not clean yet. Liza was actively supervising them.
10:20. Students practiced “the changing direction task”. They were moving around the gym and when they heard Liza’s clap they changed direction. Liza introduced the offense and defense concepts. She gave explanations of what each term meant in soccer. She also used many student demonstrations.
10:25. Students were asked to find a partner and practice the changing direction task with their partner. One student was the offender and the other the defender. Liza stopped them a few times and provided group feedback. Then, they changed roles. After a while Liza introduced the dribbling. She emphasized why dribbling was important in the sport of soccer and she pointed out the correct performance of the skill. Then, she asked two students to demonstrate dribbling (offense) and defense on dribbling. Students listened to her instruction quietly.
10:30. Students took balls and started practicing the new task. Then, they switched roles.
10:35. Students were asked to put back the balls and listen to a new task. Liza explained to them that they would work in 3 different stations today using the offense and defense skills. Before she started explaining the first station she asked all students to sit in the blue space.

Description of the Stations. First Station: Eight students were assigned to work on this station in order to play two against two. One group of four students would play offense and four students would play defense. The offensive students dribbled the ball toward the goal area and one of them tried for a goal. Then they should leave the ball inside the hoop and go back to the area where they started. Then they should switch with the defensive players. Second Station: Four offensive and four
defensive students. The offensive players dribbled the ball and passed to each other until they reached the end of the gym where they left the ball in the hoop. Then they went back to the other side of the gym and switched roles with the defensive players. Third Station: Eight students in pairs. Each pair played one against one and then they switched roles.

10:40. Students started practicing their tasks in the three stations. The stations seemed to work. Although the space was so limited, the students learned how to deal with that.

10:45. Rotation of groups. Students started to practice again in their new station. They seemed to understand exactly what they were supposed to do at each station.

Informal Interview after the class

Liza told me that probably her lesson today would look very chaotic on the videotape. She said that this is the first time that she is using this type of instruction. She felt that she spent too much time explaining the stations but she wanted to make sure that students would know what to do in each station. However, next week students would have more time available for practice since they now know what they are supposed to do. Liza was wondering if a few years ago she would be willing to try new things in her teaching. At this point of her career she wanted to try new ideas and things in her classes. She also told me that she prefers to challenge students and herself. For example she said she does not see any reason to have students practicing something they know or something they get to do for ever. It is much better to challenge them to learn new things.

The following journal segments is a part of Liza’s reflections on the above lesson:

I tried the new approach ... where you take the skills and put them into game-like situations immediately. I think I'm really going to like this approach to teaching. I feel a little uncomfortable right now with it. ... I have to think about it to make some changes I guess. But I'm really excited about this because teaching the part, each skill in it's own part and then applying it to a game at the end just never worked out really well. The kids would kind of panic when they were in a game situation. So I think the concept of offense, defense and game-like practice will benefit the students very much. (Journal, October 20, p. 4)

Liza pointed out that the new approach had positive effects on the students. They seemed to understand and play the sport of soccer in a better way. She noted:

What I really liked from the soccer unit was that ... the students that normally would not get involved in a game quite so much or are kind of the competent bystander type they're on the floor and they were really into it. They weren't highly skilled yet but they understood the concept of the offense and defense, the game which to me was kind of exciting because I've never accomplished that before where that many in a class really appeared to know what they were trying to do. (Interview II, p. 31)

Commenting on the question if she had the chance to teach similar units to similar students next year would she do something different Liza pointed out:
I like the philosophy of the defense/offense which I had never done before. I want to improve on that. Presenting it maybe in a different way like the active defense instead of staying on the passive. That type of mistake I really made. Those kind of mistakes. But our objectives would be the same. You can teach it any way you want to. I don't think I would go into stations so quickly. I would do more large group, one-on-one offense and defense. Stations sometimes bothered me. I'm not sure that's the way to teach sometimes. We tend to use them a lot. First of all three weeks [three lessons] is not long enough for soccer. You start rushing through and nothing really is accomplished in some ways. (Interview II, p. 35)

**Instructional Style and Interaction Patterns**

Liza believed the instructional tasks within a unit should progress from simple to complex and teachers need to consider the needs and skill level of their students in designing appropriate instructional tasks. In criticizing this issue from one of the vignettes Liza stated:

She [the teacher] was obviously teaching physical education and not considering that all students in physical education aren't that caliber of a player yet. She was just trying to show what she could do it looks like to me and not considering her students at all. (Vignette Interview, p. 72)

For Liza, expectations of performance should be aligned with the developmental level of students. Teachers need to design lessons that provide all students the opportunity to experience success. Liza pointed out that teachers have to modify the game or the scoring of the game to encourage better use of the skills during game situations. Liza commented:

And the athletic kids are the ones that do it if you don't design it differently. So that they have to pass the ball or give points for a forearm pass at the right time. If they hit it at least two times, two points, three times is three points. You might modify the game, the scoring of the game to encourage better use of the skills they've been taught. (Vignette Interview, p. 71)

It's hard to teach like at 5th grade level, the three hits. They're not skilled enough to turn their body to get the three hits even in a little mini game and have each player hit the ball. That's hard to do. But they have to hit it at least twice to keep the smacking from going on. I don't require three at the elementary level. And setting is a very difficult to do it at finger tip. They try. We use the beach ball which makes it easier but then when they get into the trainer volleyball it's faster and it's harder for them to get in place and under it and judge the timing and all that. (Vignette Interview, p. 71)

Liza believes teachers need to use a variety of activities to maintain students' interest. They also need to use demonstrations to present specific instructional tasks. Liza commented:
The students were passing and receiving lofted balls. I don't know what was done prior to this. If there were demonstrations given or if they were not. If this was the first time they were passing, maybe a demonstration needs to be given on keeping the ball close to the ground as opposed to in the air. (Vignette Interview, p. 58)

Liza believes that explicit tasks need to be given to the students. She noted:

I don't think clear directions were given or explicit enough possibly for the students to understand. I'm not sure on the lofted ball. I don't know if she said keep the ball close to the ground. I don't believe that she explained what she wanted the students to do. Maybe they didn't understand what that meant unless they had done it before. (Vignette Interview, p. 59)

Many demonstrations were used by Liza during her teaching and the following field notes is a typical example of this process.

9:30. Students sat in a circle. Liza informed them that she wanted to review some things they learned in the last lesson. She asked them if anybody remembered what they did. A student said galloping. He was asked to demonstrate the skill. Liza pointed out the correct performance of the skill. She demonstrated also the incorrect performance of the skill. Then, all students practiced galloping (guided practice). After a while Liza stopped the class and gave some group feedback to students. "The foot does not pass the hill". She also demonstrated the skill. Students practiced again. "Concentrate on what you are doing...". Then, Liza told students to show her the difference between skipping and galloping. A girl demonstrated the low skipping and high skipping. Some time was given to students to practice skipping in low level and then in high level. (Field Notes, October 7, p. 10)

According to Liza teachers must actively supervise students during the teaching and learning process. When the task starts to become monotonous the teacher needs to make it more challenging. The progression of the tasks and their appropriateness within units of instruction should be considered by teachers. When modifications of the instructional tasks occur during the teaching and learning process, Liza indicated that it may be an indication that the teacher did not plan well. Students modify tasks to make them more playful, interesting, challenging, or closer to their needs. Teachers often isolate the skills and do not apply them in game situations. Liza believes that the application of the skills in a game situation is necessary in order for students to see the value of what was taught. She stated:

If they start creating their own or modifying their own activity I feel sometimes at least that it is the teacher planning the lesson incorrectly. Of course your students do want to play the game. It's just standing in lines for drills doesn't seem to work and that's why with the soccer I would put in the concept of offense/defense earlier
I believe... I feel this [offense/defense] needs to be in here somewhere at this level. Which would have given them the game-like experience that they were looking for. At the end maybe practice this and say then after we go through the drill let's play. (Vignette Interview, pp. 59-60)

Liza described the tension between needing repetition for improvement and variety for student interest:

When the students start doing their own activities it's because generally out of boredom but on the other hand some things are boring. You have to stick with it to do it right. To me many students want to have the fun of the activity and I'm really torn with this. Because you want them to have fun. If they don't enjoy the activity they will probably never play it outside of school. But on the other hand when they want to play a game many students want to play a game and so that's why I was so interested in starting with the offense/defense and game-like. I've been doing skills for years. That's what the books have all said. That's the way I was taught. And having just isolated drills and then trying to put it together at the end into a game to me that was not successful. Even though I thought that was the way to do it. I want to change that and work on the skill but have it more game-like more quickly. So I'm not sure it was the students fault necessarily. It kind of depends. If they were doing the juggling and then they would get back on task and if they were doing it just to play around to me there's a difference. You can feel if it's more boredom or just doing it just to be doing it. But you have to set it up so it isn't boring any more. They need challenges. They must not have felt challenged or something with this lesson. Fooling around to me would have been pushing and shoving and doing something like that. They were trying to modify the game to make it more interesting. It is different. To me fooling around would have been completely off any kind of soccer skill. Any kind of soccer than just playing around, fooling around but they were trying to say to her this is a little dull. Can't we play the game with three on three. Maybe that could have been a contingency from her. If we can get through this real quickly and do this then we're going to play three on three. (Vignette Interview, pp. 60-61)

The instructional climate in Liza's classes was positive. She interacted frequently with her students in a positive and supportive manner. Group and individual feedback, reinforcement, and public recognition were provided often to students. During the debriefing section of lessons students were nominated and awards given. When Liza was asked to provide some specific examples about her program that reflect her educational values and beliefs she pointed out:

I want to create number one a positive climate for students. Positive or neutral, not negative. I value cooperation. I don't want any student to be fearful of anybody or anything. I believe you should try to create a positive self-image, self-esteem for students. (Interview, I pp. 6-7)
Liza described some instructional strategies she uses to promote students' self-image and self-esteem:

With the primary students I give them a piece of paper, with a sticker stamped on it. I pass that out if they're really working hard or helping somebody or being cooperative. And then as a class I try to give them a lot of positive feedback. I try to be specific. Not just good job. Then the class has a reward. They get points if there are no put downs by any of the students, if nobody goes to time out and attendance, or if there is no more than one absent. Then the class with the most points gets extra, like free time. Kind of whatever they want to do. And then with the older kids I want to put it on peers also to recognize that somebody is being helpful to each other. To me we're getting out of that. Children don't want to do nice things for each other. It's sort of a put down type thing and more of a negative. So I'm trying to do the opposite in here. ... I want everybody to feel comfortable in my class. To try things at least and do the best that they possibly can. And then the students nominate somebody that has done something above and beyond the call of duty and being cooperative. So they nominate and then they'll get a little certificate type thing. I hope this builds self-esteem, I don't know with once a week. (Interview, I pp. 6-7)

In rewarding or teaching appropriate behaviors to young students, Liza used another strategy. She described the use of the small raccoon, hand puppet, with the children.

I have a little raccoon called Rocco and if there's no time out it talks to the class during the debriefing. That's kind of a reward too for little kids. If there are no time outs and everybody cooperates Rocco will talk to you. Things like that and then you can have Rocco talking about behavior too. Like with kindergartners. It's kind of hard to get kindergartners sometimes to get with the program so it kind of helps. Like I have Rocco freeze - how you should freeze and stop your body and Rocco jumps around. This is when Rocco freezes. It takes it off of them like showing that Rocco can do it and expects them to do it. I tried that for something different this year. To try to connect with kindergartners more quickly because it takes a while with them. (Interview I, p. 25-26)

During lesson closure Liza gave some certification awards. More specifically, students were asked to nominate any students who exhibited desirable behavior during the learning process. Liza explained:

They can nominate a student that has done something particularly good. They have to give a reason like feedback; when I missed the ball they said good try or something like that. And I ask the whole class if they agree.... What I'm trying to stress is cooperation with that. And if I saw them put down I can say no, not this time they don't deserve it. Maybe the next time. Let them work harder. (Interview II, p. 53)

An example of a nomination follows:

9:45. Liza asked "Any points today? Any cooperative behaviors?". Two students were nominated for their cooperative behaviors. Liza gave certification awards to the nominated students. (Field Notes, October 22, p. 26)
Liza developed a poster chart system where the points for each class were recorded. In an interview Liza explained how the chart system works as a rewarding strategy:

The class that gets the most points get a “free time” (extra physical education), so they can come down and do anything they want. And this happens every nine weeks. Like I just had one. It was a tie with the first grade and the third grade room and then I go to attendance. That's why I keep attendance. If there's a tie then we go to attendance - I'm trying to - another issue is increasing attendance in the schools so I try to make it that I feel it's important. Just to reinforce attendance I guess is why I have that in there because it's kind of irrelevant in a sense but I want them to know that attendance is important and all that. And time out. If there are no time outs they get a point. And then I give them a real special certificate that day and it's a more expensive one rather than a cranked out one. So they got it the other day and they really enjoyed it and are trying to get points to come down again.

(Interview II, pp. 53-54)

The following field note segment manifests how class points were distributed in Liza's classes:

Liza blew her whistle and asked students to go and sit in the blue space. As soon as students were ready she asked them to reflect on the learning process. She asked them different questions. For example if they noticed any problems during the game, why some students were not doing the skills correctly, etc. She talked for a while about the importance of cooperation. She pointed out that students could not have points for cooperation today since they did not work very well with their partners. She gave them points for not being absent. She was very explicit for why the class did and did not earned points. A girl was asked to check the class points on the poster chart. Then, students were asked to line up in order to return to their classroom. (Field Notes, October 5, p. 3)

Students in Liza's classes were observed to treat each other well. An illustration of a fourth grade soccer lesson follow:

10:15. Students practiced the new task with their partners. After a while they changed roles, the offender became a defender and the opposite. Students were mixed up and worked together pretty well. For example, some girls were working with boys, boys with boys, girls with girls, black with white, and Developmentally Handicapped students with general students. (Field Notes, October 20, 17)

When an inappropriate interaction occurs in class Liza and her students discuss it and try to come up with better ways of doing things. Liza stated:

I don't think I've ever had for example a fight in a class or anything like that. Now I'm still working on it. At the beginning of the year there are more negatives than there will be later on in the year. It's just a carry over from interactions in the neighborhood or whatever but for the most part they're really pretty good. They don't make fun. That's a big issue. Making fun of somebody or laughing and put downs or any of that is just not allowed. Shut up isn't allowed. I just won't tolerate some things. I just want all children to feel good when they come in there
and know that this is not going to happen to them. I'm not saying it doesn't and I
don't hear it but if a student comes up and ever says anything they deal with it.
Problem solving. We discuss it. If it did happen rather than yelling at the student
who did it there would be a consequence for that student but we would discuss
another way of doing things. If this happens what could so and so have done
instead and this type of thing. I try to work on that. (Interview I, pp. 13-14)

Discussing the kind of relationship that Liza has with her students during and outside
instructional times, she indicated:

I feel I have a really good relationship with students. I've learned to get along with
the more difficult student in a way. I kind of think that's probably one of my
strengths is in being able to talk to or calm them if there's a problem. I've never
had a fight in class. I just feel something is going fairly well to not have any of that
happen in class because it's a very physical situation. I try to make positive calls
home which really helps. I make like five a week of those. I want to increase that
but I rarely call home on a negative. I want to try to work it out with the student
here. To me we teach how to tattle. I think a parent has a right to know if there's a
problem but handle it in a way that it's information-giving as opposed to what
should I do. (Interview II, p. 46)

Comparing her relationships with the students to student relationships with other teachers
Liza noted:

I have the advantage that I teach them all whereas the other teachers have one
group. With the whole student population I feel I have probably better rapport than
the classroom teacher because I teach all of them. (Interview II, p. 46)

The Process of Cooperation and Negotiation

Liza and her students negotiate meanings and actions during instruction. Students’
cooperation is considered by Liza as a necessary prerequisite for instruction.

That [cooperation] would be a part of respect for each other. I think you have to
earn respect. I never go in and insinuate that because I'm a teacher I have your
respect. That is no longer present in our society and I feel you have to have the
cooperation in order for instruction to take place. I think it's very important.
(Interview I, p. 14)

Explaining the phrase teachers do not have the respect of the students automatically in our
society, Liza pointed out:

Like we were taught for example to respect all adults. It's hard to say that to a
student when there's abuse. Just because somebody is an adult doesn't mean they
automatically should be respected I don't think. I think you kind of earn that.
(Interview I, p. 14)
Liza is willing to negotiate elements of her instruction though these negotiations must stay within the boundaries of the subject matter objectives. She stated that:

As long as we are still covering the subject objectives yes. Just because students would want to play basketball all the time for example, no. They can maybe earn it if they do like a Premack principle. (Interview I, pp. 14-15)

Liza provided further information:

Sometimes I give them a way out of a situation. I don't always have to win. ... Sometimes I put it in contingencies. If you do this then we can do this. I do that with some classes. Like dance for example. If you say we're going to do a dance - ooh, aah. No - we don't. ... So sometimes I'll put a contingency on it if we finish these two dances then you can have choices of activities at the end. If they said I don't want to dance I would never say then we're not going to do it today. No. Not unless there's a reason other than I don't want to do something. (Interview II, pp. 37-38)

According to Liza teachers need to be able to read their students actions and messages and modify the activities when appropriate. While designing instructional units the teacher should ask and consider the students' opinions and input. She suggested:

I think it's [to read the students' messages] important as long as it's not completely off the subject and the objectives. It's different saying I don't want to play soccer. You might find out why they don't enjoy it or what experiences they've had and why they don't want to. I don't think you should necessarily change units but within your unit I think there's nothing wrong with input from students as long as you're on what you're supposed to be teaching. I think students opinion is very important. Student input. Next year I would like to have them evaluate units more in writing. How can I improve? What can we all do to improve the unit? (Vignette Interview, pp. 61-62).

Liza explained why she considers students feedback important:

If 90% of the students want something and you never give that something, whatever it is, it probably won't work. You won't enjoy it and they won't either. I think you're still in control of the situation in the sense of what is being taught. You can't just teach anything but I think it's important because part of it is that they enjoy the sport. If they don't enjoy it they probably will never use it. I think it's important. Student empowerment. (Vignette Interview, p. 62)

Liza pointed out that in the case where she would have designed an unsuccessful lesson she would have discussed the lesson with her students and asked students' opinion of how to do things differently. Liza explained:

I'd ask why they did not like the drill. If I wasn't smart enough to figure out why they wanted to play a game rather than doing a spiking thing I would probably ask why. If I had really planned a lesson that I thought students would like and then they kept saying come on we want to play a game I would want to know why.
What was lacking in what we were doing. If they didn’t find it exciting enough and stay with it. But I would probably apologize to the class during the closure that I had planned this kind of a lesson. I’d say I don’t know what I was thinking of teaching spiking. Really I would apologize. And I would ask the students what they would change to make it more interesting. They have a lot of good ideas on how to do things. (Vignette Interview, p. 73)

When the majority of the students are not cooperative during the presentation of a new skill it is an indication to Liza that her instructions were not clear enough. Liza provided an example of how she deals with situations where some students are cooperating and some do not cooperate:

If it's volleyball skills like the forearm pass and they're doing it real hard something like that and they are not cooperating. The ones who are working I tell them to go and play a little mini game over the net. And I will take the group that is not cooperating and we'll go over it and I’ll tell them maybe you didn't understand me. I will try to treat it like they're doing the best they can. They just don't understand as opposed to them thinking that they're doing it to aggravate me. By saying maybe I didn't explain it correctly they would say we know what to do. We just weren’t doing it. I'll say well you’re going to have to show me how so we'll start over and I'm sorry that you didn’t understand it. I kind of play stupid as far as that they didn't understand it. If they would ever not be cooperative. Then the other kids are playing this little mini game while the athletic kids many times are the ones over here I’m going over it with them again on how to do it. They just get a little carried away on thinking they are the athletes and they're way beyond what I'm trying to teach. So that's what I do. (Interview I, pp. 28-29)

Responding to the comment on what happens if students do not like what she teaches them, Liza indicated:

About the only time I get this is from the higher skilled students who think they are great athletes already type thing. For example basketball. They say why can’t we play the game. It was the first week and we don’t want to do the skills. ...When a student does challenge you like that just tell them ‘if you can do this then we'll do what you're asking’. So that's kind of how I handle if it comes up. I try to play a mini game at the end so it's not just skills because then they see no reason to work with skills but they want to play the real game right away. (Interview I, p. 27)

Commenting on the notion that some teachers demand less of the students in order to gain and maintain their cooperation, Liza stated that some times the nature of the content and the context define the instructional expectations that she holds for her students. She indicated:

Like in volleyball I expect everybody to be able to hit the ball over the net three out of five times. But it's not really to maintain cooperation necessarily. I just don’t feel four times in volleyball I can expect them to serve perfectly. To me it takes longer than that to develop the skill and volleyball is a skill that is not played too many other times with children except in classes. So I would be more lenient with volleyball than maybe basketball or something they’ve had the opportunity to play
at parks. They can go to a park and there's no volleyball net. And it's not seen on television again so sometimes it depends what I'm teaching. I may be a little more lenient in how well they do. Sometimes I don't have as high expectations of gymnastics for example. When do they do it any other time? In the sense of having mats and everything to work with. I don't know. They don't have the opportunity except maybe on the ground which we don't allow it here. (Interview II, p. 39)

**Gender Equity**

Liza believes that there is no reason to divide students during physical activities based on their gender. She emphasized:

There was no reason to break them up into boys and girls because that wasn't the problem. It was assumed that all the boys were highly skilled I guess which I had never had a class ever make that assumption. ... I would never divide it boys and girls. (Vignette Interview, pp. 74-75)

Liza emphasized that the decision to separate boys from girls did not solve the problem in the vignette. She stated:

What about the less skilled boys? How did they feel? They still didn't get the ball either. The athletic kids, the highly skilled, took over in both groups. (Vignette Interview, p. 76)

Liza would have organized the lesson differently. She described:

Maybe you would have only one game going on and have some working in stations. You could be working on maybe shooting over here or one-on-one or two-on-two, little mini games over here, and then maybe those who feel comfortable playing five-on-five or something or if you feel they're ready. I would never just put that's the only choice that there is to play five on five basketball for the students. I guess I would give students a way out of it. Of practicing in another way first. Some students are ready to play five-on-five basketball. Some are not. Also I would never say okay, all boys over here and all the girls over here. I won't even line them up that way to lead. (Vignetted Interview, p. 78)

According to Liza male teachers tend to believe that male students are better in physical activities than female students in physical activities. Liza noted:

I don't want to stereotype either necessarily but to me many times a male physical education teacher feels that males are better overall in a sports skills than girls are. It came out in our meeting. We were integrating math concepts and one male teacher said I have little girls that can't play basketball. We're trying to work on gender issues and all these things and he said it right in the meeting. ... I don't know where all these social expectations came from. A tom boy, sissy. All these terms. To me she's a girl who likes sports. She is not a tom boy. That's negative. (Vignette Interview, p. 76)
Liza stated that students are socialized to perform different roles in society. From her teaching experience she observed female students have been reinforced to be less assertive. Female and male students have been socialized to have different perceptions of academics. Students from both sexes with low economic status and minority background often do not consider education important to succeed in life. Liza described an event from her teaching where her students' views about their roles in society are revealed.

It's true there are only a few assertive girls because of the socialization. They're not reinforced for it so eventually as they get older they become less assertive. Education is more important to girls all around. I ask classes how many thought they would be professional players and that's how they would make their money as an adult. All boys raised their hands. Only a few girls. ... And it was mostly minority students who felt they would be professional players. So I asked the girls what sports they would be making their money in and they were going to football, basketball. That kind of threw me. Never golf, tennis, because that is where a woman makes money in sports for the most part. And then I went into how many professional players, not to spoil dreams or anything but in reality, have gone to this school to show that in case you don't make it it might be good to understand math and be able to read. That was my whole point of the whole thing. But girls are more serious about school I think in some cases. Let's say in this type of setting. Coming from non- higher educated parents. But that's how they think they will make money. That the only way they'll ever be rich is to play sports. Not that you have to have higher education in order to make money but if they're low economics they don't have models of people making money through education. The models are the sports figures on television. So therefore that's the dream. (Vignette Interview, p. 75)

In the following extract Liza expressed a dilemma that she faces in her school. Although she believes that educationally it may be appropriate to divide students on skill level in some cases this strategy may not be appropriate for social and psychological reasons. For example, in basketball she does not use this strategy because it is completely inappropriate for her context:

But it's very hard to do this socially. To divide the classes, particularly basketball, and put the highly skilled boys and highly skilled girls over here and the lower skilled boys and lower skilled girls here. They may not say it in class but they will say it to them outside. Oh you didn't play on the highly skilled group. The kids know. Just like reading groups: who is in which reading group? They know who is higher skilled or more assertive or aggressive. And they would make fun if I divided them into high skilled boys and girls over here, less skilled boys and girls here. Particularly in basketball I would never do that here. I couldn't do it here. ... I would never divide high skilled and put a boy in a less skilled group because it would be terrible outside of what they'd do to this kid. They'd crucify the boys that were not on the high skilled group. They'd call them sissy that's what they're
socialized into saying. That's why boys act up in school. They're reinforced there. They're all boy if they do that. (Vignette Interview, p. 76)

Discussing her views on single sexed classes Liza remarked:

I don't think it's fair to differentiate. It would be like having, assuming in math boys would be better so we'll have an all boys math class and an all girls math class because we assume they're not into math like these kids are. We would never do that in any other subject areas so I don't think we should do it in physical education. ... In physical education it would be much more accepted than any other content areas. If they want the boys to play against the girls the parents probably wouldn't even question it in physical education but if you have a boys math class and a girls math class they would question it. (Vignette Interview, pp. 77-78)

Responding to a Radical Pedagogy

Discussing the vignette on a radical pedagogy, Liza saw value in a physical education course where strategies for social change are discussed:

I think the theoretical part should have been taught. Also on fighting for social change; I totally agree with that. ... To show that you're aware if nothing else that you don't think everything is okay. I assume this is at the high school level. It didn't really say. I would think that would be secondary level, lifetime sports in our curriculum. It's a stereotype that minorities don't play golf and tennis. There are a few minority [who play] golf and tennis. But it's like in books. If you would pick up a book on gymnastics or golf or tennis it's generally a Caucasian showing. Just like a gender problem. Showing basketball males, gymnastics girls, and there's generally a white girl gymnast and a black male basketball and then a white male tennis. Many books are like that. Now they're starting to become aware but it was through the teachers pressuring. In a sense that's social change that we're doing. Done in a non-violent way but to not always accept things the way they are but teach kids how to go about it in a good way. I think it's great. (Vignette Interview, p. 63)

Liza noted that if she had the chance to design such a course she would like the parents of her students to be participants during the discussions for two reasons. First because elementary students may misinterpret her intentions and secondly because the content of such discussions may also encourage parents to get involved in social changes.

I'd like to see not only students social change but to involve parents also at that level and students would be there also. I just don't know if they would go home and maybe say we talked about that we don't have tennis courts and my teacher said it was terrible and we should go out and fight for social change. I'm not sure if all students would understand and maybe go home and say it in a way that appeared like you were, there's nothing wrong with being, a rabble rouser but I'm not sure for what age level will be appropriate. (Vignette Interview, p. 64)
According to Liza a lot of people, including teachers, do not see the real problems and issues in society and do not want to talk or get involved in the process of solving social problems. She noted:

Like the Malcolm X movie that's coming I think that needs to be discussed. People don't want to talk about the real things sometimes or the real issues. Most teachers don't want to. So nothing ever happens between teacher and student. It's kind of a false. We're out here with all this content stuff and here these kids [have many social problems]. But we're pressured to teach not to socialize. I like how they [teacher in the vignette] worked it in practically and theoretically tying it into the lesson. I never thought about it that way. I like that. An action plan on how to demand. That's great. I think you can do it now more than you used to be able to in education. Maybe talk to students this way but we were always taught you keep the lid on. You don't make waves. We have a lot of people my age that politically aren't even involved themselves or don't even think about politics. It's kind of you live in a little educational world and all this is going on around you. They are not involved in teachers' union. They are not political activists in any way so I don't know how they would teach their students to fight for social change. (Vignette Interview, p. 64)

Speculating why a teacher might do this sort of thing in physical education, Liza noted:

Anybody who has read Jonathan Kozal's book [Savage Inequalities] would really want to do something about the inequity in education. And I'm sure this person just thinks that it's not equitable. And wants to fight for it. I've never thought of doing it this way through the students. It's such a big problem but I guess you as one person sometimes think you can't change anything through your school. That's why nothing ever changes probably. (Vignette Interview, pp. 64-65)

Liza expressed frustration with many teachers who are apolitical and apathetic. She remarked:

I think there's a sense of apathy in our country on everything. That nobody can do anything about anything. Only 50% of the people voted prior to this last election. That is pretty apathetic. We just complain about our government as opposed to taking action. So we're kind of that way. That's why we don't talk to children about it probably. Now I am very interested in politics and that type of thing. And C-span and all that but if you say you watch C-span at night people make fun of you if you don't watch Roseann Barr. If you're in a school setting. You must be a very dull person if you're interested in politics. It's like being a nerd. Just go and ask at the staff meeting. They could care less about their association. United Way. We collect for black colleges. Many people [teachers] will not donate a dime because we don't collect for white colleges for example. That's the mind set of many. Not understanding where the money - there was no money at the beginning, during slavery and before this. They forget all of that. Now out of this entire school for the most part I can talk politics to maybe three teachers out of twenty and feel comfortable in any way. It's just not discussed. This would be interesting to give to teachers. People would think that's far too militant. They'd be concerned about it looking militant might be the word to use to do something like this. To give students any - that they thought they had any power at all to do anything. They just
Liza don't think it should be taught. Particularly minorities background. I've cried over things like this. This really is very upsetting. Twenty-some years ago. That's what is bothering me the most. (Vignette Interview, pp. 65-66)

Responding to the question if she were the teacher in the vignette in what ways would her decisions be similar or different, Liza stated:

I would love to do what he did. I'm just not sure I would have the guts maybe but no I agree with it. ... I don't know if I'd have to have it approved. I was sitting here thinking can you do this without an approval of somebody? Our system is so large and you generally get permission to do things. I don't know. If it's not in the curriculum and somebody challenges it you are kind of in trouble. This would be good to work into the curriculum I think. I don't know what you would call it. ... It would be a very socialistic thing to do. Very non-accepted by some people and you would have to be careful how you said things I guess. But if I go 31 years I will definitely be doing this. I want to teach one extra year to do things I've always wanted to do intentionally but was afraid to. ... Schools to me run very conservatively. They don't discuss racial issues. You just don't discuss things like gender issues. A ______ and I are about the only ones that ever even talk about it. Talk about any of this type of thing. Multicultural - a lot of it is - oh no into that again. (Vignette Interview, p. 67)

According to Liza teachers do not discuss issues about equality because:

They think that it doesn't apply to them. They're okay. They've made it. Very few of the two schools that I'm in have any kind of - I hate to say liberal/conservative. That turns a lot of people off but they are more to the right in education so therefore you don't have social change because that means that they're content with things the way they are in their lives so why get anything started? It's just like Malcolm X. It will probably not be discussed in the schools. (Vignette Interview, pp. 67-68)

Liza remarked that there are a lot of social problems that keep students from learning the skills of the different subject areas.

I think the tennis skills are important but I really think the other is at this point in time may be more important than the tennis skill. Now maybe I shouldn't be teaching physical education and be teaching sociology, I don't know. But I think we have a lot of social problems that keep people from learning the skills in a lot of content areas. That's not an excuse for not learning but it's a reason that we're having difficulties. The students still have to learn. They're only going to hurt themselves if they don't. (Vignette Interview, p. 68)

In the following vignette interview Liza describes some problems that her students are faced with:

Just next door there is a big drug type area. I went to the skating party the other night for example and one of our previous students, a real good student - just outstanding, was walking to another home to go to the skating party and was held up at gunpoint for his jacket. I don't know if it was a starter jacket or not. But kids they're talking about going to the ground when certain cars go by in case they shoot them. I think their needs aren't being met. That hierarchy of basic needs would be
safety and that type of thing at home. I’m not sure I would be able to concentrate at school. I could go home and it was quiet where I studied. I always had a place to study if I chose. But a lot of students have to baby sit. They have to go out late at night. Their sleep is interrupted. Everything else. Keeping the family going. If nobody is home. Working. The student is put in the role of the caretaker as opposed to being a student and doing homework. (Vignette Interview, pp. 68-69)

Liza continued:

And it’s hard to keep telling students to study. You’ll get a good job. Many minorities obviously have faced that that is not true. I’ve studied and I still don’t get a job unless I’m one of the quotas. If a company needs two minorities and I’m there at the right day then I may get hired and it’s a good thing I have an education. ... So it’s hard to tell a minority student study hard, I know you’ll get a good job, I’m sure that everything is equal out there, they’ll hire the best person. It’s not true. It’s more who you know. Your family background, your connections, your network, all of that. So it’s hard to really say that to students. Except it may change. There are going to be more minorities in few years. The European American will be a minority and that will be interesting. Everybody is very frightened. They will be treated like we have treated minorities. If we are treated as badly. I don’t agree but people are nervous over the change of our population I’m sure. (Vignette Interview, p. 69)

Synthesis of Findings to RQ.1.a

An elementary physically educated student for Liza is one who knows how to perform a variety of motor skills, maintains an appropriate level of fitness, enjoys physical education, and is motivated to stay involved in physical activities. Liza’s program aims to reach these goals. Liza has to follow a specific curriculum and activities to be taught and expected outcomes are specified in the district curriculum. Formal assessment strategies are used by Liza in order to determine if her instructional outcomes are reached. A major disadvantage of the mandated curriculum is the number of activities that the physical education teachers have to teach in a limited instructional time. Liza disagreed with the exposure type approach to curriculum and she believed that fewer and longer instructional units should be included in the curriculum to benefit students.

Liza believed that teachers need to design lessons that provide all students the opportunity to experience success. The instructional tasks within a unit have to progress from simple to complex and be explicit in nature. Students’ needs and skill level should be considered in designing appropriate instructional tasks. Also, expectations of performance
ought to be in alignment with the developmental level of students. According to Liza teachers should actively supervise their students during the teaching and learning process. When tasks become to be monotonous, the teacher needs to make them more challenging or students will modify the tasks to make them more playful, interesting, challenging, or closer to their needs.

Liza's instructional format could be characterized as active teaching. Instructional tasks were provided to the whole class followed by guided and independent practice. During instructional time, Liza actively supervised her students. Most of the students stayed with the assigned tasks. When instructional tasks were modified by students, Liza stopped the practice time and provided corrections, refined, extended, or re-explained the tasks.

Liza decided to use ideas and concepts from the Sport Education Model in her soccer unit this year because she was concerned about teaching skills and strategies of a sport in isolation and then applying them successfully in games. According to Liza the new approach had positive effects on her students as they seemed to understand and play soccer in a better way. Furthermore, Liza indicated that it helped the less skilled students to get involved in the game and enjoy it.

The instructional climate in Liza's classes was positive. One of Liza's priorities was to help students develop cooperative behaviors. Problem solving strategies and cooperating situations were also used and she interacted frequently with her students in a positive and supportive manner. Group and individual feedback, reinforcement, and public recognition were often provided to students. During lesson closures, Liza asked students to analyze and reflect on their learning experience. The main purposes were to solve any problems and help students develop observation and cooperation skills. Also, during the debriefing students were nominated and awards were given.

Liza has a strong relationship with her students. She values the individuality of each student in her classes and treats them with respect. Students in Liza's classes were observed to treat each other well. If an inappropriate interaction behavior occurs in the class, Liza and her students discuss it and try to come up with better ways of doing things.
Students’ cooperation is considered by Liza as a necessary prerequisite for instruction. Teachers and students often negotiate meanings and actions during instruction. The negotiable things, however, need to stay within the boundaries of the subject matter objectives.

Liza believed that students are socialized to perform different roles in society. She observed that female students have been reinforced to be less assertive. Also, students from both sexes with low economic status and minority backgrounds often do not consider education as being important for succeeding in life due to the socialization process. Although, she accepted that educationally it may be more appropriate to separate students based on their skill level, Liza also believed that in some cases this strategy may not be appropriate for social or psychological reasons.

Liza saw value in a physical education course in which ways to achieve social changes are discussed. She indicated that having the chance to design such a course, she would like the students’ parents to be participants. She believed that there are a lot of social problems that keep students from learning. Liza expressed frustration with many teachers who are apolitical, apathetic, and not willing to discuss issues or take actions about equality in education.

**RQ.1.b. What is the Content of Liza’s Micro-reflection**

Micro-reflection refers to the type of reflection which gives meanings or informs day-to-day practice. In this section two themes relative to micro-reflection are presented. First, is the function and origin of Liza’s micro-reflection. The second theme presents the pedagogical, social, ethical and moral dimensions of Liza’s micro-reflection.

**Function and Origin of Micro-reflection**

Changes in teaching situations occur in order to provide meaningful learning experiences to students. Liza pointed out that if something goes wrong during the lesson she analyzes her teaching behaviors and makes appropriate changes when needed.

First of all if something goes bad I try to look at myself first and then if it's something I can change then I try to do that. I don’t always do it perfectly I'm sure but I try to always look at myself first if something isn't going right. (Interview II, p. 31)
She indicated in her journal after a first grade class:

I wasn’t pleased with the overall lesson. Kids didn’t seem to respond as they normally do to the locomotor skills. And I changed the game for today. I changed the galloping during the tag game all the time to only galloping when the music is on and I changed it to running when the music was off. And it worked out much better. So I think that change did make the game much better. (Journal, October 5, p. 1)

Unclear or unchallenging instructional tasks can also stimulate Liza to change elements of her teaching. She noted:

If I see that somebody isn’t understanding it [task]. I watch for that first. I may have students repeat my directions sometimes, depending if I think it’s a more complex level of some sort. I may have a student repeat in their words. Sometimes it’s better communication coming from a student when they say it in their own words. And then if students seem unchallenged like the one day with the passive defense I should have picked up on that to change to active defense. I was really upset that day with myself but that type of thing happens. (Interview II, p. 44)

Although Liza did not change the passive defense to an active defense during her first teaching lesson, she did change it during the second teaching period. The following informal interview and field notes segments were taken during the fourth grade classes.

**Informal Interview after the First Class**

Liza told me that in the next session she will be more explicit about what students should do in each station. She would emphasize what they were allowed or not allowed to do. She also decided to change the passive defense to active defense. (Informal Interview, October 27, p. 41)

**Observation of Second Class**

10:05. Students came in the gym. Liza told them that they would go out in the field to practice their soccer skills. They would work in three stations. She pointed out that today they would do active rather than passive defense. In the active defense the defender can intercept the ball. Two students were asked to demonstrate the active defense while Liza pointed out the critical elements of the skill. Then she told the students they should do short not long kicks. She asked them to stay within the boundaries of their stations. The defenders could take the ball only if the ball was out of control of the offensive player. (Field Notes, October 27, pp. 42)

**Informal Interview after the Second Class**

Liza felt that students in the second lesson were more actively involved and had more fun than the students in the first lesson. At times, during her second lesson, she felt that students were out of control. It is hard for her to teach the concept of offense and defense together. However, she likes to change things in her teaching and try new ideas. Comparing the two teaching sessions that she had today she felt that students in the second class were more active and had more fun after changing
the passive defense to an active defense. She told me that next week she would take the first class outside although she told them that they would stay inside because they were not cooperative. She would tell them that it was her fault that she did not change the passive defense to an active defense. (Informal Interview, October 27, p. 44)

Inappropriate selection of instructional tasks which make students feel unsuccessful during the learning process sometimes causes Liza to change elements of her teaching. She stated:

If I just see students are really having difficulty like a main one would be a forearm pass in volleyball. Sometimes students just aren't ready. I'll put them in a group to pass among each other and they're not ready for it and I can see that. The balls are flying so I will regroup and try to change it if I have the time or I do it differently the next class then. I would change my lesson for that reason. If they're not accomplishing it at all. I don't think all students should be able to do it immediately or you're not challenging them but that and just not - they may not like the lesson or I'm not getting what I think I normally would get from a group of students I will change it the next day. I'll think about it - something just wasn't quite right so I will change. (Interview I, pp. 21-22)

The composition of the class may also cause Liza to make changes in her lesson. Liza pointed out:

I have more frequent reinforcement and positive reinforcement with some classes. ... If the classroom teacher is positive it's much easier for me. They come in and they're ready to go. They feel good about themselves and it makes my job twice as easy when the teacher who has them all week all day lets them feel good about school and feel good about learning. Then I'll have another class that is not treated as respectfully and positively and they come in and it's a power game because it has become a power game in the classroom. I have more difficulty with them. (Interview I, p. 20)

An example of how the nature of the class influences Liza's practices is discussed in her journal:

They [students] were confused on when to change offense and defense so I felt the second group worked out better at that station. All in all the classes were cooperative. As I said they had difficulty controlling the ball which we'll work on next week and outside it should be easier. The third class ... it's a different make up. The class is smaller and the students have more control innately within themselves. But it was a whole different feel to it. There was much more control and maybe I felt more comfortable in presenting the lesson also. (Journal, October 20, p. 3)
Liza reflected on several issues of teaching and schooling. More specifically, her micro-reflection included pedagogical, social, and moral and ethical dimensions. These dimensions are presented below.

**Pedagogical Issues.** Liza wants to change her pedagogical format from a direct approach of instruction to cooperative learning. She explained:

I think we're going through a change in teaching and learning. Like I want to get less teacher directed but I'm still doing it. I don't know how to make that transition. Like come in, get in your groups, this is your task, and I just let go of this whole direct instruction. (Interview II, pp. 32-33)

When attempting to make the transition from direct instruction to cooperative learning, she observed that the process of change was also difficult for the students. She commented:

It was more fun for students to move quickly through rather than focusing on something and doing it well. It seemed like many of the students just wanted to move through real rapidly. I'm having difficulty with that in large group class. Some are very willing to try to learn it. The others already think they know how but they don't. (Interview II, pp. 32-33)

In the following interview segment she provides an example of how students reacted to her attempts to change her approach of teaching and how she felt about it:

Like if they're tossing and catching, I will say if you can do this 12 times then clap your hands. The only problem with that is once they hear the others doing it they'll start doing it also so to me that's very hard to manage. No matter how hard I try with the little kids they'll start all doing the same thing. ... It's just an excitement factor again. Wanting to do it. Real excited about things and they go on. I guess peer observation would be good but then one is always standing around during that. Observing the other student. You say see if your partner can do it five times. I tried that one year. I had clip boards for every two people but I was outside and some of the pencils came off, they lost pencils. I just couldn't deal with it. But I would like to go back to more of that type of teaching. (Interview II, p. 45)

Liza analyzed the effects of her practices on students learning. She indicated:

I feel I'm teaching to the mass of students. Like with first grade. I'm working on galloping and skipping. After next week I'll work with those who cannot accomplish it. I'm going to work with them and give the other students something else to do. And really try to work with these and then if I still can't accomplish it after like a week I have a motor development class that they will go into. I'll work with them a second time during the week. I don't feel I individualize enough maybe. I really need to improve on that. I tend to just be teaching to all of them. I try to give feedback and corrective feedback but I will move on sometimes before
all students achieve. I try to make sure that 70-80% are achieving what is the objective before I move on. (Interview I, p. 24)

Liza wants her students to develop their physical skills. In her journal she was always concerned about student learning. The following examples are extracts from Liza’s journal:

I hadn’t seen these classes for about three weeks and I thought it was quite obvious. I felt a little panicked when I was teaching because they are further behind. They really had difficulty with the galloping which should not be at this grade level. I’m going to review it again next week and just move on with things. (Journal, October 7, p. 3)

They seemed to really enjoy the rope jumping, they were working on sit ups very well and learned how to do push ups correctly. I felt they understood the difference between resting heart beat and heart beat after exercise. (Journal, October 22, p. 6)

Social Issues. Liza noted that although most of the students are actively involved during the lesson, some of them think they will probably never play a sport and it’s not that important to them. Describing her feelings about this issue Liza stated:

It bothers me as far as the gender issue. Very rarely do girls see other girls playing sports. If it’s not Olympic time or NCAA tournaments they never see women or girls involved in sports in our country compared to males seeing male role models of sport figures. ... I think that’s a big problem. Just the gender issue and our expectations. Approval, reinforcement. And why would a girl learn a sport if it’s not appreciated? Only a few will just like it automatically. Rarely do they change so to speak and become a basketball player if they don’t have the interest at the beginning. I want to do something about it. I’m not sure what to do. When I ask a question ten boys raise their hands. I don’t get a lot of that from the girls. I don’t want to put them on the spot necessarily. When their hand isn’t up but I feel it may be something I’m doing. Maybe I’m reinforcing the males. That’s really bothering me. I think about whether something isn’t quite right in class. I don’t get the same intensity from many of the female students. (Interview II, pp. 36-37)

Equity in education is one of Liza’s priorities. All students were treated equitably in her classes. She was also observed discussing equity issues with students during instruction.

The following observation segments indicate how Liza reacted to an equity event that happened during a fitness lesson.

Third grade class (1st session)

9:40. Students with their partners went back to their mats. Liza told them that they would do push-ups. A student was asked to demonstrate the correct performance of push-ups. The other students were asked to analyze the demonstration with Liza. After a while a boy said that the girls should do the “girls type of push-ups”. Liza asked students to freeze immediately. Liza emphasized that there is not such a thing as girls push-ups or boys push-ups. She explained to them that this was said
long time ago. Now there is a modified way to do push-ups for both sexes. Modified push-ups mean that if you have difficulty in doing the regular push-up you can do the modified push-ups. She asked another student to show the class the modified push-ups. She explained how to do the correct performance of the modified push-ups. She pointed out that if they need to do this type of push-up they can do it. (Field Notes, October 22, p. 25)

In the next session Liza purposefully raised the issue of the modified push-ups.

Third grade class (2nd session)

10:13. Students were asked to go and sit in the blue space. Liza asked two students, a boy and a girl, to demonstrate a push-up. She told students to analyze the demonstrations. Liza pointed out what the students performed correctly (the critical elements). Then, she asked them if they know any other way of doing push-ups. Someone said "a girl push-ups". Liza emphasized that there is not such a thing as a girl or boy push-up. There are modified push-ups and regular push-ups. She indicated that for example T___ (the girl demonstrator) is a girl and did the regular push-up. If you had problems doing regular push-ups you can do the modified push-up. (Field Notes October 22, p. 27-28)

Liza explained why she discussed the "girls push-ups" event with her students:

I think it's important and there is no such thing. It's just part of the multicultural and the gender issue also and not to say boys line up and girls line up and different expectations for girls and boys. And that's very hard to overcome because we are socialized into all of this and it sounds like you're saying it in class. Let's say somebody came up to observe and a student says can we do girls push-ups. And she or he would think I've never taught them anything or I've never said anything. They must be told this at home. I don't know. Or some place and in the classroom too. Our books reflect it. We have many books that have a little boy generally going up with a spider to the mother and the mother is saying eek, eek. Kind of like she's some fool that has no control over her son. And then it shows females in a very out of control role. So I'm kind of into that. I don't like that in the fairy tale, the nursery rhymes. It seems to be very sexist. To me that's a sexist comment when somebody says a girl's push-up. That's why I jumped in. (Interview II, p. 53)

Some concerns regarding racial issues were expressed by Liza in her journal. The following journal segment was recorded after two fifth grade classes.

Soccer is just starting to be accepted by particularly the black male athletes. I've been told in previous years that this is a white sport and they didn't even want to do it. But it is improving and you know of course I pointed out Pele in previous years. ... There are some students that are a little more difficult sometimes but generally they do pretty well. ...Those who feel they're very athletic have more difficulty in not being too sure of it. I'm sure a lot of the students haven't seen soccer games and it's just starting to grow in this country. I didn't do maybe that good a job either. (Journal, October 26, p. 7)
Liza pointed out that students in her school experience a lot of violence in their personal lives. She believes that teachers can use some strategies to help students. Unfortunately, teachers in her school have not take any proactive actions to deal with the violence problem. In the following journal extract Liza described her feelings:

I'm really kind of upset that we are a lead school which means we can propose to do anything we really want to do with this school and the committee has been changed from a very active one last year to a not so active one this year and that isn't moving along at all. That's kind of frustrating to me. Kids are getting a little uptight because this always happens around holidays. Like a teacher's car was broken into and attempted to be stolen a week ago. Things are just kind of uptight in the neighborhood. There is a little violence going on. Kids just seem a little antsy about that. A lot of talking during recess about various things going on in the neighborhood and sometimes it carries over into the school. (Journal November 4, p. 8)

**Ethical and Moral Issues.** Liza indicated that Developmentally Handicapped [DH] students are mainstreamed in her regular physical education classes. In helping some of these students to have a positive experience during physical education, she decided to use her planning time as an extra instructional period for the Developmentally Handicapped students because she sees a real need. As she put it: “I'd rather work with motor development [DH students] than to just plan I guess. I just see a real need” (Interview II, p. 262). Liza provided further information about this issue:

The DH [students] I see them another time and I teach them a lesson prior to [the regular] so that when they come in they are pretty much aware of what we're going to be doing. If I didn't do that it would be much more difficult in classes. I've taught where you have DH mainstreamed and I didn't have the opportunity to do this and the students would make fun of them - they were so behind and I didn't want to separate them. Now it's not all DH that have difficulty with motor but some have very high degree of difficulty, more so than any other student you would have in class. It's very noticeable so those are the kids that I have come down and work an extra time. It's not all of them. I have to have an IEP on each student. But I have a little mainstream group that come and I teach those slower 4th grade regular class students also. I take my group and I go over the lesson. (Interview II, p. 262)

Liza commented in her journals:

When they came in J____ [a DH student] was having difficulty and I was involved in that and forgot to mention using the problem solving techniques with the second class and they didn't do as well. But I had talked to J_____ teacher. Actually she approached me and J____ was having a very difficult time in her class also. But I guess he's moving and he doesn't feel he has to work. So he's just not working out as well as he usually does. (Journal, October 6, p. 2)
The first class the DH students which are mainstreamed in the class seemed to have difficulty with controlling the ball and the dribble. All in all it was pretty active. I'm going to do the same stations next week with maybe a variation but hopefully we can go outside and do the same stations where they'll have a larger area to work in. (Journal, October 20, p. 3)

Synthesis of Findings to RQ.1.b

The act of micro-reflection informs Liza's practices. More specifically, the process of reflection informs her about both the need for change as well as the elements of her practices that need to be changed in order to provide meaningful learning experiences to students. Class composition, unclear or non challenging instructional tasks, or inappropriate selection of content which makes students feel unsuccessful during the learning process were the factors that in her reflection influenced change in her practice. Liza reflected on pedagogical, social, and moral and ethical issues of teaching and schooling. She was concerned about how her instructional practices affected students' learning. A part of Liza’s reflection related to social issues such as gender and race equity. Ethical and moral concerns were also discussed by Liza as they related to developmentally handicapped students in her school.

RQ.2. To what degree have Liza's reflection, educational values, and practices changed over the years? (Macro-reflection)

RQ.2.a. What Issues does Liza view as Problematic in Teaching and Schooling?

In this section three themes are introduced as they relate to macro-reflection defined as the type of reflection that gives meanings or informs practice over the years. The themes to be presented are subject matter concerns, societal concerns, and contextual concerns.

Subject Matter Concerns

A major concern for Liza is that physical education is not considered as an important subject matter in her school context:

I wish they would value special areas a little more than just say break time. That kind of bothers me that physical education is not termed as important. Well once a week it isn't as important obviously or we would have it more frequently. It's not
viewed as a genuine content area that we should have to teach the whole hour a week not the classroom teachers. (Interview I, p. 17)

According to Liza physical education has been a marginalized subject area in the school curriculum.

Actually physical education is not viewed as that important part of the school arena. ... In high school or middle school I've never been in a situation where physical education was viewed as important at all. ... It was just never valued. In elementary it's valued for the most part although I think how we [physical education teachers] actually came about in the elementary to give teachers a break. And I hate to say it but that's the original purpose of having art, music, and physical education. (Interview I, p. 5)

One reason, Liza noted, that physical education has been devalued in the school curriculum relates to the non-existent formal accountability.

The classroom teacher is supposed to teach the other 30 minutes per week [of physical education]. That is not accomplished at all. Nobody cares that it is accomplished so therefore it isn't. Even from the leadership. But the State Department comes out and everybody doctors up their lesson plans to say physical education has so many minutes. It's not held accountable with the classroom teacher. We're [physical education specialists] held accountable in the sense that if our supervisor comes out we have to have a lesson plan available or to actually be teaching what we have written down and it's unannounced visits sometimes. So we're held accountable in a sense. Only in the sense that we don't know when she is coming I guess. It's accountability in education in general, not just physical education, that's the problem. (Interview I, p. 5 -6)

A major concern for Liza relates to the amount of content to be covered in limited allocated time. Although, she would like to spend more time on specific units, it is hard with so many instructional objectives from the district course of study to be covered. She explained:

Sometimes I feel I am rushing. Maybe our curriculum is too broad. Too many things to cover because sometimes I feel I'm moving on when I shouldn't be. Like it still needs more time. I keep thinking I have to get through the objectives. So that probably bothers me the most. I'm not sure I'm doing as effective job as I should be sometimes. I think I'm moving on. Three weeks of soccer. That's three times I see them and that's their soccer unit. You go through most of the basic skills. So that's probably the biggest problem, rushing. (Interview I, p. 26)

Societal Concerns

Liza described the labeling of students as the most problematic thing in her school setting:
I think as far as once a student gets labeled it's passed on in elementary. I don't remember this in secondary as much. Passed from grade level to grade level. And like first grade if there is a lot of inappropriate behavior from a student it's not the behavior that teachers are concentrating on. It's like the person becomes this misbehavior and once they're labeled I think it is passed on throughout the school in that building from teacher to teacher. I don't think you should be able to mention names of students unless it's in a positive way. I don't think teachers should put down students either and by the time they go to second grade they already have heard everything negative and then the kid is labeled in the first day because of his history of inappropriate behavior. That bothers me the most I think. (Interview I, pp. 15-16)

She provided some ideas on teacher collaboration to improve her school environment. Liza emphasized:

If we all would work together and be a little more professional about things instead of the blame game of so and so did this again and it ruined my class. It's the students class not my class. I'm there to lead them. We have to get out of that. The school is for the student. It's for the teachers in the sense that I suppose the environment needs to be conducive to teaching but we just get off where we should be I think. But you have to have leadership. Or if we want to become more site based management. Then I think it might be okay because we can monitor and help each other and bring up these topics more easily than if you have a principal in the main leadership position. (Interview I, p. 16)

Concerns about gender equity were expressed by Liza. Although she has worked extremely hard to alter and make things more equitable in her teaching and school, such changes have not been yet occured. According to Liza, gender equity is a societal problem which is difficult to resolve.

A lot of problems is that the girls can't do this or this. I am very open and any time I hear it I discuss it. I don't know where it comes from; home or television or what but there is still that perception that boys are better at sports than girls in general. ... It's just they're reinforced so much more. I've seen girls come in skirts and patent leather shoes for physical education, you don't ever have that with the boys. Boys have tennis shoes on and they always are ready. I don't know. That's a societal thing. I think we reinforce it from society. ... I still see a boys' line and a girls' line which Title IX eliminated that years ago. For example last Friday I had the students in the afternoon and then they went to the recreational center for their other half hour of activity. ... They went over and did a relay and he [the facilitator] had the boys against the girls. Everything that you talk about - I said do you play boys against girls - it's illegal. As I say this they're not going to separate. They walked across the street and that's what they did. ... So it's kind of like you move ahead three steps and then back two. Something is always pulling me back. (Interview I, pp. 10-11)
Expressing her feelings about the above issues Liza stated:

Sometimes you can give up. You almost say I'm not going to worry about it. I just keep trying in a very nice way when I see it correcting it with staff members and I tell them to do it with me if they ever see me do anything that's not equitable in any way. I think we need to monitor each other. I think it needs to be discussed very openly. We're starting this in our physical education program. Race bias and stereotypes and gender biases have been on a program for elementary and the multicultural and it's very difficult to approach peers on this that have their own little way. Anybody different than they are or out of their expectations of roles. Like using the word sissy, wimp. I hear them refer to students as this in our meetings. Whatever they call them. Come on! If we're still at that level after 27 years I don't know. There's no consequence for doing it. If there wasn't a consequence for driving 75 everybody would be driving 75. There's a consequence possibly. If there is no consequence people will do whatever they want to do. And no reward for not doing it. But it doesn't matter. You get the same pay if you put kids down or if you build them up. That's within you. (Interview I, p. 11)

Race concerns were also expressed by Liza. She emphasized that things have not been equitable for African American students. She stated:

I hate to always go back to racial issues again but we would say if you get an education you will get a better job. Let's take an African American child would get a good education and not be hired. This went on for years before so eventually it was said why study and why work when you're not going to be hired? That's been way back which is true. That was point blank very true. We didn't have black teachers for years in this school. They weren't even allowed to teach so we're dealing with it and people are upset and we're dealing with that I think and rightfully so. But it's not going to help if black students don't study. But on the other hand I understand what all came about. I guess I'm upset also. I don't know. It just hasn't been equitable. [The Inner City School District] even changed the lines so that schools would remain white or black. That's why they got in the deseg situation. This was in 77 about 20 years ago. But we're still going off on that problem. And then the neighborhood schools. We didn't have neighborhood schools so if like black kids were being bused and lived 15 miles from here maybe those parents didn't come to PTA as much as the ones who lived near the school so it was determined that those parents didn't care as much about their children as these parents. It has just really hurt the schools. There's a lot of denial that this is a problem. If you brought it up, oh it's no problem. It's just a very touchy subject. (Interview I, pp. 12-13)

According to Liza a lot of prejudice exists in schools. She indicated that this is a major national problem which is unresolved. Prejudicial behavior is a major societal problem which is reflected in the schools.

I think there's a lot of prejudice. Not overtly. I almost cried the other day thinking about it. It just staggers me that it is still the problem after all these years. Something is wrong. It's a national problem. I don't want to get political but since Reagan and Bush era all of that has been pushed aside and it's back the way it was. It's okay to be prejudiced again I think. Maybe that's just my perception of it. It's a non verbal thing. (Interview I, p. 12)
A lot of problems exist in inner city schools. It is extremely difficult to teach the curriculum when societal problems interfere with the teaching and learning process.

I asked one class how many of you have experienced violence in your neighborhood. Every kid raised their hand. I didn’t define violence. I just didn't have time. Kids had brought bullets in and shotgun shells so it led into talking about violence and I asked are you frightened? Oh yes. They really want to talk about this. I don't take the time because I only see them once a week and here I'm trying to push the curriculum. And this is what is set in kids minds. We're trying to stay with the curriculum. We're not accountable for discussing violence. I don't know. So how important is learning to play soccer for these kids? Really it is insignificant whether they learn to play soccer or not. I mean when you really look at what's going on how important is it? If reading isn't important why would soccer be so important to learn to play it correctly? You have to have basic needs met first and then you can branch out to the other. (Interview II, pp. 41-42)

Liza is disappointed with the educational system. In the following interview segment she describes crucial educational problems and the apathy that prevails.

Everything is so white in this country. Government. Think of social studies teachers putting up all the presidents. All these white male presidents that we've had. I can't imagine teaching social studies and putting up all those presidents and they're all one type. We're so behind in this country I think in acceptance of all people. We should be the strongest considering all the diversity that we have. Get all this strength and all these ideas and different ways. It's just the opposite. Down the tubes. And I'm not sure it's intentional. I guess I'm more into that as being an overall problem in schools than content areas right now. Teachers' union is the most stable part of it right now. We've had such a turnover downtown and there's no direction and a lot of apathy right now because of that. The assault's on teachers. It disturbs me that we're getting to be very violent. I think that really bothers me. That we're not really dealing with it. We're going on with our objectives and our curriculum. But you can't stop that and talk about violence every day and interactions. We have content areas to teach but then when this is the overriding thing. We don't even have a counselor at this school. That type of thing. And when a nation doesn't care any more than that then you kind of get apathetic. ... I'm kind of tired of it. I guess it's affecting my teaching. This year has really been hard for some reason. We never get organized before school starts. What are we really going to try to do this year? We never talk it over with anybody and then we'll come back tomorrow and I'll do my thing. They'll do theirs and we'll come back the next day. At staff meetings it's never discussed. There is no agenda for this. Never any substance at all. (Interview II, p. 43)

Liza pointed out that the educational system does not serve the needs of all students.

According to Liza multicultural awareness can be helpful in understanding better and dealing with some educational problems. She stated:

... So I think it [knowledge about cultures] will help all teachers in at least understanding and not thinking there is just one type of student that's okay. The one that comes in sits down, A, B student. That there are other children and they're
okay too. That doesn't mean kids can talk while you're talking. Look at African American churches. We're taught in our church to sit there and be quiet. There it's a response, a choral response to just about everything so we say something in class as a response and we say don't speak while we're talking. Raise your hand before you speak and every Sunday there's this response like Amen. Right during the ceremony. We have set up schools in very middle class European ways of doing things. And we need to not be talking while the teacher is talking. We have to understand that it's not meant as disrespect. Some interpret it as being disrespectful to the teachers. So if we have knowledge about cultures maybe we can understand our students. (Interview I, pp. 19-20)

To address the equity problems that exist in the educational system, Liza believed that teachers have to receive some training. She commented:

It's kind of like parenting. Unless you stop everybody from having children for 10 years and you train everybody to be a parent at the same time you're going to have this passed down. Like in a school not everybody is trained the same way at the same time. So you have some people doing it the way we were doing it 20 years ago and then you have others that are doing it positively and some say I was never taught that way, I've been teaching this way 25 years why should I change? Nobody ever rewarded me for doing anything. That's the answer they will give. (Interview I, p. 11)

Contextual Concerns

Teachers in inner-city schools need to have fewer students and be trained specifically in order to help their students. Liza emphasized:

I think we [teachers in urban schools] are all dealing with numbers, too many students in class. If teachers have to be more to a student - be kind of counselor, an extended role for what a teacher is. It's not just content. We need fewer students. There's no counseling going on here. If you could just see a student move right through. Maybe they could be helped. We don't have the time to do it. We're not trained to spend that much time with the student working through something like an abuse case. (Interview II, p. 50)

Liza teaches physical education in a multipurpose room. This environment influences her teaching in several ways. She identified several constraints, problems, and difficulties of having to teach in such an environment. She noted that it is difficult to teach in this room "because of all the extra stuff around. The lunch boxes and all the other things". During the instructional times people pass through the room all the time. She commented "it is kind of a free-for-all walking through. I'm sure it's a distraction to the students". In the following interview segment, Liza expressed her feelings about her work place:

If I had my own gymnasium we could get in two times a week almost. If we didn't have to shut down, to get the tables out, and that type of thing and clear up
afterwards there would be time for extra classes. At least one extra class a day if not two. So that's ten classes a week. ... I don't think the space is large enough. It's a small space. We really do need a better facility. (Interview II, pp. 50-51)

One day and a half per week Liza teaches in another elementary school. She noted that there are some distinct differences between the two schools. In the following interview extract Liza describes the nature of the second school and how it influences her program and teaching.

It's more mastery of skills oriented so the students understand when I say start tossing and catching let's say and when you catch five in a row begin clapping. They can handle that much better because their whole school program is based on this. They're used to mastery, move on, mastery, move on throughout the curriculum in all content areas. So they understand that concept and so it's easier to do that there. ... Here they want to do the extended activity before they reach the beginning skill and they'd be very upset probably if they understood that they have to learn that objective before moving on. I just tried it once and I saw their faces and they almost ended up hating rope jumping. If they're having difficulty with something and they just keep on that one thing end up not liking that. Like skipping, if you say let's keep working on skipping and they still can't do it they'll hate skipping eventually. (Interview II, p. 47)

Liza continued:

The parents are probably more interested in their grades being high. I'm not saying they're not interested here but they've got a lot of challenging on the grades that they give kids. A lot more diverse population as far as economically. I would say at [the second school] probably 20-30% of the parents have higher education of some sort. Here it would be less than 1%. So it's a real different population. And they value education. The importance of a good education. It's very valued with the parents at [the second school]. They all think their kids are very smart and that's good because they probably will be. It's those expectations. It's just a different climate there. (Interview II, p. 47)

A major problem in Liza's second school are the lack of an effective administration and the lack of collegiality among the stuff. Liza noted:

There the staff is on teams. There is a lot of competition among the teams and the staff does not get along as well as here. Here it's an administrator. It's okay. You can do anything you want here. As far as you don't have much pressure with the principal doing anything. There the administrator wants certain standards. The administrator is more of an instructional leader. Discipline is taken care of by the teachers for the most part. I'm out there a day and a half so she doesn't really affect me. It's just the way everybody talks. It's very negative. They're 80% negative there. The aides criticize the teachers. They can do better so I kind of stay out of that. I'm not nearly as close as I am here. Here I feel a part of the staff. (Interview II, p. 48)
Responding to the question if she had the opportunity to teach in a different setting, different especially from a socioeconomic and racial standpoint, how she would have liked it, Liza stated:

I have no desire I never have. I came from a small town, rural setting. I lived on a farm and everybody was so much alike. Everybody was kind of the same economic level and I couldn't wait to teach like in [the school] where I started. ... I like diverse populations. And I don't now that I could possibly teach in a high economic situation. Not at this point. Maybe if I had started in one I would be okay or I would have changed a few years ago but now I really like the kids a lot. I don't know what I would do with real rich kids. (Interview I, p. 17)

Liza believes that in such a setting she would not be an effective teacher. She commented:

I would be less effective. I have absolutely no desire and I probably wouldn't be effective at all. I probably wouldn't even like the kids as well. Isn't that terrible? And I know that sounds like a bias I suppose but I don't know. I just think it helps to have money in this country in some ways and when you don't have hardly any at all it makes a whole different lifestyle for you and I don't know that I could relate to the very rich. ... I know I would go in and I would probably be a terrible teacher. I wouldn't even know how to relate to that because I think there is a difference or at least kids that I have met. Their esteem is definitely high. ... There are so more disrespectful than the kids that I teach to their parents. And in stores I hear them just laying their parents out. Talking back and nasty. The kids I have are really neat kids. I think I would have difficulty with that. The clothes battle and the car battle. I saw a [suburban] kid driving a BMW. I can't relate to that at all and to go in and teach. I don't know. It would be interesting. (Interview I, pp. 17-18)

Synthesis of Findings to RQ.2.a

Liza believed that physical education has been a marginalized subject area in schools and its allocated time is limited in the school curriculum. Concerns about gender equity were expressed by Liza. Although she has worked hard to alter and make things more equitable in her teaching and school, such changes have not yet been accomplished. Race concerns were also addressed by Liza. She pointed out that the educational system does not serve the needs of all students, many things have not been equitable for non-Anglo American students, and a lot of prejudice exists in schools. Liza believed prejudicial behavior is a major national problem which is reflected in the schools. The major frustration for Liza is that teachers are not willing to talk about the equity issues. To overcome problems that exist in the educational system, Liza believed that teachers have to receive formal training in the backgrounds of their students and understand their history.
and culture to provide them a meaningful education. Liza is disappointed with the educational system. Students in inner city schools face many problems in their personal life and it is extremely difficult to provide quality education when societal problems interfere with the teaching and learning process. Liza believed that teachers need to be socially active and work collaboratively in order to solve problems.

Liza pointed out that contextual issues affect teaching and learning. For example, having to teach in a multipurpose room is not an easy task. In such an environment, teachers and students face practical problems which influence the teaching and learning process. Another contextual concern emphasized by Liza relates to class size. She indicated that teachers in inner-city schools need to have fewer students in their classes. Although Liza identified several problems and constraints in her work place she indicated given the opportunity she had no desire to teach in a different setting, different especially from a socioeconomic and racial standpoint. She believed that in such a setting she would not be an effective teacher.

R.Q.2.b. How have Liza's Values, Practices, and Reflection Changed over time and What have been the Influences for such Changes?

This section is divided into two themes: description of changes and agents of changes. First, a description of the major changes that occurred in Liza's practices, values, and reflection over the years is provided. Second, the two change agents - students and continuous education - which influenced Liza's values, practices, and reflection to change are presented.

Description of Changes

According to Liza the nature of physical education has changed over the years. It become more humanistic and positive with an emphasis on the whole child. She observed:

It's become more humanistic and positive. The approach to physical education was calisthenics oriented and militaristic type and we were kind of from that era. If you had discipline problems and you were a physical educator something was drastically wrong. You should have no problems. For some reason this was portrayed to us so I think that has changed. It's just much more positive and try to reach all students rather than the higher skilled. It just seemed the emphasis was on the higher skilled 20-some years ago. Maybe that was just my perception of it. I
just feel that now we are more concerned about the whole being of the child. And
fitness was not even mentioned then. There wasn't even a unit on fitness back
then. It was all sports skills. It just started at AAPERD with the president's fitness
program in about '66. Many of the schools didn't have it. I felt physical education
was there to find players to be on teams. It was like a recruiting type thing and the
only purpose of physical education was to enhance athletic programs. As opposed
to being it's own entity. So I feel we've improved on that. (Interview I, p. 5)

During the early and middle stages of her carrier Liza described herself as a kind of
authoritarian teacher. Her interaction patterns were direct and corrective. At this stage in
her professional career she is more positive with her students.

I was much more negative with the students as far as when I expected everybody to
do what they should be doing and if they didn't do it I put that student out as
opposed to complimenting them to doing it the correct way or any positive. I didn't
even think of it. I just can't believe it. It didn't even enter my mind. It was the
assumption that you do it this way. That's probably how I changed the most.
(Interview I, p. 8)

The process of change has been a difficult one for Liza:

I think the hardest thing I've had to do is not teach how I was taught by the teachers
that I was taught but to teach how I've learned and what I've learned about
teaching. And I guess there was almost a resentment at first about the positive. I
feel most proud of my change to being a positive teacher. For 99% of the time I am
and I just feel that's a big problem with teachers. Like in my home the negative
was pointed out not what I was doing right but what I was doing wrong. And
when I went to school it was the same way. So for me to point out the positive as
opposed to the negative has been a big struggle with me to totally change.
(Interview, I p. 6)

Liza pointed out that the nature of the discipline in her classes has also changed:

I'm trying to lighten up with discipline. I used to be very strict. I think school
should be child-oriented. Not teacher. But I learned to teach like we were taught
and like we were parented. That has really affected my teaching I think. I try to
overcome all of this. But we weren't allowed to be too creative and I was raised
very strictly so I learned it is good for them too. No matter what I studied here I
almost resented the fact that the students felt so much freedom to do these things.
Behaviorally and everything and it was very hard for me to teach elementary kids
because I didn't get that childhood thing. We worked very hard. We couldn't be
children in the sense that kids are kids today. I really had trouble relating to that.
(Interview II, pp. 39-40)

During her teaching career, Liza worked for 9 years at the secondary level and 14 years at
the elementary level. She felt her teaching experience at the secondary level was not a
positive one since she had to work for 9 years under very difficult situations. The
inadequate teaching conditions and the teachers and administrators attitudes regarding educational issues made her quit the teaching profession for three years.

The teaching conditions were very inadequate. In fact I quit and went into real estate for three years. So I've only been back 12 years. It's low expectations of students in general by the staff. They just had certain students that they liked so to speak and others that they thought were the scum of the earth. It was very unprofessional I thought. I just didn't like it at all. I didn't like what I was hearing. Like by many coaches, they're very much that way. Just not equitable. Race, gender, or anything. A lot of non-verbal negativism. (Interview I, p. 9)

Another change that occurred in Liza's practices relates to the nature of instruction. Now she provides what she describes as more meaningful instruction to students.

I'm teaching more now than I ever have as far as instruction at least from any time I was in junior high or that situation. I've not had really good situations actually up until the last 12 years. (Interview I, pp. 8-9)

Liza described how her teaching changed:

Hopefully it has improved. I've had to work at it. ... I don't know but I think I've become more scientific in teaching. I think I understand behavior better which has hopefully made me a better teacher and how to interact with students. I think I was in the busy, happy, and good syndrome for quite a while. I really do. I think I have changed. I want more instruction, more accountability for the skills that I teach. I think I've changed in that way. Higher expectations I guess. (Interview I, p. 18)

Liza pointed out that she did not incorporate a debriefing part in her lesson during the early and middle stages of her career. Now however she includes such a section in her lessons.

She explained:

We start with a warm up activity and then a review of a previous lesson and then the main part of this lesson and we go into like a debriefing process which is something I never did. I've changed in that way. Have them sitting down and discussing whatever needs to be discussed. If it's some kind of behavior. Sometimes behavior and then when we're pointing out another way of handling something like I mentioned before or if it's a review of what skill we worked on and sometimes students demonstrate again the correct way or the incorrect way of doing something skillwise. That's been added a closure or debriefing type session. I didn't used to do that. (Interview I, pp. 18-19)

When Liza started teaching the expectations were different. Good teachers were characterized as those who kept the students under control. She noted that during those years she did not spend time thinking and analyzing her instructional practices. The last
twelve years, however, the nature of her teaching and the way she thinks about educational issues has changed to a great extent. She explained:

> I've looked at teaching and analyzed it and really tried to work with it and improve but before that I didn't. I didn't even really think about it. It was keep the lid on. Keep the kids from getting out of control. That was all that was ever expected. Nothing on content, or instructional wise was ever used. Keep the lid on and keep it safe for most kids and that's all that was expected. ... You were viewed a good teacher if you had good discipline. It didn't matter if anything was taught. If you didn't send kids to the office you'd get a good evaluation. (Interview I, p. 24)

In the following interview segment Liza described how a major historical event affected the level of learning at the schools. She pointed out:

> Civil rights movement. I had lunchroom duty one day. I went in and there were black napkins all over the tables. I thought what is going on. At 12 o'clock I'll never forget it all the tables just flipped over and the food went flying. And white school kids came in with chains through the halls. We had to get our junior high kids then and lock the doors and it was terrible. At that time it was keeping the lid on the schools and that went on for a while because during the civil rights era. So that kind of carried over. Well keep the lid on. And then all of a sudden nobody was teaching it. It calmed down and we were in this pattern of if everything is okay and nobody is getting hurt we're okay. And the school is running the way it should be. And learning wasn't taking place or not at the level it should have been. (Interview I, pp. 24 -25)

**Agents for Changes**

Students and continuous education were the major factors which influenced Liza's values, practices, and reflection to change over the years. A presentation of these factors follow.

**Students.** Liza noted that the students have changed over the years. They are less motivated to excel in education. While learning new skills they tend to be impatient and are not willing to learn them correctly. They just want to have fun. Liza commented:

> We're still trying to motivate children to learn. Everything wants to be play and fun. I think everybody is just in that mode all the time trying to help students learn. Like for example today I did galloping and skipping with first grade. They just want to move fast as opposed to them not having the toe overlap the heel. Just kind of move and to see the difference in you're not passing the heel and what they are doing it was very difficult for them to understand that it had to be that specific and not just keep one foot in front of the other. Just go for it. It's just to have fun, fun. I like to have fun also but on the other hand if you're not going to teach it properly there's no reason to teach the skill at all. It's just so specific for them a movement. I noticed that change with children throughout the years. Not as willing to do it correctly and impatient about correcting it. It's real interesting. (Interview I, p. 6)
A major factor that stimulated Liza to change her practices is the history of her students. In the following interview extract, she explained why she changed from a direct type of teacher to a more student centered type of teacher. She stated:

I think I ought to lighten up a little bit. I think we were taught if we do it we lose the control maybe of the class. We were taught that more I think. And you want to give that freedom but then I always feel like I'm losing it. When I get right back to my old way of doing things so I'm kind of in transition as a teacher right now. I really don't know how to do it. So I'm having a lot of trial and error and I don't know. I've just got that hangup I guess right now. I think kids are on their own more so therefore they make more decisions. They go home and many of the parents are working or they're left on their own with like 18 year old brothers and sisters for the whole night. So they run around. They feel free and then I come and if they do [have] my value system let's say they may not survive in their situation. Say please, say thank you. You know how you're always teaching these types of things. At home many times whoever grabs it first they eat and the rest of them won't and I'm saying be polite. The child may not survive. Be cooperative. Let's be polite. They may have to run to get away from somebody and push somebody. I don't know. You have to somehow have the students trust you that you know where they're coming from and that you understand that at school we may have to do something differently than we do at home but you can't let them think that the environment we're trying to create here always works outside of school. There's going to be a school environment and in some cases if they acted like I wanted them to they would never, ever survive in the neighborhood.

(Interview II, p. 40)

Liza continued:

If you live in these apartments over here and you act like I want them to act in school and they go home, no they wouldn't make it. This is a real hot area over here as far as violence, drugs and all that kind of stuff. The apartments not this whole area so it depends on where the child lives and the survival skills that they need. I wouldn't survive so who am I to tell them to do what I'm saying or be like I'm -they wouldn't survive. Try to go down on this street or over in this apartment area on a Saturday night or something and see how long we would last being like we have been taught. So you have to give kids that much. You have to set limitations at school but if you act like you don't know what's going on you've really lost them.

(Interview II, p. 40-41)

Liza pointed out that the most satisfying thing in her school is her interaction with the students. She stated:

Just seeing the growth of the students and skill learning. Interaction and hugs. Learning to respect what physical education is all about and seeing the whole picture eventually from when they are starting as kindergartners to fifth grade. Hopefully something has developed in there. That's kind of good to see. I like teaching all age levels for that reason. You see a developmental process. Of course I'm really big on this. If I know teachers don't like somebody so to speak very well they're the ones I go after. They're the ones that I really make sure I see every day or try to get some sort of positive or the more challenging kids as far as those
that may be termed more difficult to like. They're not as easy to teach maybe and that type of thing. Those are the students I kind of really try to go after and I really do sincerely like them too. There's always something good they're doing also. I really try to bring that out and that sound idealistic but that is what I like to do. That's probably what keeps me in it. Maybe I'm more oriented that way. Sometimes I think more about that than the physical education part maybe. What can I do to make so and so feel better and not be so angry with other students or that angry feeling that you see. (Interview I, p.15)

**Continuous Education.** Liza has done a lot of professional development work. For example she completed graduate studies, participated in many workshops, and has been involved in several professional committees. She believes that such professional work had an impact on her growth and development as a teacher. In her own words:

I just feel you have to keep growing and the only way to keep learning is to keep doing different things. (Interview II, p. 55)

Liza provided an example of how a workshop which was taken by all the teachers in the school had positive influences on her program:

Everybody was trained in assertive discipline at one of the workshops which gave some continuity to the building. We used the word choice a lot. You made the choice and it was reinforced. All the teachers were trained in the same vocabulary, the same way of doing things. So that helps me and it kind of goes along with my philosophy. And then we had new people coming in who had not been trained in how handle things positively. (Interview I, p. 17)

Graduate work has been a great learning experience for Liza. She emphasized:

What really helped me was going to graduate school. It was only five years ago. It changed everything about teaching. Getting into the teacher education program. It's the first time I was ever even taught about human behavior and how to manage students. (Interview I, p. 5)

Liza pointed out that her professional development work impacted her thinking and practices. She stated:

Some courses really helped me to understand behavior better. I've never had courses like that at all. ...The professional development work made me more accountable in the sense. Particularly working with preservice teachers. They're observing you. You're just more accountable and you have to practice what you preach. It has helped me become more positive because I wasn't a positive teacher. I've changed completely. I used to paddle and everything. I hated it but I didn't know what else to do. Everybody else did it so to survive you did it. I'm so glad it's out of the schools. (Interview II, p. 57)
Many teachers are not interested in restructuring education. They do not see problems in the educational system. Liza is actively involved in the teachers union. She noted that this professional involvement at times creates many frustrations. A major concern for Liza is the apathy of teachers for educational issues such as high-risk students. She believes that teachers need to do something for these students. In the following transcript she describes a solution that she has suggested regarding this problem and the reaction of the teachers.

I am actively involved in the teachers' union. I like to know what's going on in the school system so I guess I'm information driven. I just think you have to be involved and I think that's part of the problem. There isn't a lot of involvement many times. And if we just go one night a week after school and take the students that need help. If we each took 1, 2 students that we are going to be responsible for making feel good every day outside of our classes. I think we could change things. We have 20 teachers. If we each took two that's 40 kids that we could help and that's about all that really having difficulty. Forty would really be good. It's been suggested for two years. I've suggested it. We just never do it. Nothing ever really happens. So then you can also become more frustrated the more involved you get and the more you want to do and the less people care it creates a frustration. So I'm not sure it's good in some ways. And you're very unpopular if you try to see the students side of anything. And not blame the student for everything. If you're reflecting on yourself that's almost a weakness as opposed to a strength in some teachers views. They don't want to hear it. They want to complain that the kids are rotten. Yes they are having difficulties. What can they do about it? We still have to have high expectations but if we all work together there isn't a business that is as fragmented as we are in education. That's the frustrating part with me. They don't really, really care. They don't. You're really tackling the big issues and what are we going to do about it and what can we do. Not keep blaming the parents. Yes it may be coming from their homes. I know there are a lot of problems but what can we do? Or try to do. At least something. Not write them off as lost students. (Interview II, p. 56)

Synthesis of Findings to RQ.2.b

Liza's values, practices, and reflection have changed over her professional career. During the early and middle stages of her career Liza described herself as an authoritarian teacher. Her interaction patterns were direct and corrective. At this stage in her professional career she is more positive with students and the nature of discipline in her classes has changed. Another change that occurred in Liza's practices relates to the nature of instruction. She indicated that she was in the busy, happy, and good syndrome in earlier years. Now she provides what she describes as more meaningful instruction to students. When Liza started teaching good teachers were characterized as those who kept the students
under control. She noted that during those years she did not spend time thinking and analyzing her instructional practices. In latest years of her career, however, the nature of her teaching and the way she thinks about educational issues has changed to a great extent. Students and continuous education were the two major factors which influenced Liza's values, practices, and reflection to change.
CASE TWO: Aris

In this part findings from Aris's case study are reported. As a reminder, this investigation was designed to provide a detailed account of how physical education teachers reflect on classroom and school realities in authentic experiences. The focus of the study was twofold in that it attempted to describe teachers' reflection within the actual teaching and learning environment and the role of reflection in the professional development of teachers.

Biographical Description

Aris is a thirty-two years old teacher with ten years of teaching experience at the same school. He teaches physical education at the elementary level. Four days per week Aris teaches in one elementary school and one day of the week in another elementary school. Both schools are public and located in a suburban area. Aris has taken many graduate courses and is currently working on his Master's degree. Throughout his professional career, Aris has participated in many inservice workshops, been a member of different educational committees (e.g., curriculum committee) and organizations (e.g., PDS), and has served as a cooperating teacher for several student teachers. Describing the background of his students, Aris pointed out that the socio economic status of the students is mostly high and middle:

We have a variety of [students]. We are a mixed school but for the most part we're a neighborhood school. ... They can walk to school here and it means that their parents can walk here and see any time and they're not bused here. We have [only] one bus - the students that come from an outside area ... are economically a little more disadvantaged. They're bused from an apartment complex. Whereas these kids most of their parents are professors, doctors, lawyers, things like that. ... We have a lot of middle income but even though they're middle they're education oriented parents. (Interview I, pp. 16-17)
RQ.1. What does Aris reflect on during his day-to-day teaching and how is this reflection related to his practice and educational values? (Micro-reflection).

RQ.1.a. What are Aris’s Current Educational Values and Practices?

Aris’s current educational values and actual practices are described in the following themes: function of the program, curriculum/content selection, instructional format, instructional style and interaction patterns, the process of cooperation and negotiation, gender equity, and responding to a radical pedagogy.

Function of the Program

Aris believed that physical education should aim at the creation of competent and independent movers. According to Aris, a physically educated student is the one who is a constant and independent learner of physical activities. He commented:

That child that experienced success in physical education even though they’re not the best athlete and if the teacher is focusing on improvement, increments of improvement rather than what is standard for great athlete. What is the standard for average athlete. They're still an A student because you went beyond - you went close to your potential. You are trying to get better. You are working and you are achieving skills every day. New skills. You're learning new skills and the ones you have you are refining and perfecting. That's enough. That child is more likely to become a lover of physical education. A person that appreciates sports and loves to be involved and they will find something that they are skilled at maybe more than other people. But that's not important. The most important thing is that they learn that they can achieve anything they want. So if they can focus on achievement and the teacher focuses on achievement on an individual basis that person as they grow up if they have a goal they'll know how to reach it. (Interview I, pp. 6-7)

According to Aris the ultimate goal in education is to provide students opportunities to experience success.

I've seldom heard a kid who is successful at something or challenged at something but doesn't experience success immediately or within 5 minutes say I don't like this. This is true whether you're teaching science, english, whatever. It doesn't matter. I think the ultimate in education is to get them into the right environment. Get them into the situation that lends itself to the quickest and most gratifying success possible because that makes teaching and learning easier. (Interview I, pp. 4-5)
The concept of success dominates Aris’s program. The target goals of his program are presented in the following interview transcript:

I feel that if I help them achieve certain skills, go from one level to the next then they realize that they can get to the next level without me. I want the kids not just to learn what I'm teaching but also how to teach themselves in a sport. I want them to be as independent from me as possible because I know I'm not always going to be around. I know a lot of what happens in physical movement, games, play, sports is done outside of school as well. I try to deal with the fundamentals and take them from one level of proficiency to the next but I also try to do it in a way where it's self-directed and self-managed. (Interview I, pp. 1-2)

Students need to be taught how to direct their learning. They need to be taught some self-management and self-directed skills. According to Aris, physical education programs which emphasize these qualities result in more desirable outcomes. Comparing the two different programs that he teaches Aris indicated:

When I'm teaching here at [First School] there are kids who freely go from level to level and I go over to [Second School] where they don't have a program from kindergarten to start with they wait for me to tell them everything. That slows down learning. So who is going to learn more? The independent, self-managed student or the child who has to wait for the teacher to teach everything and is afraid to move on on their own? When these kids leave here they're more likely to sign up for a tennis lesson because if they have the desire to go do it they know how to do it now. They don't need a physical education teacher to tell them where to go to find out. ... I think a high degree of them will be involved in athletics at the high school. A high degree of them will go out into the public - are they signing up for - and I often check this. I'll ask kids how many of you signed up for Youth Booster soccer? How many of you signed up for football? How many of you signed up for swimming? How many of you took swimming? I'm concerned how many kids are involved with physical activities. (Interview I, p. 6)

Talking about the effects that his program has on his students Aris noted:

When they leave here to go to middle school they know. ...The comments I get are like those kids are standing around in middle school waiting on the physical education teachers to teach the other kids the fundamentals. They're ready to go. They're ready to be involved in team sports because they've already dealt with the fundamentals in the elementary school. And they also know the rules. For instance if it's floor hockey. They do team floor hockey there. Our kids start off with skills in that in kindergarten but it's not called floor hockey. Striking skills, that kind of things. By third grade they're playing the game. And they're learning strategies. They're learning the rules and concepts and by 4th, 5th and 6th grade they're playing it as an intramural and it's no longer an instruction course. I'm onto other things. (Interview I, pp. 2-3)

An ideal physical education program for Aris would be the one which provides daily physical education. He pointed out:
I've never had the opportunity to teach each kid on a daily basis. That would allow you to increase your priority list. Now when you are dealing with each child one day out of the week I've had to focus on the top priorities and try to obtain all my goals around those things and that means sometimes there are other things that you wish you could work on. Very specific things within a sport. One of my major goals here is to meet the needs of all levels within a group. That's easily said but it's very difficult to do although I'm constantly trying to attain that goal I haven't reached it yet. I think seeing the kids a little more will allow me to bring all kids to certain levels and I will be able to attend some days to certain groups and then other days to other groups within the skill levels. (Interview I, p. 1)

The major difference between Aris's actual and ideal program is the allocated time to the subject matter. He commented:

I just like to see the kids a lot. That's a tough one. I still think that I'd like the kids to have more physical education. It doesn't have to be with me I guess. I just want them to be more active as far as throughout the day. (Interview I, p. 7)

Describing a change that would move his actual program more towards his ideal program, Aris stated:

I only get them one day of the week and timewise it's almost an absolute that I'll never get them more than that. But what I would do as an administrator I would then say Aris will direct the classroom teachers to have physical education daily the other day. In other words I would even be willing to do lesson plans for them. I would be willing to as long as they had to spend a certain amount of time each day on physical education. I think I would have maybe instead of me seeing the kids more maybe that's the route I'll be going here shortly. That we've already talked a little bit about. It doesn't come over real well with the classroom teachers but the classroom teachers here are at least thinking about it and some of them are for it. Some of them aren't. It's one of those things you'll have to get 100% support for in order to make that kind of a drastic change in their schedule. (Interview I, pp. 8-9)

To overcome the lack of allocated instructional time, Aris found other ways to increase the students participation in physical activities. For example, he established an intramural program in his school where all students have the chance to get involved. He noted:

I'm constantly struggling to improve the program. So I try to find other times to see the kids. I try to find ways to get 100% participation in intramurals so even though it's not physical education it's contact with them and I often times teach during intramurals. In other words while we're playing the game if I see something that's correctable without interrupting the game I will correct it. And the same way out at recess. (Interview I, p. 8)

The intramural program in Aris's school is very strong in terms of students' participation. I will get 90 - 100% of the kids, male and female to sign up for that. And I push intramurals because I only see them once a week. ... If they never have participated before I make it mandatory that they participate in that sport in intramurals. (Interview I, p. 3)
Aris considers the intramural program as an extension of physical education. Skills which have been learned during physical education are applied into a play situation during intramurals. In the following transcript Aris explains how he started with a mandatory intramural program and how he gradually found alternative ways to attract students.

At first it was kind of difficult. Then I convinced them. What I do is I don't make it mandatory the whole time. I said you try it once and then if you don't like it come up and talk to me about it. I said you have to experience it once to understand. I don't do that any more but it did work. So what I've done to kind of change it so it's a little more appealing is in the final part of the unit we do it in class; is the game. So now what happens is they experience the game. Signing them up for intramurals is an extension of that because right away they're saying can we play next time? I say no because we're going onto the next unit but do you want to play more? Yes. Okay. I'll sign you up for intramurals. And then they're all excited about that. You get 100% sign up if you do it that way. That was a better way - so I graduated to that. When I did it the first time with telling them they had to come in it worked but at the same time it was like walking on egg shells. I had to be very careful because otherwise it's the same way only a little different type of manipulation. And both worked but one I was more comfortable with. I was more comfortable with the one that said - I figured when they're playing the game I'm really not teaching them. They're experiencing the game. I call it an experience class. It's the final one. They're going at it and they're playing hard and so the last class of the unit of hockey for a 4th grader would be playing the game. And it would be called intramurals. It wouldn't be called physical education even though it was during physical education. And then I tell them this is what intramurals is like at lunch time. How do we do it. That kind of thing. (Interview I, pp. 3-4)

Aris pointed out that the parents are very supportive. Their positive attitudes towards his efforts have helped him to strengthen his program. He indicated:

The strongest support comes from the parents who now have their kids in high school because they're constantly here telling me things like our kids when they're told they have to run a mile or something like that they're finishing in the front. ... I hate to slander physical education but I feel it is done so poorly in so many schools that if you're doing it and a somewhat adequate, average job and you're truly doing an average job you're far ahead of most programs. And I'm not observing it. The parents are observing that. So the support of anything I do here quadruples. Pretty much do whatever I want here now. First I had to build that support base. But now if I am short on funds there are parent groups in this small community that will come to my aid and they do every time. One year we needed mats here and I needed them January 1 and went to a couple of parents and in two weeks we had $3000 just like that. (Interview I, p. 4)

Curriculum /Content Selection

Aris considered the knowledge of most worth for elementary students the “sport related skills”. He incorporated into his curriculum fundamental units such as catching,
throwing, kicking, and dribbling. The selection of these units over others was purposeful.

He pointed out:

Those skills can be utilized in a wide variety of activities independently of the teacher or any adult supervision. ...So I choose fundamental motor skills. I don’t call them fundamental motor skills any more. I call them sport related skills. I choose those basically because I see children who have those skills have greater independence outside my program. ...I think we have an incredibly high rate of kids who find independence outside my classrooms rather than me constructing a fancy game that has fun, having them going home and saying gee whiz, we got to do this today. They go home and say I got to learn this today. Can I go do this? This was the first year I did a tennis unit. I ordered tennis racquets last spring and it was interesting to see how many times kids came in and asked where can I go sign up for more lessons in tennis? Where can I go to play tennis? Do they have meets for kids my age? Well they do. And that I think should be the goal, to create independent movers and independent learners. So that’s why I choose fundamental skills because I feel that the children will eventually be independently more successful in their future. (Interview II, pp. 40-41)

The most important outcome of the instructional units was students’ skill development and improvement. Aris stated:

The number one outcome is basically that the children will go from a present level, an initiation level, in other words where they start and then finish at a higher level. ...That's my job. I feel that's what parents are paying me to do. (Interview II, p. 41)

Aris uses indicators such as informal observation, comments from the parents, students’ participation in intramurals and community sport programs to determine if he has reached the expected instructional outcomes. He explained:

Basically it's informal observation. ...I see enough of it and I hear enough of it from parents. In other words they're not just saying my kid is having fun in gym. And they're not just saying things like they had a great experience in gym. What they're saying is that I have impacted their lives. They are saying that they have been able to attribute some of their success in middle school and high school to what they did here. And if they're in a private sport some place they say they got their start here. They became interested in it. They learned enough. They felt confident enough to join even kids whose parents are not athletic. ...So I look at that to see how many kids are active when they leave me and I'm very happy with the percentages. I'm not satisfied yet. I think there's still more I could be doing and I keep working on that. (Interview II, pp. 41-42)

The length of the instructional units depends on the needs of the students. Instructional units are taught until students master specific aspects of the content. Talking about the K-3rd grade level dribbling unit, Aris indicated:
I'll probably teach it [dribbling unit] until I see a plateau. That's usually how I do it. ... I teach till I see a plateau. In other words where I feel like to go further is senseless. ... They have reached the point that either through maturation or just pure beating the bush this is it and maybe it's better wait to go higher next year with them or later on in the year maybe as they develop a little bit more physically and mentally. (Journal, November 13, pp. 3-4)

Aris pointed out that the trends of the local school have a big influence on what he included in the curriculum. In other words, the community serves as a "steering group" for Aris since he wants the students to experience success within their community. Therefore, he tries to relate the curriculum content to the culture of the students. Aris stated:

I would say the biggest group that changes what I do is what's out there for them. The community changes. Like for instance why do I do so much with gymnastics? It's not my favorite sport. Why do I do it then? I do it because there's such a strong interest in this community. There is such a demand for the kids to be involved in that. There's a high degree of perceived success if kids can do that sport. Particularly the female population in this district. Why do I put such an emphasis on team sports as basketball, baseball, football and soccer? The reason for that is because this community has an outlet for those sports as far as the kid experiencing success within the community. Community pride. Community togetherness. Community everything that builds tradition. If you look at any strong institution that's very powerful very good at what they do they have a long-standing tradition. That is part of the tradition of this community and these children are in this community. Prepare them for that tradition and you're preparing them for a happy life in that community. So I look at what the community expectations are and what the parent expectations are long before I look at mine and the administrations. (Interview II, p. 58)

**Instructional Format**

Aris's primary goal is to meet the needs of all students within a group. In reaching this goal, Aris used an instructional approach which he defined as "individualized". The aim of this approach is to help students be independently successful during the teaching and learning process. Students have been taught how to modify the learning activities in order to make them suitable to their needs. The instructional environment in Aris's classes was organized and structured. Managerial and transitional tasks were formal in nature. Self-management and self-directed skills were exhibited by students during the instructional times. The atmosphere was academic and skill development oriented. An example of how Aris's lessons started and progressed follows:

12:40. The second grade students came in the gym and sat down in their "homes". The "warm-up leader" of the day assigned the tasks to the students. The leader was
also performing the tasks. After a few seconds the leader asked students to go and
do their pull-ups. Aris was close to the pull up bars and helped students (if there
was a need) to reach the bar. Some students help each other to reach the bar when
necessary. When they finished with the pull-ups, students went and sat in their
homes again. As soon as everybody was at their homes, Aris asked them to go and
do their sit-ups. Students prepared the mats and did the sit-ups task with partners.
When Aris said “switch” students who were doing sit-ups became the “helpers,” and
the other students did their sit-ups. Aris was prompting them to work “faster”, “
harder”, “keep moving”. He also asked the partners to encourage the practicing
students to “work faster and harder”. When everybody finished with the sit ups,
they went to the side of the gym and lined up. Aris said “Okay, leader lets go”.
The leader “assigned” tasks to his classmates. For example “high knees, ready
go”, “high heels, ready, go” “high skip, ready, go”. Students performed each task
4 times (they went to the other side of the gym and came back). Aris did not like
how students executed the skipping task. He said “bring your knees up high”. He
also demonstrated the correct performance for few times while he was emphasizing
what the students should do to be successful with the task “bring the knee high and
your elbow close to your knee”. Students continued with the warm-up tasks.
When finished, they went and sat in their “homes”.
12:50. Aris told them that they will work on kicking. “When I say move, come
and sit everybody here”. “Move”. Students went and sat close to him. When
everybody was there Aris said “watch me. Place the ball on the black line. You are
allowed to take a big step today. Take a step and kick”. He asked some questions
to students such as how they should kick the ball, which part of the foot should
kick the ball with, and etc. Then, he demonstrated the skill a few times.
12:55. Students took the balls and started practicing. Aris was prompting them
“work harder, harder”. Every student was practicing intensively. They were very
careful where they placed the balls. Always on the black line. They were taking a
big step and kicked the ball hard.
1:00. “Freeze”. Students stopped immediately. Aris asked them to go and sit in
front of the wall where he was demonstrating the skills. “Sit here please, move”.
Then he asked for students’ attention. Through a problem solving technique he
refined the skill. For example “what is the most important thing...” Students gave
some responses. One said “Drop”. Aris emphasized how students could refine the
kicking in order to be successful. He also demonstrated the skill several times.
Then, he asked students to go and work on the things that he pointed out. Students
started to practice again. Aris went around and observed the students in an active
way. He stopped by different students and gave them individual feedback and
reinforcement. Students now were dropping the ball and kicking it before the ball
touched the floor. There were some Developmentally Handicapped students in this
class. None of them looked to have a problem doing what Aris asked them to do.
All students were practicing really hard.
1:05. “Freeze”. When I say “move”, put the balls away, line up here, stare me and
listen”. “Move”. Aris started counting “10, 9, 8......I, get over here, hurry,
hurry”. When every student was in the line Aris started dribbling. He asked “what
am I doing?”. Students said “dribbling”. “Everybody knows how to do that,
right...”. Aris said, when we will go out in the field I want you to take a ball and
start dribbling all over the field. The second you see me start chasing me with
dribbling. Deal? Everybody understands?” Okay lets go. (Field Notes, October
13, pp. 13-14)
Aris described the climate of instruction and learning he creates and maintains in his classes as follows:

The intensity is high. You would see things as being formal as far as management concerns. You would see what would be perceived to be in some cases very organized classes but you might also come in and see a lot of kids doing a lot of different things which does not make it unorganized and does not mean that it does not have structure. ... Whereas you might come in and say geez, they're not all doing the same thing. Why are they all doing different things? They are allowed to do whatever they want which is really not the case. I still call that very structured because it takes a lot of work to pull that off. It takes a lot of management skills to pull that off. It requires the students to be on task or be self-motivated to stay on task better because they know that they can choose too high or too low an activity and then become a discipline problem. They don't do that and I'm finding the more I individualize the less discipline problems I have. ...The other climates that you would see is that the children are highly motivated. And have a strong desire to move on with very little teacher interaction. In other words I don't have to manipulate much. They're manipulating the majority of their learning. ... I see kids in my room wanting to learn because they start in the right spot and getting to the next spot is within reach. What is in reach will always be perceived as being challenging. ... I also think when you walk into my room you will see... clear communication between me and the students. In other words you will see instant understanding of what I am saying rather than confusion and you will see more opportunities for students to examine deeper into skills. They actually can explore. They find out who they are in my room. They really find out who they are physically and skill-wise who they are and where they need to go and I think that is a tremendous uplifting experience. (Interview II, pp. 53-54)

Teachers should be skillful enough to present effectively the content to the students. Aris defined the process of making students appreciate the activities they are involved with as "selling". According to Aris when students know the purpose and value of a specific activity, learning can take place at a more rapid pace:

You can't just tell a kid to work on the set and think they're going to work on the set. Even though the skill might be appropriate, even though you choose the right skill you can't just do that. There's more to it than that. You have to sell it to them. You have to prove to them that it's of great value to them to do it. In other words you've got to make it the most important thing they're going to do that day. You've got to make them feel that way about it so how they feel about what you're having them do is important as what you're having them do. You have to do some selling. (Vignette Interview, pp. 90-91)

In Aris's classes the content was delivered to the students in a unique way. A variety of instructional tasks were presented to the students and ample practice opportunities followed informing tasks. The tasks were refined, extended, and applied. During practice the intensity of students involvement was high. Although, they were engaged in different
instructional tasks according to their skill levels all students stayed in the boundaries of the stated tasks. The following segment of a basketball lesson illustrates how Aris transmitted content to students and what the students were doing during the instructional times.

1:52. After the warm-up routine the students were asked to go and sit close to Aris. Aris informed the students that they would start dribbling today. He spent some time discussing with the students why dribbling is an important skill. Then, he demonstrated the dribbling tasks while using a playground ball. The first tasks were: dribbling with both hands, dribbling with the right hand, dribbling with the left hand, and dribbling with alternative hands. Students were asked to do each task 50 times. When they will finish with the first tasks they should sit on their knees and do three other tasks for 50 times: dribbling with right hand, left hand, and alternative hands. He emphasized to them that they have 7 jobs to do. He reexplained the jobs and pointed out that they should start doing their jobs using a playground ball. Also, he told them that if they have any questions to go and see him.

12:54. Students started practicing their jobs in a self space using playground balls. 12:55. Aris reminded the students that while they push the ball they should use their fingertips. He showed them what he meant. Students continued their jobs. After a few seconds he stopped them again. He emphasized that students should not slap the ball but instead push it. He demonstrated the two different ways of dribbling the ball and the students were asked to identify when Aris was slapping the ball and when he was pushing the ball. Then, they were asked to go and practice. Students practiced again. They were working on different tasks for example two hands, one hand, or on the floor tasks. All of them were trying to push the ball.

1:01. Freeze. “Eyes on me please”. “When you are on the ground the push is quicker but softer”. He demonstrated that. Then, he asked students to continue their practice.

1:02. Some students approached Aris and told him that they finished their tasks. He told them to take a basketball and start working on the same tasks. Students continue their practice. When they finished the tasks with the playground ball they took a basketball and started all the tasks again.

1:03. Aris stopped the activity and introduced another task. He pointed out that he wanted to tell them what they will do after they would have accomplished all the tasks with the basketball. After they would have accomplished this level they could use a playground ball or basketball and start dribbling all around the boundaries first with the right hand and then with left hand. If they want they can speed up a little bit or go slower when they will dribbling around the boundaries. Students continue practicing. Some in the middle of the gym were working in different tasks, others outside of the boundaries using playground or basketball balls. Some were dribbling fast and others slow. Nobody seemed to be bothered from each other. Everybody concentrated on their tasks. (Field Notes, November 16, pp. 37-38)

In facilitating the learning process the instructional tasks must be challenging, explicit, and accompanied by some form of accountability. A discussion on a vignette transcript highlights Ari’s views:
... She [the teacher in the vignette] wasn't explicit enough in her explanation of what her intentions were or what she intended the students to do. ... There was nothing stated as to a goal for them to achieve in participating in the activity. For instance for accuracy, counting the number of successful trials versus unsuccessful trials. ... Students will have a tendency to stay on task, even on a simple task provided there is some sort of accountability built into it. For instance if I told you to pass the ball to so and so and that's it versus pass and the ones that your partner doesn't have to step more than two steps for is a good pass and counts as one. And ones where they have to move further away for the ball you don't count. So now you're counting successful trials and not counting unsuccessful trials. ... There are a couple of things that she could have stated that would have allowed for a higher degree of on task behavior. Number one making it more challenging or build in an accountability system. (Vignette Interview pp. 75-76)

According to Aris explicit and clear tasks should be assigned to the students before the teacher releases them to independent practice. Aris pointed out that at times he repeated himself while assigning tasks but he did so to facilitate learning.

In any given class you are going to have 5, 6, 7 kids who do not process information very well. So what do I do? Blame them and say you're not on task because you weren't listening all the time? I still say it occasionally even after I've said it a few times. ... I'm trying to solve problems before they occur that is why I do that. (Interview II, p. 63).

An illustration of how Aris communicated the instructional tasks and how he builds accountability in the tasks follows:

12:53. Students finished the warm-up routine and sat in a self-space. Aris informed them that today they will learn a new skill "passing". He pointed out the critical elements of the skill and what the students should do in order to perform the skill correctly. Then, he told them that they will practice passing in front of the wall. They have to pass the ball to Mr. or Mrs. Brick. They should pass the ball only in one brick. He talked for a while about accuracy. Through a questioning technique he explained to the students the concept of accuracy. He told students that he wanted them to be very accurate when passing the ball to Mr. or Mrs. Brick (on target, only in one brick). Students were also informed that they should count the successful efforts. Aris demonstrated the skill several times. Students were listening and observing very carefully. They also participated in discussion when Aris asked them questions.

12:58. After the signal, students took a ball and went to practice the skill. They were placing the ball in the black line and trying to pass to Mr. or Mrs. Brick. They were doing exactly what they were asked to do. Aris was actively supervising students during practice time. He provided individual feedback and positive reinforcement.

1:00. Freeze. Aris gave group feedback. Then he asked students to tell him what they could do if they were successful with the assigned task 5 times in the row. A girl said that they could make the task harder for them. For example they could move farther off the black line. Aris elaborated on the girls' comment. He pointed out that students were allowed to change the task to make it more difficult or less difficult. Students continued practicing again. (Field Notes, October 27, pp. 19-20)
Many questions were asked by Aris during the instruction. He pointed out that through the questioning strategy he wanted to go beyond the "checking students' understanding" notion. He noted that he used this strategy more for teaching purposes. He explained:

I ask questions in a way to allow the child not to be able to let me answer the question for them. Yet at the same time I state the question simple enough that they will get there. I also make sure that I provide clues prior to the question. I also ask questions in a way that helps them have a better understanding of why they're doing what they're doing. In other words sometimes my questions aren't as much for getting an answer, for checking student understanding as it is for teaching them more. Why do we do it that way? What is the value of that? When kids understand the value of what you're doing, they have a tendency to raise the expectations for themselves. (Interview II, p. 64)

An example of his questioning strategy follow:

12:55. Students were asked to stop the practice time. Aris provided group feedback to them. He did that in a problem solving way. He asked students to teach him how to catch the ball correctly. He threw the ball in the air and caught it. He asked "Am I a good catcher? Am I learning? What do I have to do to learn? How can I get better?". Many students raised their hands. A discussion started. Students provided advice and many cues to Aris on how he could improve. (Field Notes, October 8, p. 2)

Teachers have to design instructional tasks appropriate to students. Opportunities for successful experiences need to be provided to students. It is the teacher's responsibility to arrange the environment for students to experience success during the learning process. In order for students to be successful in game situations, the teacher has to provide them with opportunities to learn the individual component of the game. According to Aris, it must be some progression and sequence from simple to complex tasks. He observed:

She asked the students to pick teams and play a volleyball game. During the course of the game most of the students touched the net, carried the ball, some of them used three hits. They do not set up and very seldom is there ever a spike that occurs. Well again all those things need to be worked on. The set could have been worked on. The emphasis could have been made for the set. You can still use the game at the end of the class time and the expectations be the set only. So if they touched the net you're not going to make a big issue out of it. You don't focus on one priority. You zero in on the priorities first and then you're going to have a list of them until you cover all of them. ... You've got to have a sequence. You have to have a plan. This is not a plan such as going from, covering all the needs and making sure they're successful with the individual fundamental components of the game before raising it to a higher level. Things were introduced at the wrong time, that kind of thing. (Vignette Interview, p. 88)
Aris noted that teachers need to be flexible during the teaching and learning process. If the situation warrants changes in the lesson the teacher has to do so. He stated:

She [the teacher] saw failure in the drill... she decided to go onto a game. I think what she should have decided to go onto was to work on the weaknesses or break them down. This would be your typical physical education teacher who says the kids don't want to work on skills. They want to play games. That's not necessarily true. Just because she introduced something the kids were having extreme difficulty with does not mean that the kids don't want to work on the skills. (Vignette Interview, pp. 87-88)

According to Aris, teachers need to accept the fact that mistakes take place during instructional periods. They have to be honest with their students and initiate a discussion with them in order to solve problems. In the following transcript Aris described how he would have reacted during an unsuccessful lesson:

I probably wouldn't have been in that drill more than one minute. I would have been into other drills. That wasn't a branching. That was a flip flop from one bad activity to another bad activity. What she should have done was she should have been honest with her students. She should have said I really messed up here. I picked a drill that is really out of line for you. ... I didn't blame them. I actually blamed myself. I find that students really appreciate that. And then I'll say well let's not do that. Let's do this. Since you said we're having trouble with accuracy on the set well then let's work on that. Just that for a while. Here's how we can do it. And we go off and do it. That's how I would have done. ... Makes the kids feel successful. Allows them to have fun. (Vignette Interview, pp. 91-92)

The observational data revealed that student learning was taking place during instruction.

Discussing the effect of his instructional strategies on students behaviors Aris indicated that he did nothing more than give opportunities to the students to learn. Aris believed teachers should know the abilities of their students well enough in order to structure appropriate activities for them. The selection of the content must match the needs of the students. Pedagogical strategies appropriate to the developmental needs of students should be employed by the teacher while teaching specific aspects of the content. Aris indicated:

I would say Elizabeth [the teacher] totally neglected to examine the needs of the students. ... There doesn't seem to be a progression here of lessons. It's a matter of picking a drill that the teacher simply probably felt successful in and expected her students to be successful in rather than saying what can I do what they can do? What can't they do? And how can I get them from point A to point B and that kind of thing. Again, everybody is expected to do the same drill rather than the kids who are ready for that drill do that drill and the kids who are not ready for that drill do something else. ...It needs a lot of breakdown and I think that's a major problem here. She's directing a drill rather than teaching a skill. (Vignette Interview, pp. 86-87)
According to Aris the students’ entry level of performance should be assessed to structure meaningful activities. He stated that “the needs assessment is the most important thing. It should take place long before you plan” (Interview 1, p. 26). Describing how he conducts the needs assessment, Aris indicated:

I always start by asking the kids and I don’t just take short answers. ...I prompt them for more information. ... I observe them. I get a cross section of who knows a little and who doesn’t know anything that kind of thing. I make it comfortable enough for them when I’m talking to them to admit that they might not know anything because it’s hard for children to say I don't know anything. (Interview I, pp. 26-27)

A needs assessment evaluation was observed in several of Aris’s classes the first day of the instructional units. The following observational segment was recorded the first day of catching unit.

2nd Grade Class
12:50. Aris informed students that they will work on “catching”. He demonstrated the skill few times with different types of balls. He pointed out the correct and incorrect performance of the skill to the students. Then he told students to practice the skill 25 times with each ball. They could start with a light or heavy ball. They could decide about that. Students took a ball and started practicing. After few minutes Aris stopped the activity time. Everybody put the ball down and waited quietly. Aris said “when you hear your name, please come in front of me and work”. Students took their balls and continue practicing. Those who were called by Aris went and practiced in front of him. Aris was observing and recording their performance. (Field Notes, October 8, p. 2)

Aris’s feelings about the process of the assessment and its value are described in the following journal extract.

I didn’t like the lesson really. I don’t like the first lesson. I just don’t because I like the teaching part more than the observing part and I was more of an observer today. Although I did teach. ...The observation of the students is so necessary because it will make lesson 2,3,4 go much smoother. So it’s necessary but at the same time I like to see a lot of changes take place and you don’t always get that. (Journal, November 13, pp. 2-3).

Instructional Style and Interaction Patterns

Teachers in today’s school need to use different teaching styles and strategies in order to reach the needs of all students. They need to be sensitive to the diverse background and history of students and be willing to use methods which are appropriate for them. Aris emphasized:
I'm constantly using a wide variety of styles. I don't necessarily use a style because it works for me. I use a style because it works with a certain kid. If it works for that kid I'm going to use it. ... I think you need to use a variety of teaching styles today. ...You only meet your own if you're only using one style. It's insane to think that one method will meet every kid's needs. It won't. We're such a diverse and mixed society now that you have to be willing to do whatever it takes to reach every child. And if you truly value every child in your class you're willing to do that. (Interview 1, p. 14)

According to Aris, the closure of an instructional session or another part of the lesson in which teachers and students have the opportunity to discuss elements of the teaching and learning process needs to be substantial. Such times need to be used as reflective times for both teacher and students regarding educational issues. He indicated:

She [the teacher] summarized the lesson by asking if there are any questions and none of the students has any questions. Therefore, Elizabeth dismisses the class. Well they probably didn't have any questions because they probably couldn't wait to get out of there. I think Elizabeth should have been asking some questions. Why not ask them? Why not be honest with them? Just flat out say how did we do with the setting? Kids will say - well should we work on that? ...And I guarantee they will tell you. (Vignette Interview, p. 88)

The climate in Aris's classes was positive. Aris interacted with his students frequently during the learning process. The following field note segment from a second grade basketball lesson illustrates how Aris initiated discussion and prompted students to think and express their ideas during the learning process:

1:15. Aris stopped the activity. He took a basketball and demonstrated the correct performance of dribble again. During the demonstration he talked about the “look away from the ball” notion. ... He asked students “do you think that Michael Jordan ever plays the game with closed eyes?”. Students said “no”. Aris said “you are right. He keeps his eyes open and he uses his eyes well when he plays. Do you know why we have to keep our eyes open during the game of basketball?”. Students provided different reasons. Aris elaborated on the students responses. ... Aris concluded that they have to look far away from the ball so they will know what is going on around them. “It is necessary in the game of basketball”. Students started practicing again and they were trying hard to look away from the ball. (Field Notes, November 23, pp. 53-54)

According to Aris teachers need to actively supervise students during the teaching and learning process. Aris noted:

One group started a juggling competition while Patricia [the teacher] was working away from them. That tells me that Patricia is not positioning herself to manage the group either. ... You've got to know what's going on clear over there. You have to see it all. You cannot allow that to happen. (Vignette Interview p. 79)
Proactive pedagogical strategies (e.i., use an accountability system) to prevent instructional and managerial problems in teaching situations should be used by the teachers. Aris emphasized:

For instance here [in the vignette] it says about the two students who did not practice the drill. They just simply moved to the end of the line. To me that's a sign that they do not feel successful with that drill. First of all I try to avoid lines to begin with as much as possible. If they don't feel successful at it there has to be an alternative activity for them that they feel comfortable doing so that they can experience some success so they can eventually get to the level of passing and receiving and controlling the ball. Maybe those two passing to each other in another area by themselves. Not having to get in line in front of the other students and perform in front of the other students. Some students do not perform well in front of other students. ... A lot of things I would do different on this. First of all I think it's okay to start off at a lower level and this is a low level. You could do this with kindergarten but you need to quickly have things to move on. Or if you perceive they've mastered the skill then it's time to go on. There's a time to add a more challenging aspect to it. There's accountability. Like I said I would add accountability immediately. (Vignette Interview, pp. 76-77)

Aris used many students' demonstrations. During the learning process he was observing students' performance carefully and asked individual students to show to the group the techniques or strategies that they were performing correctly. The following example illustrates how Aris used student demonstrations.

Students were informed that they will play a game. During the game, students were dribbling and trapping the ball around the gym. ... Aris saw a student who did something "nice". He asked the boy to show to the class what he did. The boy started dribbling the ball and Aris went in front of him. The student turned his body and blocked Aris. Aris explained to them that the student blocked him with his body so Aris could not steal the ball. Students played the game for few more minutes. Many of them tried to block Aris with their bodies in protecting the ball. (Field Notes, October 29, p. 28)

Individual and group performance feedback and reinforcement were provided to students often. Public recognition was used to not only improve skill development and self esteem but also as a strategy to instill values to students. Examples of public recognition incidents used in a first grade class to communicate multiple meanings (i.e., positive attitude to physical activities) are presented below.

2:05. Aris was walking around and actively supervised students. At a point of time he stopped close to a pair of students. He approached one of them and talked to him for a few seconds. Then he asked all students to stop the activity. Aris told to the group that Brian takes basketball lessons outside of school. "I love hearing that you take lessons outside of the school like [community's] youth [club] and
stuff like that. Watch this bounce pass”. The student was asked to show to the
group his bounce pass. Aris who was the boy’s partner during the demonstrations
pointed out that “I like when he steps and pushes the ball”. After the
demonstrations the students started practicing again the bounce pass. Now many
students took a step while pushing the ball.
2:08. Aris asked two girls to show the group how well they practiced together.
The girls practiced the bounce pass while all the other students were watching them.
Aris commented that they were working very well together. Then students were
asked to continue their tasks. (Field Notes, November 17, pp. 49-50)

Aris commented that the students treat each other with respect during and outside of
classes.

They [students] like each other. They’re very busy. When they’re having physical
education. ... They treat each other well as far as I can see. We don’t have any
school problems. I can count on one hand in the 9 years how many times we’ve
had a fight on the playground. We just don’t have that. (Interview I, p. 17)

Aris has strong feelings about his students. Talking about the type of relationship he has
with students he noted:

I think I have a very unique relationship with my students. There is a real deep
bond between me and my students. ... There are some similarities to that of a
parent although mine is much more rewarding. I hope they know that I love them
very much and I care about them as much as I care about myself or more than I care
about myself. They know that I am a person that's there to fight for them. ... They
see me hopefully as a person who has their best interests at heart rather than my
own. As a person that they can go to if there’s ever a problem. A person that they
know will listen to them. A person that cares deeply for them and is honest and
fair. (Interview II, p. 59)

Comparing his relationship with the students to students’ relationships with other teachers,
Aris indicated that his relationship is unique for two major reasons. First he comes in
contact with students from kindergarten through six grade and second the nature of the
instructional environment during physical education is different from a classroom setting.
Aris stated:

I think one thing that makes my relationship with the kids unique is that I see every
kid usually from kindergarten all the way through whereas like a sixth grade teacher
might be close to their students they can’t be as close in my eyes because I saw that
child when they were in kindergarten. I know what that kid has gone through. I
know more about that kid. I usually know the parents better because I’ve seen the
parents over the years. I’m in a different setting. I see the kids at what they do
best. When we get to play I think play is where you can really see children and
who they really are. And they are truly themselves at that point. (Interview II, p. 59)
The Process of Cooperation and Negotiation

Aris believed students’ cooperation can be gained and maintained if teachers provide learning experiences in which success can be reached. He stated:

There is a wide variety of reasons why kids don’t want to do things but the number one reason they don’t do something is because the last experience they had was a failure. ... I don't have to worry about that stuff any more. Because it's self-directed by the student in most cases. They're working on what’s appropriate and they know that success is only a few seconds every time. So they're not going to shy away from success. But that's how you get cooperation. (Interview I, p. 18)

According to Aris when students negotiate the demands of the instructional tasks, it is an indication that the tasks are inappropriate for them. He stated “if you didn’t hit them on the target they’re going to negotiate all the way through doing what they want to do” (Interview II, p. 55). Instructional cooperation can be maintained when the content of the curriculum relates to students. Aris pointed out that there is a need for teachers to hear the voices of students. In the following interview transcript Aris, described how he gained the cooperation of his students:

As far as what I negotiate with the kids is first of all at the beginning of the year with the older students especially, and with the younger ones, I always ask them what do we need to improve on. What did we do last year that we need to do again because either they like it or they feel like yes we can get better at that. I also ask them flat out what did I do a bad job on last year. And so I ask these students the questions. I write down all their answers and I then ask them what do you want me to make sure I teach you? And then they tell me. I think that does a couple of things. First of all that gives them ownership in the program along with the individualized approach which they've got total ownership if they'd ever realize that. But they have ownership. They have some say in what we do and I have some. (Interview II, pp. 55-57)

Every student in Aris’s classes is expected to learn. He believes that expectations need to be high for teachers and students. In the following interview transcript, Aris describes the demands and expectations he holds for students and himself:

As far as learning goes the demand is not that they be great athletes. But the demands are extremely high that they step forward. And that they are self-motivated. I expect them to have a strong desire to be independent from me. I expect them to know which direction in their learning they need to go by a certain time. Usually by third grade I expect that. I expect them to have a strong desire to learn. I expect them not to interfere with that process in any way. ... These kids are here to learn and to learn how to learn. My job is to teach them that. There is no way I'm going to be able to teach them everything they know even about physical education but if I can teach them how to learn then everything else I believe
will take care of itself. I demand me to prepare them. That's really it. Everything else falls into place after that. (Interview II, pp. 54-55)

According to Aris, expectations of performance have a dual-directional influence in instructional settings. He stated:

If they see high expectations, if they see me sweating, if they actually see me determined to solve a problem in the classroom then they help me. I really think that. If they see me kind of not care about it then they're not going to care about it. Why should they? If it's not important to the teacher then certainly it's not important to the student (Interview II, pp. 46-47)

Commenting on the notion that teachers demand less of the students in order to gain and maintain their cooperation, Aris pointed out that he did not allow it to enter into his teaching. In contrast he found ways to teach students to demand more of themselves:

So rather than the teacher demanding this and the teacher demanding this, teach in a way that the child demands the child, themselves to do this. So what I've done with inactive kids for instance is I have used other approaches. I still have the exact same expectations. I want them to be active. I can't demand that of them. I can expect that of them. And I want that for them because I care about them. So I have to be skilled in regard to how I communicate that to them. It doesn't change the demand. It changes the way I communicate. I find that the kids and me experience more success when they perceive the goal to be their own. So maybe it's a new style rather than demanding less. It's a new approach. But for me it's an approach that's working... They take credit for it so when learning goes on when the kid learns out here I don't get the credit for it. They get the credit for it and they know that. That they were responsible for their achievements not Mr. Aris. When they fail they know it's my fault. That takes all the pressure off. They know that I missed the boat and I can live with that. That's a tough thing to live with but what it does is it makes learning next time easier for them. (Interview II, pp. 57-58)

Gender Equity

Aris believed that grouping students based on their gender is a futile effort to deal with equality. He emphasized that different messages are communicated to students when they are grouped on the basis of their gender. His views can be seen in the following vignette interview segment.

The physical education teacher [teacher in the vignette] observes that the less skilled players do not have as many opportunities to participate in the games so stops the games and reorganizes the team. Now there are two games going on, one between boys and one between girls. He made a tremendous assumption and he taught them that boys have to play with boys in order for them to be successful and girls must play against girls in order for them to be successful or boys must play with boys to have the number of trials or attempts and girls must play with girls in order to have attempts. I don't see how that can be true because I think you would set up
the exact same thing with a girl. You'd still have advanced girls on some teams and intermediate and beginner girls on the same team. Who is still going to control the ball? The advanced players. The only difference is that the teacher now feels satisfied because he's not concerned with what girls are touching the ball. He's concerned with the fact that they are touching the ball. Girls. Not which students. And yet the boys are still the same thing. The advanced boys are still controlling the ball. I wouldn't have done any of that. Not one bit of it. Not one thing that happened in there would I have done. (Vignette Interview, p. 96)

Aris emphasized that gender separation strategy is harmful. He pointed out that students need to be grouped according to their skill level rather than their gender. In his own words:

... What would be considered would be making sure that they are all with an appropriate level because that's where their needs are. Never based on boys against girls because of this and that. What this teaches regardless of what Michael [the teacher] ever, ever cares to think it does teach one thing that I know of and that is the interpretation between the boys and the girls is totally different on this issue. The boys will assume that it was done to make their game better. The girls will assume it was done to make their game better. It will. But the boys will perceive it as being yes, you got rid of the poor athletes. The girls will perceive it as yes, you got us away from the good athletes so we can finally play. That is damaging. They have now assumed that all good players are boys and all girls are mediocre players. (Vignette Interview, pp. 97-98)

Every student regardless of the gender or skill level has the right to experience success in educational settings. In the following extract Aris expressed some concerns about some teaching strategies which aim to overcome discrimination issues but instead reinforce rather than eliminate gender discrimination.

I know what some teachers have done. They will like for instance make rules that say you have to pass so many times to this player before shots can be taken, things like that. They also say you have to stay in your area to the advanced players, the skilled players. I've taken on a totally different approach from all those strategies. I have taken the less assertive player and tried to teach them to be more assertive. They have a right versus we need to cater to you which makes them feel like handicapped. In other words you've said look, you're not good enough so we are making these rules. ... Which is wrong. You've actually created a whole new problem by doing that. (Vignette Interview, p. 94)

Students can be taught how to treat others or be treated by others equally. Aris provided a practical example of how he teaches the less assertive students to become more assertive in order to empower them:

In volleyball the way I taught it ... I never tell them to stay in their own area. I tell them you can go in anybody's area unless they call for it. If they make an attempt for the ball and call for it if you run into them it's your fault in other words. Now
the unassertive kids won't do that right away. So how do you get them to do it? You teach them that they're being robbed by allowing someone else to come into their neighborhood or into their home to take what really belongs to them. The way I taught it was on the volleyball court they're all standing there in their positions. And I start throwing down money like nickels and dimes into the area of the player that is unassertive. And what they first do is they stand there and look at it. I said don't any of you want that and sure enough the most assertive person will jump down. I said why are you letting him take what is in your area? I said if that was a million dollar lottery ticket that you wanted would you let him have it and inevitably they say “no way”. I throw down another one. Again the assertive person will get it. I said that's in your area and he/she is coming all the way out of her area to get that. Why would you let him do that? Throw down this one. They've got it. They understand now. It's partly their responsibility to take what is rightly theirs. And attempts are rightly theirs. It's not something that is given by the superiors. It's something that you have to take. You have to be independently assertive enough to take what is already there for you anyway. So now I say are you allowed to get this when it goes into their area? Yes I am. Provided what? I call it before they do. But if I call it I'd better be able to get to it. It's my risk now. Meaning the student. I said that's why it's okay for them to come in your area is because they're being assertive. They want to win. They want to play well. They want to run hard. They want to jump hard. They want to do everything well. What you have to do though is put restrictions because you have the right to do it. Nobody lets you play. Nobody is empowered to let you. You do it. So if the girls aren't making attempts then I would teach them in a way that puts the responsibility on them to make the attempts. Not to ask for a welfare type solution. We will provide for you because you need it. Which puts them down. Keeps them down. Makes them always feel like they always have to rely on the superiors to bail them out because of who they are. That's my approach. I believe that is a lesson to teach the unassertive so that becomes a lesson plan. In other words if they were weak at setting the ball you would teach them how to set. If they're weak at being assertive in a game situation then teach them. It can be taught. It works. It does. (Vignette Interview, pp. 94-95)

Discussing his view about single sex classes, Aris pointed out that there is no reason to segregate students based on their gender during physical education. Single sexed classes are never necessary. Aris emphasized:

It's never necessary, never necessary on any level and the reason for that is the only people it's necessary for is those people who have a difficult time with the mixing of the sexes. It has nothing to do with skill. For instance ... if you have a group A who are all within reach of the goals of the teacher why does it matter whether it's a boy or girl? Or does it matter? And then the argument always is well you wouldn't want that 200 pound football player hitting that 110 pound girl. I said I wouldn't want that 200 pound football player hitting that 110 pound boy either. That would still be a mismatch but it has nothing to do with their gender. It's inappropriate because of skill it's inappropriate. I'll make the same argument would you want that 200 pound same strength person hitting anybody that is of a dramatically weaker posture? No you wouldn't. Like in basketball would you want Michael Jordan playing Aris? No, that's skill inappropriate. You can always base it on skill. There's never a reason to segregate according to male or female. The only
time that becomes an issue is if people have a problem with the mixing of the sexes for sexual reasons. It's a sexual thing to most adults when they see for instance female wrestlers wrestling a boy. They're in awe of that. Not because they're watching the skills but because they're seeing the female touch the male. Or the male touch the female. It's a sexual thing. But in an idealistic situation if the skills are appropriate to each other there's no reason for there ever to be separation. There should only be at times separation of skill levels. (Vignette Interview, p. 98)

Aris is sensitive to gender equity. His program is designed carefully in a way that all students experience equal opportunities during the instructional times. Practices which enhance, maintain, and promote equity were used by Aris during the observational period. The following field notes illustrate one equity strategy which Aris uses in his classes.

Students went back to practice. They were throwing colorful balls, of different, sizes “up to the sky” and catching them. All of them were working very hard. “Freeze”. Aris said that Steve informed him that he was ready to work with a partner. Aris asked the rest of the students “if this was okay”. Students said “yes”. Aris pointed out that the person who was ready to work with a partner should go in the circle in the middle of the gym. Whoever finishes next should go to the circle and start working together. After few minutes a girl went to the circle. She and Steve found a working space and started practicing the task. Then, another student went to the circle seeking a partner. A boy approached him and they started practicing. (Field Notes, October 8, p. 2)

In the following interview segment Aris describes in details the above equity strategy.

How do you find a partner that's ready with you? What I've designed is that the person that finishes skill 15 goes and sits in the center circle. And the next person that finishes the skill goes to the same circle and as soon as they get here that's your partner. So now not only do you end up with mixed people working but you have two people catching who are ready to catch together. Because now they're learning to choose people because it is skill appropriate. Not because they're boy or girl. Not because they have dark hair or blue eyes or anything like that. (Interview I, pp. 15-16).

A formal presentation in promoting female students' participation in physical activities was organized and directed by Aris. He invited some of his former female students who have been actively involved in sports to make a presentation about their experiences as athletes to the 4th, 5th, and 6th grade female students at his school. The following informal interview segment and field note extract were recorded during that presentation.

Aris indicated that today he had organized a physical education event in his school. More specifically, he organized a presentation for the female students. He invited me to stay in the presentation which will start at 1:30. All the “presenters” were female athletes who have graduated form this elementary school. Now they are in the high school and they are members of their high school athletic teams. Aris has request that all 4th, 5th, and 6th female students from the elementary school be
present during the presentation. I asked Aris why the girls? He pointed out that he wanted them to be comfortable enough and ask whatever they wanted regarding the athletes experience. He did not want them to be intimidated or not feel comfortable to ask anything. With the boys present the girls may not ask similar questions.

(Informal Interview, November 13, p. 30).

The presentation started. The 5 female athletes introduced themselves. Every athlete talked about their involvement in sports. For example, one field hockey athlete talked about the practice, tournaments, and games. She pointed out how important is the concept of team, the commitment to the team, and practice time. Also she pointed out that, although it is hard, it is also fun to participate in this sport. .... The two field hockey athletes brought a video tape of the high school field hockey team. The tape had many segments of the practice time and games. ... Aris pointed out that these athletes are just a few of the athletes that had graduated from the elementary school. He pointed out that when they were in the elementary school, they had been involved in several physical education activities and had been very successful. For example one of the girls had the school record for pull ups. ...

The group asked some questions such as what kinds of sports exist in the high school that they can participate. The athletes had a list with them about the different sports. They announced some of the sports to the group. Aris said that he will make a copy of this list and put it in the announcement board. The group asked different questions. Aris also asked them many questions in order to stimulate discussion and bring some nice issues in the discussion (e.g., if they will stay in the sport if they were not winning). (Field Notes, November 13, pp. 35-36)

The purpose, value, and desirable effect of this presentation as described by Aris is illustrated in the following interview transcript:

That [the presentation] is a weapon. ...You can't explain it any more than that is a weapon against what those girls are up against. I use those type of strategies as basically warfare. I use that word because everything is against the female athlete in our educational system. Everything. A lot of what their parents tell them is counter activity from a very early age. From the second they're in their crib they're being taught to be inactive. They're taught that sports and physical activity is pretty much a male dominated society. That was warfare because I am up against something bigger than me. As much as I tell these girls in this school that physical activity is for you, it is for every human being. It is your right to do any sport you choose. You can learn just like anybody else would learn. But you learn because of who you are not because you are female. Even though I do all that there are too many people, both teachers, parents, athletic groups who are telling them just the opposite whether they realize it or not. ... What I did by bringing in female athletes on the high school level who are very successful both athletically and academically was to show them role models of people who don't believe that and who have overcome those obstacles. Those girls overcame those things. A lot of girls, in the United States and probably in the world in general will never ever realize what athletic potential they have in our country because we discriminate against females. How many potentially great female athletes have never touched a ball? We'll never know. Well I don't want that to happen to the children here so I called it warfare because it's a war I'm losing. I cannot win that war because I don't have enough people doing what I'm doing in that regard. (Interview II, pp. 66- 67)
Responding to a Radical Pedagogy

Discussing his views on teaching golf and tennis to inner city students, Aris stated:

I personally don't feel that one sport carries a heavier weight than another sport. ... I would say though in answer to your question I'm in a suburban school here. I don't do golf but I do tennis but there are some teachers who do golf. There's no reason why I don't do golf. It's just that there are so many sports available. I have prioritized based on the needs of my students and what the community perception is of what their needs are and where they can experience success within the stream of things. (Vignette Interview, pp. 82-83)

Aris noted that if the needs of students within a particular community call for a critical pedagogy type of instruction the teacher has to consider it. He commented:

I see an issue that has to be handled very delicately. In fact depending on the definition of these words. In other words if you look at the wording such as the word fight those kind of things, if your definition is all with the intention of improving the pursuit of happiness for that group of people then I don't have a problem. I don't have any problems at all with this whole thing. Provided that is what those particular students need. If the teacher here has decided this is of top priority because of what he seeing in this community, what he seeing with his students and where he sees this community's leaders as one direction for these children to go. If that is all with the perception of this physical education teacher is viewing I don't have a problem with it. (Vignette Interview, p. 80)

When teachers teach students to fight for social change they have to be careful not to place blame to a specific group of people. Aris pointed out that:

I would hope that George [the teacher in the vignette] is not placing blame with the suburban students. Because that could cause some problems with confrontations between groups of students. ... There's been some with inner city schools going out because they hear so and so said this and that. It's the haves versus the haves not which is not the fault of the students in those areas that they have access. It's a big social economic problem of our whole country. If George handles that as part of his presentation and I'm confident that George would then there's no problem teaching these kids how to work for more facilities and that kind of thing. This is obviously a high school group of kids. (Vignette Interview, p. 80)

Aris believes that plans for changes in the macro level should not mask action plans at the micro level.

He [the teacher] wants the kids to work for more access to these areas. Is it to get the access or is it to pursue their sport?... Is George [the teacher] teaching the students how to gain more facilities that doesn't exist presently? Do you see what I'm saying? And where will his students be by the time they get them? And that's fine if they eventually get them when they're adults that's fine. It doesn't matter when. What is George doing to make sure that when he's finished teaching his tennis unit they have a place to participate rather than just fight? They still need a place to participate in tennis. If George is just teaching them to fight but not leading
by example such as we're working on this tennis unit, here's where you can play tennis. I know the facilities aren't what they should be. But here's where you can go right now. This is how we can make a tennis court right here. This is what we can do in our own community right now. This is not the best but it's what we can do right now so you can still play tennis. ... Create within your social economic group the best you can and realize that yes, there is a difference, educate yes there is a difference. Yes there are things we can do to improve that situation and yes we have to improve that situation but we still need to provide the students. It's not the students responsibility to take on the adult battle. It's your job to teach them how to carry on the battle. Because eventually they will have to do it. So I don't have a lot of problems with this. There's a lot of issues that have to be handled and dealt with very carefully and I don't have enough information from reading this to know whether George is or isn't doing that. (Vignette Interview, p. 81)

Discussing the implications on students learning regarding the political ways to fight for more facilities, Aris commented:

I see George gaining a lot of support from the students. The students will perceive he cares about us. He's for us. He cares what we get and what we don't get. He's trying to make a change in our community. He's trying to build a program here. He's trying to bring about social change as well. I think it's good that students see role models doing that in an appropriate way. The reason maybe George showed the access for urban students for those sports could have been because the urban kids had no idea what it's like. Or the way things could be. If I was in the inner city and this is what I had right here and never knew what was out here how would I ever know that I was being discriminated against or that I was socially, economically being deprived. Sometimes you have to take the approach of hey, look here. This is here. This is where you're at. That's good to know. But you still have to be careful because these are children and it's kind of like some of that could be perceived as a big let down for themselves. As they got the new shoes and we got the ugly shoes. They have the new basketballs. We have the old ones. They are worth more; we are worth less. You can also build a greater separation between the two communities. Maybe George could have approached it with the idea of suburban is for everybody. Those lifestyles in the suburban areas is for everybody [and that] there are golf courts that are still public golf courts and are open to anybody. (Vignette Interview, pp. 81-82)

Speculating why the teacher in the specific vignette chose to use a more critical type of pedagogy, Aris noted:

I think George loves golf and tennis and I think George wants everybody else to love golf and tennis. I think George wants everybody to have equal facilities. I think George is upset that he's in a district that doesn't have the facilities that maybe a suburban school has. I think George sees that as an injustice. Not just to the kids but to himself as a teacher and to his community that he's teaching. ... I could be totally wrong here but I also feel George is looking for excuses. He's looking for reasons why he can't do things where he's at. There's a lot of things George could be doing to guarantee the success of his students in school as well as outside school right where he is. There is enough things to pick from. ... I had a cafeteria with a low ceiling. Did I do basketball then in there? No. But didn't those students get
less of an experience because basketball is a big sport in this community. Well did they get less of a physical education experience? No. We did something else. We adapted. We did the best we could with what we had and hopefully I taught them and I taught myself to love that and be happy with that. I don’t think George is very happy. George is looking for happiness rather than looking to be useful. George would be happier if he was useful because being useful is how we become happy. If we feel a sense that we’re being useful. I don’t know. I could be totally wrong. ... I don’t know, I’m just speculating. (Vignette Interview, pp. 83-84)

Responding to the question if he was the teacher in this vignette would his decisions be similar or different, Aris remarked:

I can’t say that I wouldn’t do the same thing. ... The discussion of lifestyle, lifetime sports, social change, stereotypes of tennis and social influences of participation in tennis are concepts that are beyond the fundamental needs of 6th graders. Because if this was chosen for 5th and 6th grade I can tell you it wouldn’t be done. The reason I wouldn’t is because there is too many other priority issues. If all the priorities are met I might do it with them. But I wouldn’t cover this if I was in the same situation with my kids because there’s too many other more crucial issues that I have to address ... [such as] the fundamental skills basically of knowing what to do, when to do it, and how to do it in a variety of activities (Vignette Interview, p. 85)

Synthesis of Findings to RQ.1.a

A physically educated student for Aris, is the one who is a constant and independent learner of physical activities. He believed that physical education should aim at the creation of competent and independent movers. According to Aris, the ultimate goal in education is to provide students with opportunities to experience success and thus the concept of success dominates his program. He believed that students need to be taught how to direct their learning. An ideal physical education program for Aris would be the one which provides daily physical education. The major difference between Aris’s actual and ideal program is the allocated time to the subject matter. In overcoming the lack of allocated instructional time, Aris found other ways to increase the students participation in physical activities by establishing an intramural program where all students have the chance to get involved.

Aris considered the knowledge of most worth for elementary students the “sport related skills”. He incorporated into his curriculum units such as catching, throwing, kicking, and dribbling. The selection of these units over others was purposeful since he
believed that students who have been exposed to these units would be more successful in physical activities in their future. Aris pointed out that the trends of the local community have a big influence on what he included in the curriculum. The community serves as a "steering group" for Aris since he wants the students to experience success within their community. Therefore, he tries to relate the curriculum content to the community culture. The most important outcome of these instructional units was students' skill development and improvement and the length of the instructional units depends on students mastery of specific aspects of the content.

Aris's primary goal is to meet the needs of all students within a group. In reaching this goal, Aris uses an individualized instructional approach. Students have been taught how to modify the learning activities in order to make them suitable to their needs. The instructional environment in Aris's classes was organized and structured. A variety of instructional tasks were presented to the students and ample practice opportunities followed the informing tasks. The tasks were refined, extended, and applied.

Aris indicated that the instructional tasks must be challenging, explicit, and accompanied by some form of accountability in facilitating the learning process. He believed teachers should know the needs of their students well enough in order to create meaningful activities for them. The selection of the content must match the needs of the students. According to Aris the students' entry level of performance should be assessed.

The instructional climate in Aris's classes was positive. Aris interacted with his students frequently during the learning process. Students were participating in discussion, asking questions, and expressing their ideas and opinions about educational issues. Aris believed that teachers need to know their students well enough in order to gain and maintain their cooperation. If the students do not cooperate during the teaching and learning process, the teacher needs to reevaluate his/her actions. When students negotiate the demands of the instructional tasks, according to Aris, it is an indication that the tasks are inappropriate for them. Instructional cooperation can be maintained when the content of the curriculum relates to students. Aris had high expectations for learning and achievement and he found ways to teach students to demand more for themselves.
Aris is sensitive to gender equity. According to him students ought to be grouped according to their skill level rather than their gender. Aris designed his program in a way that all students experience equal opportunities during instructional times and practices which enhance, maintain, and promote equity were used by him. Aris pointed out that if the needs of the students call for a critical pedagogy type of instruction the teacher has to consider it.

**RQ.1.b. What is the Content of Aris’s Micro-reflection**

Aris’s micro-reflection is presented in two themes. First, the function of reflection and the origin of Aris’s changes are introduced. Second, the focus of his micro-reflection as it relates to pedagogical, content, social, moral and ethical issues is presented.

**Function and Origin of Micro-reflection**

The act of and analyzing teaching informed Aris’s practice. His reflection shaped his actual practice. In other words, Aris’s reflection did not stay in a theoretical process but it took the form of action. Knowledge from instructional experiences influences subsequent practices. Exemplary or unsuccessful lessons made Aris think how to structure new teaching and learning experiences. Aris described how he analyzed successful lessons:

> I experience it [an exemplary lesson] and then I remember it. I remember and then I try to analyze. Well why was it successful? Why did it work? What could I have done to make it even better? ... Was it really something you did or was it something the kids did? ... You examine what it was. Then you try to come up with some conclusions as far as what should be used in the future. What do you want to hold onto to see if it will work again. What will you do different to make it even better? (Interview I, pp. 35)

The following transcript indicates how Aris tries to overcome the specific problems of a kindergarten lesson:

> Well the first lesson was absolutely horrifying to me anyhow. I just was not satisfied with myself. I wasn't satisfied with the kids and I missed something and I have to try to figure out what that is. I have some ideas but I think it needs to be a little more structured for them but yet I think it needs to stay extremely simple and change courses more often and quicker. Shorter spurts, stops. Something new, something different. Using the ball and still utilizing the dribble maybe but then even mix in more since I have the backup of catching. I should have mixed it in better. (Journal, November 17, p. 9)
The following week Aris commented in his journal regarding the same kindergarten teaching session:

I was a little more structured with them this time and I changed activities more frequently with them like I said I was going to last time. And since this was a new lesson for them, this was lesson three, we did a little more catching this time and a little more emphasis on how to catch. Overall I thought the class went pretty well. I could see some areas where it really needed to improve (Journal. November 24, p. 17)

Aris indicated that he is always willing to change elements of his practices to help students to experience success during the learning process. In the following interview extract he described why he uses different pedagogical strategies with different students.

I really think that I'm open to change all the time. I would say I can't really focus on any major changes. I can only focus on the idea that I'm always willing to try new things. I'm willing to. I consider myself a creative style teacher. In other words I'm not afraid to come up with something that's never been done before or anything that I think will help a child be successful I'm willing to go that route. I'm not so concerned about whether it works for me. I'm more concerned about whether it works for the kids. I've used some things, some styles with some primary kids that I'm really not all that comfortable with myself but they are. I might use it for one group of kids and not the next group of kids even though they're the same age level because it doesn't always work with different groups or individuals. So I constantly change colors with the different kids (Interview I, pp. 22-23)

The immediate changes during Aris teaching were stimulated by needs of students. He noted:

The immediate change is students not experiencing success. If they're not experiencing success it's my fault. So I have to quickly make a change because I can't wait 7 days. I have to make the change on the spot. To figure out what the problem is because I want them leaving here feeling like they've achieved a great deal. That way they're anxious to get back here the next time. Plus I want it to be a rewarding experience for them. (Interview I, p. 23)

The following transcript from Aris's journal describes actual change as it related to students' needs. It also illustrates how the composition of the class caused Aris to change elements of his instructional practices.

The part on the line. Dribbling on the line. I just felt that the game was not meeting the needs and I think that on the line was a little more structure for that group and I felt it was more appropriate. It was a stab in the dark but it was an adjustment that I felt was a little more appropriate than the game of "dribble trouble". I just felt it concentrated [them] more. It was clearer to them. It was more specific to them. For some groups that's fine. With other groups it is not. Some of the kids did not
need that but a large enough group of them did and I knew the other ones would get the same benefits from it so I did that. (Journal. November 16. p. 7)

Changes that Aris made in his teaching were often situationally driven. He commented:

I make changes constantly. Constantly, on the spur of the moment. Any time that I feel the situation warrants it. And what warrants it is whether a kid is failing or whether they're successful. (Interview I, pp. 23-24)

Knowledge from concrete experiences formulates and guides Aris's future actions. In Aris's words "when I'm teaching I'm also learning. If I don't make the changes if I'm reading from a script I'm not growing as a teacher (Interview II, 52-53). Aris described an instructional episode which made him reevaluate his decisions and actions.

I had a major screw up ... it was recent. And what happened ... a whole group of kids said that some of them wanted to do it. Some of them didn't want to do it. They said I hate this. I don't like this. This is terrible and behavior problems started to occur and ... it was scary for me. ... I got angry and ... I started blaming the kids which I figure is so typical for a lot of teachers and a lot of parents and I went into a very strict mode. Authoritarian mode and sure I got them all on task that way and I observed them and I realized they aren't learning a single thing. So I immediately stopped the class. Called them all in and I said how many of you want to do this. They raised their hands. So I divided them up. Put them in the activity that I had set up for them originally. Got them started. Went to the other ones... and I said you don't like this. In other words what I had done was I went back to my listening mode and finally acknowledged that I heard what they were saying. I acknowledged what they were saying and I said let me teach you and if you still don't like it I'll understand. I took that group of kids and it turned out that those kids who did not want to do it had the lowest amount of knowledge of what I was asking them to do. I had misjudged what needed to be taught. I made a big mistake in my needs assessment of this group. ... When class time was over I pulled them in and I apologized to them. I said the fact that you didn't like something was not wrong. I said I cannot allow myself to behave in a manner that expects you to like everything. There are things that I don't like. I said but I can expect you to learn. I firmly believe the more you know the more you'll like about something. So I made the biggest mistake here of anybody. ... So, although that was a horrible situation, it started out being horrible it turned out to be a very memorable, stimulating experience for me. (Interview I, pp. 35-37)

The above example provided by Aris suggests that complex social settings such as classrooms foster situational learning. Although the event was not a positive one it turned out to be a memorable learning experience for Aris. It addresses the value of reflection in teaching situations. Aris pointed out:

When I made a mistake I wasn't afraid to shift gears. I wasn't afraid to make the change immediately and I attacked the problem head on then. I think the first thing that a good teacher has to do, hopefully I'm a good one, is they have to be willing to admit that they've made a mistake and they have to be willing to admit it to their
Aris believed that when students share their views and contribute to the decisions about instructional changes they have more ownership about their learning.

I find that what is most relaxing is to put it back on the kids sometimes and say hey, I screwed up. What do you think we should be doing? Usually they know. Sometimes they'll say gee this would probably work if we were doing this. And then you go you're right. Why didn't I think of that? And then give the kid the credit for that because that's great when they can come up with some ideas that you wish you would have thought of that stuff. (Interview I, pp. 37-39)

**Dimensionality of Aris's Reflection**

Aris reflected on pedagogical, content, social, ethical and moral issues. Each of these dimensions are presented below.

**Pedagogical issues.** Discussing the aspects of teaching that he was concerned with during instructional units Aris stated:

I'm always concerned with whether I've hit the target or not, hit the kids. I'm never quite sure that I'm reaching my goal. For instance everything I do and everything I say is zeroed into one major priority. ... The only example I can give you to really answer this question is if I was concerned with just percentages of the students I think I'd be pretty happy but I'm not. The percentages do not say anything about five kids here and five kids here or one child here. The majority can be successful and then those kids not be and then that is not okay. Not if you're an individualized instructor. That would be okay if you were an instructor that used the curve system to grade. Those kind of things. I don't do that. I can give a child an A+ if they're the lowest level student in my room provided that they make it to a higher level so when I give that grade who am I really grading? The child or me. Or both. Let's say it's a little bit of both because I want them to have responsibility for their education but I have a responsibility for their education. So it's 50-50 so if that child does not get an A I don't get an A. (Interview II, p. 44).

After his teaching sessions, Aris carefully examined the effects of instruction on student behaviors. An example of his journal follows:

The second session was much better. They can utilize more of what they did the time before. They need a lot of practice. There are some kids out there that are still very weak in dribbling but yet at the same time are practicing hard. They're all on task which was good. They just need time and it's going to take time with that. I thought they did a pretty good job with the catching part of this. It was just tremendous. To catch as a first grader without scooping continuously is a good sign. ... And to see them actually being able to field the ball out away from the body and bring it to the body is real exciting and then to move up to a basketball that's really rolling, especially when the ball is coming at the face. I was pleased with that. (Journal, November 17, p. 9)
Content issues. Aris emphasized the importance of content knowledge. He believes that it is the teacher's responsibility to acquire more content knowledge before he/she teaches an unfamiliar activity. "... As far as the sport is concerned if I teach it it's my job to become familiar with it before I teach it". Aris explained how the unfamiliarity of subject knowledge can be easily overcome if the teacher has the willingness to acquire more knowledge. The following quotation indicates how Aris deals with less familiar content in order to shape students' learning in a meaningful manner.

Before I taught basketball I didn't just go in there and start to teach. I went to the high school coach. I went to some of the middle school physical educator teachers to find out what are you guys doing. My favorite question for all these was what would you like if you had your dream? What would you like the incoming 7th grader to be able to do in basketball? So I took that and then I borrowed a lot of books ... and I taught myself first and ... I have to make sure that it's current information. Once I have that then I approach the kids. There's no way Aris is ever going to walk into a class with half knowledge. ... I just can't do that. That would bother me. (Interview II, pp. 50-51)

Content related issues were discussed by Aris. For example, he noted that teaching specific aspects of the subject matter using an individualized approach seemed to be more difficult than others.

Another thing that's making me think is dribbling is much harder to do as an individual task. To totally individualize dribbling is harder whereas catching I was able to do it. A lot of other activities I've been able to do it. But for some reason dribbling it's harder. I'm going to have to rethink how I'm doing it. I'm really not satisfied with this whole unit. (Journal, November 23, p. 13)

Another issue of concern for Aris was how much of content knowledge is enough for his students. For him the range of content to be covered in different grade levels is unlimited. He found himself struggling with the "attainment" concept. The following quotation reflects Aris's dilemma regarding this issue:

For instance dribbling, that's a very short unit because if they're dribbling with both hands and they're dribbling while moving then that's fine for second grade. And then when they're in the third grade then it becomes strictly related to basketball the game. So why beat on that when you know they're going to do it in third grade? I don't know. I'm really still struggling with that. Where do I cut it off? Where do I say hey, that's enough. Because there are so many other more important things that you've got to be covering. (Interview II, 49)
During the interactive phase of instruction Aris is constantly thinking about how to best teach the content to students. Figuring out the most effective ways for transmitting content to promote learning is one of Aris's major goal. Aris explained how he actually does that:

I always do different things from class to class. I do everything different as far as sorting out what worked, what didn't work and what needs to be improved and what did I do a poor job on. What do your kids understand. What didn't they understand? I go through a whole process constantly even while I'm actually saying it I'm calculating, figuring did I use the right word. Should I have used a different word? Maybe I should use a variety of words. Should I say it more than once? Should I say it three times? Is that enough? Is that too much? I'm always going through that process to sculpt my teaching. (Interview II, pp. 52-53)

The following journal example from the dribbling unit, illustrates Aris's concern about content presentation to young students:

Articulating a difficult task to a younger child who physically is ready but communication-wise it's harder to get them to do the right thing. You can actually mess them up more than you can help them sometimes if you don't say it right. So I've got to figure out how I'm going to communicate to them because physically I want to move them up and keep moving them and keep moving them but I'm going to have to be careful in how I articulate that information to them and how I set the drills up. (Journal, November 13, p. 3)

Social issues. Problems that students experience in their personal life are visible in learning situations. Aris felt that one of his responsibilities as a teacher is to help students overcome personal problems. He explained:

K____ the young girl in the K-1 split, last class. She's not a very happy child and I've been concerned about it for a while. That's when I sent C____ to get the guidance counselor to see, find out if she's been counseling this child and see if there's something wrong at home, something like that. ... I'm always concerned when a child doesn't smile about something. If they're not smiling in here I want to know why and it bothers me because sometimes I think it's me. Maybe it's me. Maybe it's something I'm doing or not doing. But with her I've observed that when she walks through the door instead of screeching with a big grin on her face ready to go it looks like she's on the verge of tears and I'm concerned about that because I hate seeing children sad. They should be the happiest people in this world. Usually, I've done this before with other kids and usually when I see a child that's real sad like that all the time something is going on in their lives and we just haven't found out what it is yet. So I think it's my responsibility to that child other than just teaching skills. I need to help find out maybe there is something really wrong. ... Occasionally you'll get a child like that who has been abused either by a parent or a relative or something. And the added fear is that I am a male teacher. ... I may be the only male they come in contact with other than their dad. So I am concerned in that regard too. (Journal, November 16, pp. 5-7)
In the following transcript Aris explained why as a male teacher he has to always reconsider his interaction patterns with female students:

For instance every piece of education as far as teaching children to protect themselves teaching anti-drug, anti-abuse, anti-sexual abuse, all that the perpetrators are always males and they start learning that in kindergarten. So then they come in contact with a male teacher and that's a big concern of mine. ... I'm willing to bet that that young child she's either already been abused or no one has ever said anything positive to her. She's too serious as far as everything is already wrong before she even tries. (Journal, November 16, p. 7)

Ethical and Moral issues. Interaction concerns were expressed by Aris regarding some developmentally handicapped students. The following notes are from an informal interview:

Aris did not like the fact that M____, a developmentally handicapped student, was not chosen by the other students to be their partner. Aris wants M____ to be chosen as a partner. He doesn't like to ask students to have M____ as a partner. He prefers students to choose M____ as a partner. Aris said that he will find a strategy to incorporate in his teaching so this will not happen again. (Informal Interview, October 29, p. 28)

Aris believed students with disabilities should be included into regular classes. However, he would prefer them to be level mainstreamed rather than chronologically mainstreamed. He stated that “my philosophy is different. I believe they should be integrated where I can do the most with their skills” (Journal, November 23, p. 16). Aris expresses some moral and ethical concerns regarding this issue:

I individualize with them [developmental handicapped students] so it's okay for them to be in my room. Because now they can be on that 7 year old level while the rest might be on 10,11,12, 13, 14, 15 year old level. The only problem I'm running into is that if that rainbow gets bigger. The beginning skill in that class is here and the end one is way over here and there is like 20 levels in between that handicapped child and the next kid it doesn't matter how well I do they're going to be singled out. They're not going to be socially interacting with the other kids because they can't. Because the kids they're going to want to social interact with similarities. That's how we socially interact. Just because they're in the same room doesn't mean they're interacting socially. So they're on the far end of the scale. If they're close there's no problem. If they are the lowest there's no problem provided there's only 2,3 levels in between. Well we had some who were totally inappropriately mainstreamed. ... The person with the social background in special education has missed the boat with those children because they're not socially accepted and they're not integrating because they can't be because there's too much distance between the lowest level of the non-handicapped child. It's not fair to them. It's not fair to the other kids because you can't expect them to drop down levels just to accommodate a lower level. Because that's when discipline problems,
so that's when disruptions occur. That's when the kid is not learning and their parents can only argue hey, my child has a right to learn. Not to help another child, just learn for the sake of you managing the class. (Interview II, pp. 61-63)

Synthesis of Findings to RQ.1.b

Thinking about and analyzing teaching informed Aris's practice. One of the major tasks of teachers, according to Aris, is to provide positive learning experiences for all students. Changes that Aris made in his teaching were often situationally driven. The immediate changes during his teaching were stimulated by the needs of the students. More specifically, changes or modifications in Aris's classes occurred in order to provide students positive learning experiences. A major factor for Aris to restructure instructional activities was when inappropriate selection of activities disrupted the cooperative nature of classroom ecology or made students not to have successful experiences. Also, the composition of the class was another factor that made Aris change elements of his instructional practices.

Aris reflected on pedagogical, content, social, ethical, and moral aspects of teaching and schooling. The effects of Aris's pedagogical practices on students' learning were carefully examined. The importance of content knowledge was emphasized in Aris's reflection. During the interactive phase of instruction, Aris was thinking about the process of teaching the content to students. Aris's reflection also included social issues. He indicated that social problems that students experienced in their personal life are visible in learning situations. Aris felt that one of his responsibilities in schooling is to help students overcome such problems. Ethical and moral concerns were also expressed by Aris.
RQ.2. To what degree have Aris's reflection, educational values, and practices changed over the years? (Macro-reflection)

RQ.2.a. What Issues does Aris view as Problematic in Teaching and Schooling over the years?

Aris's views about problematic issues in teaching and schooling have been categorized into three themes. The themes are subject matter concerns, societal concerns, and contextual concerns. Each one of these themes is introduced in this section.

Subject Matter Concerns. As Aris pointed out earlier, allocated time of physical education in the school curriculum is minimal. Aris also identified problems within the community of physical education teachers. One of them relates to the expectation of performance. He noted that many physical education teachers do not expect their students to perform to their potential:

Expectations in physical education have always been low. Expectations for achievement in physical education, especially for the female population. (Interview I, p. 15)

According to Aris, physical education as a subject matter has a unique identity in the school curriculum. He is not pleased that some physical education professionals consider the integration of physical education with other subject matters as its contribution to the curriculum. Aris pointed out:

Things are moving way too slow or they're moving backwards. Even in our own PDS meeting there are people already trying to associate physical education with math and science and this kind of thing. Like they're trying to integrate it so that it gains more acceptance. That's what we tried to do 20 years ago. We tried the exact same thing. I thought we had grown beyond that where physical education was important in and of itself. Why do we have to be associated with math and science and integrate? Why? So those people who support math and science will then support physical education? That's crazy. That's a step backward, not a step forward. (Interview II, p. 71)

Another issue of concern for Aris was the fitness concept which dominates many physical education programs. He viewed the fitness movement as problematic:

The same way with fitness. The fitness concept. First of all you show me any research that shows a child-oriented fitness program technically works. Show me one piece of information that says yes this is a long-term study that says this
worked. I have not seen an increase in the number of pull-ups on the presidential fitness test, the AAU fitness test in our population. And guess what, I haven't seen it go down either. Sit up wise it is basically the same. It's been the same for 25 years. The research that I have read or have heard about states that first of all flexibility for any athlete is not as important as we used to think it was. ... I see a lot of teachers spend a lot of time with flexibility with these kids. I spend time in flexibility if it's related to the skill that I'm asking them to do. ... You can still walk in and find five out of ten physical education teachers having these kids the first thing they come in sit on the floor and do leg stretches or still do the sit and reach and the physical fitness thing. Why? You can't tell me they're changing those things. You can temporarily change it but the second they leave your room and the second they go to a different teacher or the second they leave those things so what should we be teaching? We should be teaching kids how to learn because all the information that they're learning now might change. More information is coming at them now than what it did ten years ago so they need to learn how to direct their own approach so they can be successful within their own environment. ... We have things on jump rope for your heart. ... Show me one kid in middle school that is jumping rope. They're not jumping rope any more so how long will it take him to lose that strength that he achieved in jumping rope? Two weeks. That's what the research says. So what are we doing? It's crazy. I guarantee you this volleyball ... they can do this game anywhere, any time and they will. They'll do this at picnics. (Interview II, pp. 71-73)

Societal Concerns. Aris expressed some other concerns about teaching and schooling which are not only embedded in the school culture but in society. As the following transcript reveals, dealing with the “overweight syndrome” is a constant struggle for Aris.

I'll give you the number one thing. Overweight children. The reason for that is that it's a no win situation for the physical education teacher and I don't want to sound so pessimistic but at the same time I haven't found the solution. ... For instance an overweight child usually has an overweight parent. Their eating habits at home are not affected because you're teaching the child. ... I've been successful at teaching the child proper things to eat, proper ways to manage their activity, to increase it. But when they go home they're in conflict with their number one role model which is mom and dad. Now you've created a situation that is very hostile for the child because the parents are fixed in their ways. ... I understand that no matter how delicately you handle that situation you're opening up a can of worms and it's hard to work through those kind of problems that are really more of an issue with the parents than it is with the child. And I haven't seen any success unless the parent is willing to change their lifestyle. (Interview I, p. 29)

Aris described a gender discrimination episode from his professional career which made him think about educational matters.

J____ did 28 pull-ups, a second grade female and she set the school record in pull-ups. Second grade, third, fourth grade, fifth grade. Transfers to middle school
who has a female physical education teacher and is told she can't do pull ups for the school record because she's a girl. That's about the time I started giving talks about gender discrimination and sort of directed me along those lines. Because her mother called me, extremely upset about that. What was interesting with J____ she had learned some self-management skills here. She was allowed to do flex arms kind and a child who can do 28 pull-ups which is a miracle to begin with for any student. ... She went on over there and when it came time to do flex arms on her own she decided to go up and down until she beat the record. The teacher could not stop her. Didn't even scold her. Just didn't count her scores but J____ knew and I think that's all that mattered to her. Because her goal here was to get the school record of the year and she couldn't because she moved. Her parents moved so she was upset that her name wouldn't be on the board forever in the sixth grade here. I said well you can break the record at middle school. No. She wasn't allowed to. And to me that was an injustice. Here I've always had at least I've been making attempts, I still make mistakes, as far as equity in education. But I really harp on it, preach on it to the classroom teachers. My student teachers and to students at [a university] when I'm asked to speak on that issue. That was a big event in my career. (Interview I, pp. 10-11)

A major concern in education pinpointed by Aris related to gender equity. He indicated:

I really feel I'm failing at my equity issues... I'm really failing at that as far as I was idealistic 9 years ago when I first started really working hard. When I first started teaching I started on that. I still believe in all that the same way but it's so powerful. The influences are so powerful outside of the school, in school. In society in general. ... They [parents] have a tendency to still raise them according to the typical social norm, status of pink and blue. Pretty shoes for girls. Tennis shoes for boys. In other words appearance is important. Competence is important. And I can work all year and still have a second grade female say boys play hard, girls play soft. ... Well our society teaches those kids to make those generalizations. ... I guess I have a real defeatist attitude towards that issue now. I'll keep fighting because I know I can't give up. I'm not a quitter. I'll keep working on that and working on it and living in a responsible manner as a teacher because I believe teachers have a responsibility to teach in an equitable manner. (Interview I, pp. 30-31)

As the above interview extract suggests, Aris considered the equity issues a societal problem. According to Aris, drastic changes are not easily accepted from the society. He stated:

I don't see society making changes because of what they perceive to be right and wrong for all. Because catastrophes make changes. Wars make changes to some degree but those are catastrophes. Society is not going to change because they're going to always fall back on what is familiar to them in times of teaching their own children. In times of making sure that their children do not stick out like sore thumbs. For instance a very "liberated" woman when having a child - now some will do the right thing as far as raising the child with the idea of success in life but at the same time most of them will not. ... I believe this and this is a very radical statement - will not change unless women physically, emotionally war at it. ... At the rate it's going right now and the way it constantly slides back a little bit and then
goes forward a step and slides back two steps and we go through cultural changes where it goes almost all the way back to a 50's mode with the change of administration in the government or something like that I don't see it changing for centuries and that change is too slow for my taste. (Interview 1, pp. 31-32)

Aris identified another problem in the educational system unique to male teachers who work at the elementary level. He sees a need for more male teachers in the elementary schools. Aris emphasized:

We need more males in the school but you're never going to get them ... because that's the way the society of elementary education has deemed it appropriate to deal with children. ... First of all you can't deny the fact that young children are taught to be afraid of males. They are taught that men in general are bad. They are bad because they molest. They abuse. They are aggressive. They use aggressive tendencies to solve problems. Well and then when they get to school they are taught the exact same things through our abuse prevention programs. If you watch any film, you show me one film that is shown in the school where the abuser is a female. You won't find one. So now very young children are taught that males are bad. They're still being nurtured by female classroom teachers. They have no positive male role models in school. You could have made the argument that when I got this job that I got hired because I was a male and you wouldn't be that far off. I think they wanted a male because they had none. They felt that it was important to have a male role model in the job. I have a tendency now to agree. They have to have both equally. Now there are other groups out there arguing it doesn't matter one way or the other. Yes it does. Because I've seen it. I have lived it. I can tell you that these kids - the female student needs a male role model. The female student needs a female role model in the school. The male needs a female role model and the male needs the male role model. They need both. It is crucial. They need to learn how to deal differently and maybe they don't need female and male. They need masculine and feminine both. (Interview II, p. 67-70).

Contextual Concerns. Aris teaches in another elementary school setting one day per week. Comparing the physical education programs that exist in the two schools Aris indicated that they are “different but not by his choice”. He indicated:

What I do is different a little bit because it's an adjustment to a different environment. The reason I've had to make the adjustment is because another physical education teacher and another administrator have come into play. If I was the only physical education teacher over there there wouldn't be any difference. I would eventually work to what I've achieved here maybe or haven't achieved here. But I go in there and there are different time elements involved. For instance she [the teacher] likes to present units 3 weeks, 4 weeks at a time whereas I know that sometimes you can't structure things based on time. It has to be based on need more than time. So that is an obstacle that keeps me from doing some of the things I would like to do. The administrative support over there is not nearly what it is here. (Interview II, pp. 60-61).
In the following transcript Aris explained how specific contextual constraints do not allow him to establish a quality physical education program in his second school:

The children virtually are the same. The only problem is since I'm only over there one day out of the week and I've only done this two years is that I haven't had them from kindergarten all the way through. So my expectations have to change because they have not developed the self-management techniques. For instance these volleyball teams. If you notice they're mixed. Equally boy and girl. If I just walked in there and did that over there they'd all quit. ... But nevertheless I have to work in that setting. I have to do it in a way that is perceived as cooperation. Well we've worked that problem out. We recognized each other's differences and have a great solution to it and I get a phone call a week before school starts from the principal over there who says oh by the way we couldn't work out that schedule the same as we did last year. This was on my answering machine. I wasn't included in the discussion. Nothing. And so we decided to give you two first grades. One fifth grade. One sixth grade. We're sure you'll be happy. A whole program just went down the toilet. That is terrible. That was absolutely horrifying that an administrator would be allowed to do that in this district. (Interview II, pp. 60-61)

The school where Aris teaches four days per week is considered by him ideal. The idea of teaching in a different setting especially from a socioeconomic and racial standpoint is still, however, attractive to Aris. He stated:

The thing that concerns me right now is that I don't like an ideal setting. I get bored with that. I've often talked with the music teacher. We've often talked about going down to Appalachia or some place like that for a year and go where they have nothing. Just kind of go some place where there's nothing and where all the odds are against you. And then really try to see if you're a teacher. (Interview I, p. 21)

When Aris was asked if in such a setting would be more or less effective, he noted:

I'll die trying. Let's put it that way. In other words I'm at my best here when things are going wrong. When things are chaotic. ... I'm always looking for ways to be creative in an ideal situation. If you go down to Appalachia you've got to be creative the second you walk into the ridge. (Interview I, pp. 21-22)

Although Aris wants to go in another context, personal commitments do not allow him at that point of his life to do so:

It's nice to want to adventure out and do stuff like that but I have responsibilities here outside of teaching. But I think it would be neat to do an exchange. I would love to do an exchange. But if I exchange I want it to be less than ideal circumstances. I don't want to exchange equally. I would like to exchange economically. In other words allow someone who has nothing at all to come in here and have it all while I go and have nothing at all. That would be interesting. (Interview I, p. 22)
Aris commented that if he were to teach in an inner city school his philosophy of individualization would not change dramatically. His instructional goals, teaching strategies, and interaction patterns, would have been affected by the needs of the students rather than anything else. Discussing this issue Aris pointed out:

If I'm in the inner city I'm going to do my same approach but yes, it's going to look totally different because this child might have a totally different need than anybody here. I don't think so. I think I'm going to have 22 different needs still. And why should I assume that because I go to the inner city I'm going to teach them all the same way just because they're all from the inner city? They're all going to have 22 different needs and all just happen to be from the inner city. When I'm here I can't teach them all like they're from the suburban. I have to teach them all based on what they need not what I perceive they need. (Interview II, pp. 51-52)

Synthesis of Findings to RQ.2.a

Subject mater, social, and contextual concerns about teaching and schooling were addressed by Aris. Aris believes that the allocated time to physical education in the school curriculum is minimal. More value needs to be given to physical education. Aris also identified some problems within the community of physical education teachers. Efforts to integrate physical education with other subject matters in the curriculum is a major concern for Aris. Another of Aris's concerns is that that many physical education teachers do not expect their students to perform to their potential. Aris also believed that the fitness movement is problematic yet dominates many physical education programs inappropriately.

Aris expressed some concerns about teaching and schooling which are not only embedded in the school culture but in society. Dealing with the "overweight syndrome" and gender equity were his major concerns. In these situations he believed social influences outside of his classroom are more powerful than his pedagogical strategies. Aris also emphasized that male teachers who work at the elementary level are discriminated against in several ways and that there is a need for more male teachers in elementary schools.

Aris expressed some contextual concerns in his second school. He pointed out that contextual constraints made the process of establishing a quality physical education program difficult. The idea of teaching in a different setting especially from a
socioeconomic and racial standpoint is attractive to Aris. Although he would like to go in another context, personal commitments do not allow him at that point of his life to do so. When Aris was asked if such a setting would be more or less effective, he could not predict that but he emphasized that he would like to try. Aris commented that if he was teaching in an inner city school his philosophy of individualization would not have been changed dramatically. His instructional goals, teaching strategies, and interaction patterns, would have been affected only by the needs of the students.

RQ.2.b. How have Aris’s Educational Values, Practices, and Reflection Changed over time and What have been the Influences for such Changes?

A description of Aris’s major changes in his practices, values, and reflection which occurred over the years is provided in the first part of this section. In the second part of the section the three major factors for changes, students, continuous education, and school context are presented.

Description of Changes

Comparing the way he used to teach during the early and middle stages of his career with the way he teaches now, Aris indicated that the major difference is in who directs learning. When Aris started his program he was directing students’ learning. Now, students direct their learning. He noted:

All those little things I’ve taught the kids those transition things the managerial things were taught in kindergarten and first grade. ... So I directed learning. Now they’re directing. That has to be the biggest difference. (Interview I, p. 15)

Another change in Aris practices relates to the notion of “who owns the program”. When he started teaching, Aris made all the program’s decisions. Now, he believes that students need to have a voice in their education. The program is no longer Aris’s program but it is the students’ program.

I would say when I first started off I focused on major, seasonal type activity and stuck to a calendar more. Now I’m more interested in what the kids want to learn rather than what I want to teach. So I ask the kids what do you want to do? They know. And what’s interesting is it usually parallels something else that’s going on
in the community. For instance lacrosse was real big last year for the high school. So the kids were saying we want lacrosse. I think you should capitalize on those types of situations. ... This is great. And they take ownership of the program. So I think the biggest change is I had ownership the first year and they have ownership now. (Interview I, p. 10)

When he started teaching, muscular flexibility was a strong component of Aris's physical education curriculum but he sees less value for it now. He noted:

I used to emphasize flexibility a lot. I don't emphasize it at all any more. Research is now pointing out that flexibility is great for the gymnast. It is great for the athlete that has to have it. It does little if anything for any other athlete. Now that's new research. How true it is I don't know but I really don't see a gain in flexibility even no matter how I work on it. (Interview I, p. 9)

Aris used to use some standardized assessment tools in order to examine the effect of his program. At this point of his career, however, he prefers to use assessment strategies which do not decrease students' activity time:

I don't do a pretest and a post-test officially because of the amount of time involved. That reduces the opportunity for me to take them from level to level. I would do the pretest and post-test to prove a point but I already have done enough of that when I first started here and I first looked at it, when I wasn't real sure where I was going I did that. Now it's just a waste of time that I could be spending working with the students. I see enough of it and I hear enough of it from parents. ... In other words they're not just saying my kid is having fun in gym. And they're not just saying things like they had a great experience in gym. What they're saying is that I have impacted their lives. (Interview II, p. 41)

According to Aris, teachers need to have many teaching qualities. His personal experience made him realize that openmindedness is one of the fundamental attributes of a teacher.

Describing how his thinking about educational matters has changed, Aris indicated:

I was always thinking. I was always working on it. I just think I'm better at the process now. Well, I would hope I'm a little bit better than I was 8,9 years ago but I was just as enthusiastic then. I was just as hungry to do a great job then and I was just as unsatisfied as I am now but I think I've picked up some tools along the way as far as listening and observing better. Asking questions, asking appropriate questions that get to the point sooner. I think I'm skilled at analyzing and getting to the problem. I get to the problem faster now with the least amount of conflict. I would say that in order for that to happen my communication skills have increased, my ability to work with people with different styles has increased. ... You can get there quicker if you can communicate with a variety of people. I guess I have improved in those fundamental necessities for being a teacher. (Interview I, pp. 33-34)
Comparing his willingness to alter educational meanings and actions during the early and present stage of his career Aris pointed out:

I would say the biggest thing right now is that I'm not insecure about knowing that I have a problem or need to deal with it. I think every new teacher has a tendency to deny a problem. Their skin is so thin so they're easily hurt by the pointing out of mistakes by other people, other teachers, administrators by the kid. But now if a student or another teacher or a parent points out a mistake or something I need to work on it doesn't hurt my feelings. I often try to respond with thank you whereas before I might have tried to defend myself first. Now I listen first. And I try to understand first. And I examine and make a determination. Yes, they might be right. That's scary and hard for a new teacher to do because they don't want to make mistakes. ... Now I see that change and improvement takes place at a much more rapid pace if I'm open to listen first and open to examine first and then determine where I need to go. What path I need to go down. I think I've become even a better teacher when I do that. (Interview I, p. 32)

Agents for Changes

Aris’s educational values, practices, and the content of his reflection have changed. The influential factors were the students, continuous education, and school context.

Students. According to Aris students have been a major influence on his values, practices, and reflection. He stated that “I’ve learned more from the kids than any other group” (Interview II, p. 74). Aris emphasized that his instructional approach has changed from a traditional to an individualized one since realizing only high skilled students initially benefited during physical education. In his own words:

I went from being a very, very structured teacher to a teacher who wasn't satisfied with the fact that yes I was making 50% of the group feel really good about themselves while the low end was feeling kind of threatened and the high end feeling kind of well we need to move on here and they were getting bored. ... I think every kid on every level should have the right to say I love physical education and I don't think you can do that in a true just simply structured [approach]. (Interview II, pp. 42-43)

Continuous Education. Continuous education is considered by Aris as a means for growth and development. Teachers need to be constant learners. Aris always looks for new avenues to improve his teaching. As he pointed out “anything like I've read or I've heard about from the University or something like this. If it sounds to me like it might
work or help me do even a better job I’ll try” (Interview I, p. 23). Changes in Aris’s views and practices also occurred because he educated himself:

Anything that I’m doing different has changed because of educating myself about something. ... I think what has changed is I’m trying to get better at my job, more efficient at my job (Interview I, p. 10)

Talking about the professional development work that he has been involved with over the last years Aris explained:

Anything that this school offers I pretty much get involved in as far as if it involves improving discipline, if it improves teaching strategies, if it involves anything that I feel will help the students I’ll get involved in the best way I can. (Interview II, p. 70)

Aris’s professional development work has an impact on his practices. Workshops that he attended were valuable for him. He indicated:

I've attended workshops that have allowed me to discover the difference in for instance social styles of adults or children. I learned how they learn in other words. ... So that teaches me how to deal with them differently. (Interview II, pp. 73-74)

Aris is a part-time Master’s student. He is attracted to graduate work and sees its value to the professional development of teachers. Discussing graduate studies, Aris described some concerns and constraints regarding this issue. He noted that graduate studies are not always accessible to professional teachers. In his own words:

As far as things like at [the university] although I'm not the greatest student in the world and believe me I'm not I am drawn to graduate course work. I'm attracted to it. I just wish I had more time for it. I wish [the university] was in a situation where they could better meet my needs rather than me always trying to meet their schedule. I just feel so forced to accommodate around what they're offering. There is so much structure there that it really doesn't meet the need of today's teacher. ... I know that there would be a lot more teachers interested in getting their masters if it was accessible. (Interview I, pp. 34-35)

School Context. The school context has been another major influence on the creation or alteration of Aris’s values and practices. Talking about the school context in which he works, Aris noted that the whole environment is unique. One of the most satisfying things is that he is treated as an “expert” in his discipline. He commented:

I have an administrator that sees me and views me as the final voice on anything that involves physical education. She doesn't see herself as the final voice. It's my decision. I'm the boss when it comes to physical education. She doesn't tell me
what to teach, when to teach it, how to teach it. She comes to me for advice on issues involving the playground, equipment, safety. There was a problem last year... This is how wonderful this administrator is. There was a problem. ...The principal says if Aris says it's okay I have total confidence that it is. ... That makes you feel real good because you know that this person sees you as a professional. Sees you as a person with expertise. ... So when it comes to physical activity, anything related to that I am the authority here in this building and that helps me appreciate this environment a little bit more. (Interview I, pp. 19-20)

Aris pointed out that the other professionals in his school setting see the value of each subject matter in the school curriculum and there is a mutual support among them. He noted:

...The support from the staff, the support from our administrator here is perfect. I don't have to worry about a teacher saying so and so doesn't get to come to gym today because they weren't behaving. That doesn't happen here. It's not allowed to happen here. First of all the administration won't allow it. I won't allow it. And the classroom teachers understand why they shouldn't be doing that. (Interview II, p. 65)

Every teacher in Aris's school has a strong commitment to provide the best education to their students. According to Aris his educational values have been influenced by his school environment especially by his colleagues. In explaining how that happened he stated:

Because the teachers are what I consider the best in their field in our district. We have the best music teacher in the country. I firmly believe that. ....So she's a colleague that is excited about her program as I am about mine. Our art teacher does not do arts and crafts. She does art and the kids work is just phenomenal that she's able to get these kids to do and she displays it throughout the community and hallways and she's tremendously professional. Our classroom teachers are like so supportive. Even though they're so strong about their program. They want me to be as strong about my program as they are with theirs. It's contagious. (Interview I, p. 21)

In addition, Aris pointed out that:

I think being surrounded by other professionals who do it helps. You watch the people here who are very good and if you find a really good teacher I think they possess some similar qualities. ... Good teachers are always in a learning mode. They're always trying to learn more about what they're doing and how they're doing it and how they affect children. So I just really feel like I happened to pick that up because I was in the right place at the right time. I got lucky to be with the people I'm with. (Interview, I, p. 33)
Synthesis of Findings to RQ.2.b

According to Aris, his values, practices, and reflection have been changed over his professional career. Comparing the way he used to teach with the way he teaches now, Aris emphasized that the major difference is in who directs learning. When Aris started his program he was directing students’ learning. At this point of his career, however, students direct their learning. Another change in Aris’s practices relates to the notion of “who owns the program”. During the early years of his teaching, Aris made all the program’s decisions without considering students’ voices. Now, according to Aris, the program is no longer Aris’s program but it is the students’ program. When he started teaching, flexibility was a strong component of Aris’s physical education curriculum but he sees less value for it now. Aris used to use some standardized assessment tools in order to examine the effects of his program during the earlier stages of his career. At this point in his career, however, he prefers to use assessment strategies which do not decrease students’ activity time. According to Aris, teachers need to have many teaching qualities. His personal experience made him to realize that openmindedness is one of the fundamental necessities for being a teacher. Aris pointed out that he has become more competent in the process of altering educational meanings and actions throughout his professional career.

Students have been an influential factor in the changes in Aris’s values, reflection and practices. Aris’s instructional approach and philosophy have been changed from a traditional to an individualized since he observed that not all students were learning up to their potential. Continuous education had also an impact on his values, reflection, and practices. He pointed out that his views and practices have been changed because he educated himself and chose to get involved in professional development work. The school context has been another influence on the alteration of Aris’s values, reflection, and practices. One of the most satisfying things is that he is treated as an “expert” in his discipline and with his colleagues mutual respect and support he had been motivated and assisted in strengthening his program.
Findings of the third case study are presented in the following sections. As a reminder to the reader the purposes and research questions of this inquiry are restated. This study was designed to provide a detailed account of how physical education teachers reflect on classroom and school realities in authentic experiences. The focus of the study was twofold in that it attempted to describe teachers’ reflection within the actual teaching and learning environment and the role of reflection in the professional development of teachers.

Biographical Description

Stella, a forty one year old physical education teacher with a masters degree in teacher education, has 19 years of teaching experience. The last 12 years, Stella works at an alternative inner city public high school located in a lower socioeconomic class neighborhood. Stella is the only physical education teacher at the school and, in addition, she teaches biology for one hour per day and coordinates the dance company at her school. Throughout her career, she has been actively involved in professional organizations (e.g., PDS), workshops, and seminars. She has also been a cooperating teacher for several field experience students and student teachers. Students in the school Stella works have diverse backgrounds. Stella explained:

We have students from all areas of the city here. They come from all different kinds of backgrounds. We have very low economic to upper class. And we have all racial mixes. We have just all different kinds of backgrounds. We have very smart kids and we have very low. There aren't any entrance requirements for here so we take whatever kid applies and makes the lottery. (Interview I, p. 8)
RQ.1. What does Stella reflect on during her day-to-day teaching and how is this reflection related to her practice and educational values?

(Micro-reflection)

RQ.1.a. What are Stella’s Current Educational Values and Practices?

In this section Stella’s educational values and actual practices are introduced. Seven themes are presented: function of the program, curriculum/content selection, instructional format, instructional style and interaction patterns, the process of cooperation and negotiation, gender equity, and responding to a radical pedagogy.

Function of the Program

Stella believes that high school physically educated students are those who have the knowledge and abilities to perform several physical activities, know the components of health related fitness, and how to design and execute exercise routines to increase their fitness level. She stated:

My idea of a well physically educated student is that by the time a student gets in high school I would think that they would need to have a pretty good grasp of team sports, what it means to be on an offense, and what it means to be on defense. ... I rather expect them to know the components of health related fitness and be able to know how to judge that. Know some exercises that they can do to increase whatever fitness area they might be deficient in. ... And I think they ought to be able to go 40 minutes without collapsing or 20,30 minutes and a lot of students can’t do it. ... I would think that high school students that are physically educated should be able to perform pretty well on the sit and reach test. Sit ups and pull ups and the mile run. And they aren’t. (Interview I, pp. 1-2)

According to Stella an ideal physical education program at the high school level is one which addresses life time activities, promotes positive attitudes towards long term physical fitness, and offers a variety of activities from which students could choose depending on their preference and skill level. She explained:

For me an ideal high school physical education program would be one that would stress life time activity, life time sports. It would really be concentrating on trying to mold some real positive attitudes towards physical education and physical fitness and encouraging those to be life time goals and not just immediate goals or things to do just to pass a grade. ... And I also think an ideal program would be able to offer students several types of the whole physical realm of activities so that they could find the activity that’s going to make them want to be a life time learner and maintain life time fitness. ... And then I would like to be able to offer low-level skills, high
level and really be able to differentiate between the two instead of having them all in one group. Right now I probably have 5 or 6 different skill levels in each class I teach and it would be nice to maybe have - an ideal program for me would be able to say I'm offering beginning level tennis and those of you that have never taken tennis take that. ... I think it would be ideal. (Interview I, p. 1)

The priorities of Stella's actual program are described in the following interview extract:

Well I do emphasize the life time learning and the life time fitness. My goal is to try to get as many students as I can to appreciate being physically fit. What it can do for you as you get older and the importance of it to lead a healthy, full life. (Interview I, p. 2)

Stella wants students to get involved in physical activities outside of the school. A requirement of her physical education class is that students keep a log of their participation in physical activities. Stella explained why she incorporated this assignment into her teaching:

By having them do just an hour's worth of homework a week, an activity a week that I'm hoping to maintain some level of this fitness that we achieved at the beginning of the school year. Plus I'm hoping that if I could establish some kind of activity routine in even 10% of the students I'll be happy. Hopefully it will encourage them to continue to be active throughout their life so that's the basic reason for it. (Interview II, p. 34)

The following observation and interview extract relates to the log assignment Stella's students have to accomplish.

2:05. Stella blew the whistle and asked students to have a seat in the red space. She told students that she wasn't able to finish all the grades yet. Some students did not turn in their homework to her yet. She reminded them that they have to give the logs to her because she has to turn grades in. ...

2:37. Students were asked to go and change. Some of them approached Stella and gave her the physical activity logs. (Field Notes, November 10, p. 20)

Stella indicated that the assignment counts 10% of their grade. She asked them to do after school physical activity for one hour per week. They could divide the time into two 30 minute periods, into three of 20 minute periods, or four of 15 minute periods. They could get involved in whatever they wanted but they had to keep a log (which she provided to them) and their parents should sign it. This homework is for the semester. In other words they should practice every week. She started it with her fitness unit and she decided to have it for all her units. (Informal Interview, November 10, p. 20-21)

Stella believed her program impacts some students. She explained:

When I had open house some of the parents told me this is the first time their children have participated outside of the classroom. ... Some parents said that they were doing it with them which made me really happy because I like to see that. ... More of them [students] seem to be doing it and coming in and telling me, oh I did
this this week. And I did this and I rode my bike for an hour yesterday. I seem to be getting more of that verbally from students. So it makes it seem like this is going better. I haven't really looked on my grade sheets from last year to see if the percentage of kids turning in homework is greater now than it was last semester. I didn't look but it seems to be going better. (Interview I, pp. 2-3)

Commenting on the question how similar or different are the students who finish her program to students who complete different programs, Stella noted:

I don't really know. I don't think I have any way to find that out because there's not any real mixing of the schools for me to really find out (Interview I, p. 2)

Comparing her ideal and actual program Stella pointed out that the major differences relate to contextual factors such as lack of appropriate facilities, equipment, and scheduling. She stated:

Basically it is just the availability of the equipment and the personnel. I don't have really any type of fitness equipment other than just real basic weights. There aren't any weight machines. And also I can't offer skill levels in my sport activities. I can't because everybody comes in as a group. Now I do some of it by using PSI (Personalized System of Instruction). They will be at different levels and handle different levels there in tennis. And in volleyball just by manipulating students I can kind of group them somewhat but not like I could if they were actually in an intermediate volleyball or in advanced volleyball. So that probably is the most part that it differs but as far as my philosophy and the intent of lifetime fitness that's pretty true. (Interview I, p. 3)

In moving her actual program towards her ideal program Stella would like to make the following change in the school curriculum:

Probably would be to change the scheduling so that I could schedule for activity. Right now they're scheduling physical education 1 or physical education 2 which simply means they're either a 9th grader or a 10th grader. They've had physical education once before or they haven't had it and one thing to change that whole entire scheduling process so that a student can sign up for physical fitness or tennis 1 or tennis 3 or badminton 2 or whatever so that they would sign up for a specific activity and course as opposed to just a general physical education course. (Interview I, p. 4)

Curriculum/Content selection

In the school district where Stella works, physical education teachers have to follow a mandated curriculum. Stella taught tennis and volleyball during the course of this study. A fitness unit proceeded the tennis and volleyball units. Observational data are available only from the tennis and volleyball units. According to Stella tennis and volleyball were
chosen by her because they are considered lifetime activities and included in the district curriculum guide. Stella stated:

The actual reason I choose tennis was because it's an individual sport or what I consider a lifetime activity and it's also required in the curriculum. I think it's a sport that I think they can do when they're 60, 70 and so on and so it's real important to me that they at least know how to play the game the best and so that's the main reason. Volleyball again is a requirement in the curriculum. I also think it's a pretty high lifetime sport. (Interview II, p. 18)

Stella noted that physical education teachers in her district are technically required to follow the curriculum guide. She explained:

Technically we are supposed to follow the curriculum. I don’t do basketball and it’s in our curriculum for 9th graders but since I have 9th and 10th graders mixed all the time I just choose not to do basketball. ... We are required to teach those activities. We have some required activities and we have some optional ones. (Interview II, p. 18)

In the following interview extract Stella described the expected outcomes of the tennis which were similar to those for her volleyball unit.

In tennis I expected the students to understand several of the terms that are specific to tennis and to understand how to keep score. They also needed to be fairly proficient in forehand, backhand, and serve. So I wanted them to be able to go out and play just a very simple game of tennis and be able to understand it. Know the etiquette. That was a very important part to me so that when they went on a tennis court they would know how to do the proper etiquette for tennis so that they weren’t interfering with other people. And for volleyball again the basic outcome was for them to understand the game, the rules, and to be able to fairly well do a bump, set, and serve. ... My basic premise was to learn and understand how to play the game as a team and to use that whole team concept. (Interview II, pp. 18-19)

The following field notes, which were recorded from the first tennis lesson during the 6th class period, illustrate how Stella communicated her instructional expectations to students.

11: 45. Stella introduced herself to the students. Then she pointed out that they would learn tennis in this class. However, she will not instruct them directly but they will instruct themselves. She said that they will use a Personalized System of Instruction (P.S.I). Handouts about the P.S.I. were given to students. At first, Stella went over the expectations of her physical education classes. She mentioned that students should be dressed appropriately for physical education. As soon as the students will enter the gym they should sign in and get dressed. She mentioned several times that she expects students to learn the tennis skills. The grading system was also explained and then Stella started explaining the tennis units of the P.S.I. At times she asked students to be more quiet. She seemed to know many students because she called them by their first name. Stella went over the objectives. “I expect you to know the units’ objectives”. “Move to another objective only if you master the previous one”. She read a few objectives of the handouts and pointed
out what the students were supposed to do. She emphasized that “when you will
finish with the terminal objective you are ready to take the unit test”. At times,
when she was explaining the objectives, she was demonstrating the correct
performance of the specific skill. She pointed out that it is necessary not to waste
time on the tennis courts. “It is very important to go over each objective before you
take the test. Go through each step. Please do not waste your time. We have only
4 weeks for tennis [16 lessons]. It is very important not to waste time”.... “You
will be responsible for what is in this handout. Practice at home also. Tomorrow
you will take the unit #1 test. Please read tonight”. (Field Notes, October 5, p. 1-2)

Stella used assessment strategies to determine whether students reached the expected unit
outcomes. She explained:

With the tennis it was fairly easy because they had to acquire a certain amount of
mastery in each skill before they could go to another. So I could tell pretty much,
very easily, who did and who didn't. Volleyball now I skill tested my class in
volleyball and objectively in a game situation type setting. They had to do so many
serves and we took an average. And then when they were playing tournament
games, I was also evaluating their team play. ... And I was looking at the idea of
hustle on a team and also the idea of positive team spirit. ... Actually the skill
testing went really well. And the team playing is going really well. I've
been real excited. (Interview II, p. 19)

During the observation period, peer-evaluation took place in Stella’s classes. For example,
tennis assistants and volleyball team captains assessed the skill improvement of their
classmates. An example from field notes are provided below which were taken during
peer assessment periods in a volleyball lesson.

Informal Interview before Class
Students will be skill tested today. Stella indicated that she will have captains of the
teams evaluate their teammates. She developed an evaluation form that included the
following volleyball skills: set, forearm pass, serve, spike, and block. The major
critical elements of the skill were in the form. The captains will check an “X” if the
skill will be performed correctly or a “O” if the skill will be performed incorrectly.
Each skill will be watched at least twice. The evaluation will include only the set,
forearm pass, and serve. At first, Stella planed to do a partner evaluation.
However, she decided to have the captains of the teams to do the evaluation. She
chose to do that because she tries to use the sport education model
and wanted to build the team idea. (Informal Interview, November 5, p. 15)

Observation
2:08. Stella blew her whistle and asked students to go and sit in the rest space. She
informed them that today they will be skill tested. The captains of the teams will
observe them during a game situation and evaluate them twice while performing the
set, bump, and serve. Stella reviewed the critical elements of the skills and
informed them that the evaluation will be based on the critical elements. She asked
students if they had any questions. Then, she gave each of the captains a folder.
On the outside of the folder was the number of the team. Each of the folders included the students’ names and evaluation forms for each student. Before students started practicing, she pointed out that when they receive a serve they must use a forearm pass. The next step should be a set and the final step a set or bump. Then, she told them which court each team would practice. The teams went to the assigned courts. After a few minutes students started practicing. The captains were sitting or standing next to their team and watched their teammates performance in the set, bump, and serve. Stella was walking around the teams and actively supervised students. She prompted and motivated students. She also provided skill feedback to them. The majority of the students seemed to enjoy the games/evaluation situations. They were pretty much involved. Some of the captains provided feedback and cues (e.g., bent your knees, use your finger tips, etc.) to their teammates. (Field Notes, November 5, pp. 15-16)

In the following interview extract, Stella explained her use of peer-evaluation:

The tennis proctors were basically students that had either gone through the entire range of units so that for them to do it again would have been a repeat. In other words for this level, the level I tennis, they were on level II tennis so it would have been real remedial [assignment] for them. And I thought they would learn more by helping [peers] and doing that [evaluation]. ... And then with this whole team concept [in voleyball] was that whole leadership. This is an added responsibility of the leader. (Interview II, pp. 34-35)

Instructional Format

One of Stella’s major goals is to help students to become responsible for their learning and actions and develop their skill performance during physical education. Stella emphasized:

I really expect a lot of students as far as the work they do and their behavior and I think that probably reflects my values. If they're told to do something I expect them to do it. I think in high school they need to assume responsibility for their actions. I just think that we need to make students more responsible for their behaviors and what they do in class. I'm responsible for what I do and they need to be responsible too. And I think, I hope, through my teaching and the method in which I teach that I give them at least opportunities to develop that sense of responsibility. Being responsible for their homework and being responsible for what they do out on the floor. The activities that they do. I have a real commitment to developing skill in physical education and that's real important to me and I think that's reflected in my teaching because of my grading. They have to be able to do the skill and I feel responsible for being able to teach them how to do it and making them successful and finding different ways to make them successful. (Interview I, p. 5)

In the following interview segment, Stella describes two techniques which she uses in her classes to promote students’ responsibility.

I have them sign in for their attendance which I think is one way of teaching them some responsibility. If they don't sign in it's the same as a cut. And hopefully
that's teaching them how to be responsible. And the homework, the same whole realm. Just trying to get them to have responsibility. (Interview I, p. 7)

Stella uses different instructional formats in her teaching. She remarked:

I teach every activity usually somewhat a little differently. I try to mix a lot of different teaching methods. ... I'll be doing badminton after Christmas and badminton will run kind of a combination of a little bit of the PSI and just kind of in with some task-oriented type activities. Not totally individualized but kind of a mixture of both. (Interview II, p. 21)

A Personalized System of Instruction was used by Stella during the tennis unit. The self-instructional handouts were given to the students the first day of the unit. During P.S.I. students were expected to practice activities until mastery was achieved. Students were held accountable through a formal accountability system. The following field notes were recorded from a 2nd period (40 students in the class) tennis lesson.

In the gym there was a sign for the students: PE, Sign In, Get dressed for outside, Go to tennis courts.
8:40. There were 4 tennis courts. On the last two courts there was some broken glass. As students came to the courts, Stella told them to take a ball and start practicing. Some students found a partner and started practicing. Other students were sitting by the courts reading their handouts. When everybody was there, Stella blew her whistle and asked students to come close to her. She prompted the students to walk faster. As soon as the students were around her she started giving directions. “If you have to take the test go ahead and take it. The others go to work on your objectives. Those of you who are in the far end courts be careful because there is some broken glass.” Students followed her directions. Those who were ready for the written test found a place and started working on the test. The rest started practicing. Since there were only 4 courts, there were many students and it seemed difficult for them to have many practice opportunities. Some students went to the basketball court, which was next to the tennis courts, and worked on their tennis objectives. Stella went around the courts and provided individual feedback and demonstrations to students. At times she asked students to tell her which objectives they were working on. Stella observed that not all students were working on their objectives especially those who were on the last court. She asked them to come close to her and pointed out that they were supposed to work on their objectives. (Field Notes, October 8, pp. 5-6)

Stella chose the P.S.I. approach because originally:

I had too many kids entering, especially in tennis there are such varying degrees of skill. The large numbers. And I used to have real self-directed students back then and it worked really well. They were able to work on their own. They'd take it home and work on it. That type of thing so it worked out really well. It was a good way of learning. That type of student is changing so I'm finding that it's not working as well. (Interview II, p. 31)
Stella pointed out the major problems in using the P.S.I. during the tennis unit.

Well the lack of space obviously is the biggest. ... I used to have 2,3 proctors in each class which helped me. And I'm not getting that either. ... But really the biggest thing is they're not self-motivated. It's becoming a monumental management task. That's part of the system a lot of management but this is becoming above and beyond what that is. It's just a constant - I'm finding all my feedback is why aren't you doing this? Why are you doing this? Why are you sitting down rather than [giving] any skill feedback at all. They're all behavior. (Interview II, pp. 31-32)

A second instructional approach Stella used for first time, included concepts and ideas from the Sport Education Model. She divided her students into teams from the beginning of the unit. Members of each team work together during practice and game situations. Each team has its own captain for the unit. The following field notes were recorded the first day of the volleyball unit.

2:05. Students sat in the red space. Stella informed them that they were assigned to specific teams and that they would practice with their teams during the whole unit. Stella emphasized that volleyball is a team sport and therefore they need to learn how to work as a team. She pointed out that each team will have a captain. She asked students to check the poster chart that she prepared to see which team they have been assigned to and who were to be the captains. Then, she asked them to go and start practicing the set and forearm in their teams. Students in some teams sat down and were discussing. Others were practicing set and forearms and others were playing a volleyball game. After a few seconds, Stella blew her whistle. Students did not pay attention to her. She blew her whistle for second time, very loudly. This time students stopped. She told them that they were supposed to practice set or forearm pass not play a game. They could practice these two skills over the net with a partner, in a circle, or in any other formation they wanted. However, they should practice these two skills. She asked students if the task was more clear to them now. Students started practicing the set and forehand pass. After a while, she blew her whistle and asked students to have a seat. She gave some group feedback on what she saw. She reviewed the correct performance of the set. The critical elements of the skills were addressed in detail. Also she demonstrated the skill a few times. ... She asked students to go and practice. Students started practicing again in their teams. One boy was involved in off task behaviors (e.g., when he needed to retrieve the ball he was dribbling and shooting at the baskets). Stella approached him and asked him to concentrate on his task. Then, Stella stopped the activity and gave group feedback about the correct performance of the set. She refined the skill. Then students went to practice again. Stella actively supervised students. She went around the courts and gave cues and skill feedback to students. (Field Notes, November 2, pp. 9-11)

Discussing this new experience and its effects on students, Stella pointed out:

I love it. I thought it was great. I saw my captains take leadership roles and I saw the students that were on their teams respect that leadership role. I think I feel like they started to work together as a group in helping each other and really
encouraging each other and just that whole idea. I think they got a better concept of volleyball because they did work together as a team. ... They knew who were the best setters and who were the best spikers and they were strategically placed. They actually were doing some strategies in their playing which I think is a little higher level than what we've been getting to so that really pleased me. (Interview II, p. 32)

Discussing the Sport Education Model approach Stella pointed out that:

The whole idea of the team concept for me was a much better mode I think than just teaching the skills generally. Because it gave them a sense of team and I think it helped them maximize each person's strong points. ... It worked much better for me this time. So I was really encouraged. (Vignette Interview, p. 48)

**Instructional Style and Interaction Patterns**

Stella believes that preventive organizational and managerial strategies can be used to eliminate problems during the teaching and learning process. The available equipment needs to be used optimally to maximize student involvement. In addition, problematic formations such as lines should be avoided. She emphasized:

When she [the teacher] tells them to divide into groups of three, that type of thing ... I'm not sure that works. Even in high school. That takes a lot of time for them to divide themselves into three groups. It's much quicker to go 1-2-3, 1-2-3, you go here, you go. I wouldn't have divided them up into groups of three. If I were teaching soccer and this doesn't say that she had a limited amount of balls I would have one ball for every two kids so that there was a constant opportunity for them to pass, receive, pass, receive. I think that might have minimized her off task behavior that she was observing later on. (Vignette Interview, p. 38)

According to Stella corrections need to be given to the students during the learning process. Teachers need to actively supervise and monitor students during practice time. When modifications of instructional tasks occur feedback and reinforcement strategies need to be used by the teacher. Stella commented:

It appears in the reading of it [vignette] that she did not correct any behaviors until she got down to the students that were playing three on three. I think maybe she needed to stop somewhere before it got to that point and reinforce the tasks that the students were supposed to do. (Vignette Interview, pp. 38-39)

In addition, demonstrations and clear explanations about instructional tasks should be given to students to prevent modifications to tasks. Stella emphasized:

Maybe a demonstration of this drill would have been an effective tool, especially if she [the teacher] knows that a lot of them are lofting the ball. ... Especially high school students, most always I think, will practice correctly if they realize that it is beneficial to them. (Vignette Interview, p. 39)
Stella believes that during the teaching and learning process teachers should take time to observe if their teaching practices have positive effects on students. They need to analyze and assess their actions. If the situation demands instructional changes or modifications teachers ought to be ready to restructure a lesson. Stella remarked:

I think this is a typical occurrence. And sometimes I think we as teachers either allow this to occur or don’t see it from this perspective. Don’t see the frustration. And obviously this was not a good lesson and poor Elizabeth [the teacher] needed to step back and reevaluate what occurred. Maybe the spike is too hard for the majority of this class to learn or maybe it was the way she taught it that was too hard. (Vignette Interview, p. 45)

According to Stella instructional tasks should be chosen carefully to suit students’ needs. They should also be structured and broken down in a way that student success can be reached. Stella explained:

But I would think if I were looking at this and I would say that there were 75% of the students that couldn't do the spike I would either reevaluate teaching spike at all or really breaking it down, trying to simplify it to get the kids more successful. (Vignette Interview, p. 46)

In the following interview extract Stella describes how teachers can reinforce the correct performance of the skills during game situations. Her description suggests that during games situations a teacher’s role is not only to monitor games but to instruct students. She remarked:

During the course of a game I very rarely shut up when kids are playing and I'm constantly trying to reinforce the things they've done right. And stop the game and say now look this would have worked better had she bumped and the ball was coming high so which hit is best to use for that? (Vignette Interview, pp. 47-48)

Stella considered lesson closure an important aspect of instruction where teachers can ask questions to stimulate a meaningful discussion about the purposes of the lesson. She stated:

I think summaries are important and I would have gone over again the important parts of what it was that they were supposed to have learned in that particular period and maybe she would have some questions from some of the students had she gone over that. (Vignette Interview, p. 45)

Discussing the climate of teaching and learning that she creates and maintains in her classes, Stella indicated:

I would like to hope that I've created an atmosphere hopefully that physical education is a viable subject and it's an important one for a lifetime. ... I'd like to
also hope that I could also have a positive feeling in class. I want students to want to come. Now not all of them are ever going to want to come. But I'd like to have students want to come to physical education. That they're learning something but still having fun doing it. I want it to be fun. Because I think if they think it's fun then they're going to continue on. (Interview II, p. 24)

Describing her teaching style Stella stated:

I'm very verbal. As far as trying to encourage, trying to be enthusiastic. I think that's real important and I can tell them that I am enthusiastic and I am really out there talking and trying to excite kids and trying to get them to feel good as they're exercising. To laugh. To feel good. To realize that they can enjoy this activity all at the same time. I guess when I do that the classes go so much better. If I'm not enthusiastic, if I'm not on top of things [or] if I'm feeling bad it almost always ends up in not a very good lesson. ... I play volleyball sometimes and I showed them a tape one time of me playing. They got a charge out of that too. To think that I really do what I'm asking them to do. And I guess that's important. (Interview I, pp. 6-7)

The climate in Stella's classes was positive. The instructional tasks were demonstrated by her or her students and explanations of how to execute the tasks correctly were given. During practice time Stella actively supervised students. She moved around and interacted frequently with students. Feedback and positive reinforcement was also provided to students. The following observation example is from a volleyball lesson:

2:28. Students were asked to go and sit in the middle of the gym. Stella introduced a new drill. Three students (1 girl and 2 boys) demonstrated the drill. One student was setting the ball, an other was spiking, and the other one was receiving the ball with his forearms. Stella provided explanations about the correct performance of the drill. After the demonstrations Stella gave positive reinforcement to the demonstrators.

2:32. Students were asked to go and practice the drill. They seemed excited about the drill. A few students were challenging each other while practicing the spike. Stella was actively supervising students. She was giving feedback, reinforcement, and cues to students. She interacted in a positive manner with all students. (Field Notes, November 10, p. 21)

Students in Stella’s classes were observed to interact positively with each other regardless of gender or race. Stella commented that her students support and respect each other during the teaching and learning process. She stated

I think for the most part they're pretty supportive of each other. A lot of it depends on what we're doing. You have your usual very competitive student that ... they get more frustrated with the student that they do not try. ... I don't seem to have a lot of trouble with students not respecting each other. (Interview I, p. 9).
The following excerpt from the field notes illustrates how students interacted with each other during instruction:

In the basketball court area students were working with their partners in the tennis objectives. One male student (an assistant) was helping a female student with her forehand. He demonstrated the correct performance of the skill many times. The female student listened to his instructions and at times shadowed his demonstrations. Both students seemed to be concentrated on their tasks. (Field Notes, October 9, p. 7)

Stella described her relationship with students during and outside the instruction as follow:

During instructional I'm pretty much the teacher and they're the student. Outside the classroom I would like to hope that they think I'm kind of fun and pretty caring. I like to have fun with them. I like to understand them outside of class. I like to get to know them on a little different plane and I like for them to see me in a little different attitude so that they realize that I'm not one dimensional. ... There is a difference I think between out of class and in class. I just think that when I'm in front of the class I need to have control so that everybody learns and nobody is hindered from learning because of lack of control or whatever but outside of class that's different. (Interview II, pp. 28-29)

The following field notes were recorded from a volleyball lesson illustrate Stella's interaction patterns.

Students came into the gym, signed in, read the sign for the day, and went to the locker room. .... Stella was friendly with students. She was discussing or joking with them. She addressed all the students by their names. 2:05. ... Stella told students to go and practice the set and forearm pass in their teams. Before letting them go, she pointed out how they can avoid major performance errors. Students started practicing in their teams. Stella went around to the teams and provided individual feedback and demonstrations about the correct performance of the skills. After a while, she asked students to sit close to her. She prompted them to come quickly. In a few seconds students were sitting down ready for directions. Stella gave group feedback to students. “I saw some very good passes”. She gave performance feedback and corrections. While Stella was instructing some students were talking. She stopped and looked at the students who were talking. After a few seconds the students understood that they should stop talking and pay attention to her. Without any comment, Stella continued her instructions. She introduced the serve to students. (Field Notes, November 3, pp. 12-13)

Comparing her relationships with students to students' relationships with other teachers,

Stella indicated:

I don't know if I can answer that. I think there are probably a lot of students that think I'm pretty mean. And probably that's because of my philosophy. If we have a rule then the students need to follow it. Otherwise we don't need a rule at all. For instance if the students are in the hallway without a hall pass I confront them where there is a lot of teachers that won't. So that may cause some kids to think that I'm
strict, whatever you want to call it. But as to the rest of it I'm not really sure I can answer it any more than that. (Interview II, p. 29)

In the following interview segment Stella describes her views of the kind of relationship teacher and students ought to have.

I think there needs to be a relationship of cooperation and mutual respect. There still needs to be that teacher-student division. I'm not totally in line with everybody is equal. There always needs to be poppa and child I think is what I'm thinking of the same thing with family. We like to work cooperatively with my children in making some decisions and that but there are times when there has to be that division. I think that's the way education - education really to me is kind of a family thing. And I do think of my students sometimes as my kids. (Interview II, pp. 29-30)

The Process of Cooperation and Negotiation

Responding to the question how important is it to gain the cooperation of the students, Stella noted:

Obviously you're going to be able to get more out of them if you're willing to - I guess cooperate - give in or make things more enjoyable for them they're going to perform better I would think and the same thing goes back for me. When they do what's expected or what's been asked of them then its a lot easier to get along with me. So I guess that is probably a mutual cooperation. (Interview I, p. 10)

At times Stella negotiates elements of her teaching with the students. An illustration of a negotiation is presented below:

Well like one time they were having picture day. And so I negotiated with them. It was physical fitness. If everybody worked hard and got through the rounds then on picture day I wouldn't make them get dressed. We'd do something so that they didn't have to get dressed and mess up their hair and stuff like that. It was an example of them negotiating with me. And I didn't have any problem with that. ... They wanted to look nice for their pictures. I'd want to look nice for my pictures. And we were doing physical fitness which they were getting sweaty and stuff and so I think we both need to give a little bit and I think that makes them number one that I care about them and what happens to them and in turn I think that makes them maybe like me better or think I'm human. ... So it didn't hurt. It didn't hurt my unit one iota. We watched a video on fitness so they gained some knowledge ... and it made a better overall climate for the classroom because I did that one little thing. (Interview II, p. 26)

Responding to the comment if she were to introduce a new skill within a unit and most of her students were not cooperating what she would do, Stella indicated that she usually
reexplains the skill. If the students misbehave she calls the parents and asks them to discuss this with their son/daughter before reporting it to the administration. She noted:

It would probably depend on why they weren't cooperating. If they were having trouble with the skill I think I would just go back and either use other students to help those that weren't getting it or we'd go back and review. We'd go over it and we'd try it. If they were just doing it to be a brat I'd probably call their parents and I'd say look, your child - I'm trying to introduce a new activity or a new skill and they're just being obnoxious and I need your help and would you help me? Explain to them the importance of learning new things and so forth because if it doesn't stop then I'll have to report it to the administration. (Interview 1, p. 16)

The reaction of the parents to Stella's phone call is usually positive. She stated:

It's usually always very positive and most parents I think appreciate that phone call first rather than sending them to the office right away. So I try to do that. (Interview 1, pp. 16-17)

When Stella introduces a new skill she uses positive reinforcement strategies to gain the students' attention. She also asks students that are cooperating to help those that are not cooperating. She explained:

The positive reinforcement is in my book the best way. Those kids that are really working, those kids that are doing it - I am heavy on the positive praise. And even publicly as a lesson closure. ... I've used them [students that are cooperating] to be teachers and help the other students. (Interview I, p. 17)

Stella's students are expected to respect and treat each other well and learn the skills during the teaching and learning process. Discussing the demands she makes of students Stella pointed out:

I really demand their attention and respect. I demand that. Not only for me but for each other. And I do not tolerate their cutting on each other or on anybody in class. Our purpose is to uplift, not to cut down and they know that. I pretty much demand and I suppose that all goes with respect. They're quiet when I'm quiet. ... I demand that they learn. The class is not recreation. They're learning or want to learn the skill. I want them to have the knowledge base. Understand the sport, that whole thing. I'm still very demanding actually. I had several students tell me I was too demanding. They said that physical education was too hard. (Interview II, pp. 24-25)

**Gender Equity**

Stella believes it is more appropriate to group students based on their skill level than their gender. She stated:

Here [in the vignette] you have a classic example of having low skilled and high skilled players together and what happens in the game is that the highly skilled
players dominate and everybody doesn't get an opportunity to participate. I think he [the teacher] did the right thing in stopping the game and reorganizing the teams but I think where he screwed up was he just reorganized them according to gender and not skill level. There are a lot of males that are not aggressive and that are not highly skilled in basketball that would probably ... like to touch the ball too. (Vignette Interview, pp. 49-50)

Stella indicated separating students based on their gender is harmful since:

...There's an underlying message that girls can not compete with boys. I don't know it says he's [the teacher] reorganizing the teams and he's assuming all the girls have less ability in basketball than the boys. (Vignette Interview, p. 51)

Speculating why the teacher in the vignette decided to reorganize the teams based on their gender, Stella commented:

I'm sure it was an easy way to reorganize. It was simply boys on this side and girls on this side with not any thought to skill level. It would take more time. It would take more thought on his part to divide them up into skill level. And he may be still of the old school that girls can't compete with guys. A lot of male, we still have a lot of physical educators that are of that thought and that may be where he still is. I shouldn't single out but I think it's more prevalent in the male population just simply because we as female physical educators have had to fight for so long to get that recognition. I think that we're more gender conscious. Maybe that's the whole thing of being a minority you're more aware and you're more in tune than not. And I could be all wrong too. (Vignette Interview, p. 52)

Stella went on to explain that she “would reorganize the teams according to skill level.

... A part of learning basketball is learning team play and that everybody should have the opportunity to participate” (Vignette Interview, p. 53). Stella shared some strategies she feels would optimize the participation of all students during game situations. She stated:

When we have done team handball there are some kids that I've told you can't score. You can't score any more. Someone else has to score which makes them pass off and makes somebody else maybe take a little more of the leadership role. I've done that. To my recollection I can't remember ever saying that a girl has to touch the ball. I have a real problem with that. (Vignette Interview, p. 51)

Stella explained why she considers the statement “a girl has to touch the ball” as problematic:

I guess because we starting to say a girl has to touch it, now a boy has to touch it and we're making I think more of a gender issue than there is. There are a lot of males that never touch the ball also. So I will take the aggressive players, whether they're girls or boys and tell them you can't score any more or you have to pass. (Vignette Interview, p. 51)
In the following interview segment Stella describes her views about single sexed classes.

I think there are places for both of them. Again depending on the activity. I personally would not want my daughter in a wrestling class with boys. Wrestling there's a lot of contact that I think it should stay within the sexes. The positions that you have to be in wrestling I think aren't conducive to coed classes. ... I think ideally it would be nice if students could choose. Either they could choose to be in a coed wrestling class as opposed to maybe being in an all girls or an all boys, single sex class. And I think there are some students that would choose to be with all one sex - all girls or all boys if they could choose that and a lot of that I think is just their own security level. They feel more secure with all girls than they do all boys. (Vignette Interview, pp. 52-53)

Discussing her views about the Title IX, Stella pointed out:

I think it's been an essential thing for women athletics and the only thing I think that has made women athletics what they are today. It was essential. You can't do without it. It runs along the same lines as civil rights I think. ... Of course our curriculum is totally coed but it's not an enforceable law. No one comes around to check particularly that I know of. In fact I know of some instances where the women still get a full class slate, they get all the girls especially in middle school. They grade the girls and the men grade the boys. Where in my knowledge of title IX it's not supposed to be there. Maybe I'm misinterpreting it. That should have gone out in '73-74. I'm sure that is abused in many places. (Vignette Interview, pp. 53-54)

Responding to a Radical Pedagogy

Stella viewed a physical education course with an emphasis not only on skill development but also on social aspects of physical activities as valuable. She commented:

I respect including the social aspect into teaching. It's something that I've never tried. But I don't think it's out of place. Let's put it that way. I don't think he [teacher] has shirked his duties as a physical educator because it says he also taught them the skills in tennis. (Vignette Interview, p. 41)

In the following extract Stella describes the implications of such a course on student learning:

I would hope that they are learning the importance of physical activity, the underlying idea that tennis is a great sport for all ages and ... everyone should have access. It's not that expensive. And I think by having them lobby for tennis facilities or their right to have those facilities I think George [the teacher] has shown them the importance of that and hopefully has instilled in some students the thought that, hey, this is important and we need it. ... Now if he sacrificed skills for that then I might have a little bit of problem. Not a whole lot but a little bit. But I don't think he was off base at all. Actually it gives me some ideas. (Vignette Interview, p. 43)
Stella believes all students ought to have access to a variety of physical activities.

Discussing the appropriateness of teaching sport such as golf and tennis to inner city school students, Stella pointed out:

I think it's definitely appropriate. ... I'm of the opinion that we as educators do not make these sports available to them no one else will and I think that it doesn't matter whether it's "elite" sports or not. I think that to deny them the access to it is wrong. It's wrong to deny them the access. (Vignette Interview, p. 42)

Elaborating on her comment that “it is wrong to deny the access of elite sport to inner city students”, Stella stated:

I think because it's that whole idea of keeping them in “their place” and if they never learn to play tennis then the person up here doesn't have to worry about them being on the tennis court. But if you get them in the tennis courts ... maybe they can even seen that if I can do this I can do other things. I can go to college or I can to this. ... If we keep them down in “their place” all the time then that's where they're going to stay. And I think it's our responsibility as public educators to encourage and show them that if they want to do it the vehicle is there. That they can do it. They can break out of that ghetto or inner city mold and be what they want to be. And I think that's one way we can do it. Hey, tennis is for everybody. Golf is for everybody. You don't have to be rich to play golf - sort of. We do have city courts, city courses that aren't real expensive. And I try to tell the kids that. You can buy some cheap clubs. You don't have to have expensive clubs but if you're really interested in this there's a way. ... Sports I think are tremendous influence on the world and I think they can be things that we're not aware of, socially sometimes. (Vignette Interview, p. 42)

In speculating why the teacher in the vignette decided to include some radical things in a physical education course, Stella indicated:

He may be socially conscious of it. Maybe he comes from an inner city family where he may have been denied access to those types of sports and those types of facilities so it was very up front for him. Maybe he just has a political sense. ... And he obviously cares for the students and wants to make sure that they have access to everything that they're entitled to. (Vignette Interview, p. 43)

Stella suggested that the students in the vignette were high school students. She stated “I would assume that they were senior high school students. I would think that [political action] is an advanced thought process and something that I think high school students would be more apt to handle correctly. So my assumption would be that they are high school students”. She noted that such a course, however, could be also included in the elementary curriculum. She explained “I suppose it probably could on a real low level.
Maybe writing letters. I was reading more into their political action. But certainly they
could write letters which would make them aware of the issues" (Vignette Interview, p.
44). Responding to the question if she was the teacher in this case would her decisions be
similar or different, Stella stated:

This could be specific to my school. I'm denied a lot of facilities because I do not
have an athletic program. I've been real upset about it for a long time but maybe if I
involved the students and their parents maybe I could get something. When I read
this I thought hm, that might work. (Vignette Interview, pp. 43-44)

Stella indicated that the psychological and social aspects of physical activity may need to be
emphasized more during instruction. She explained:

I'm real interested in that because that's something that I never thought about. It
would be a vehicle to show students that physical education is just not running and
jumping. That there are social implications for that and I think we try to do it subtly
but maybe we need to be a little more overt about it. ... I spend most of my time
talking about the physical benefits of physical activity but maybe I need to start
giving as much attention to the psychological and social aspects of physical activity
too. So that stimulated my thinking. (Vignette Interview, p. 45)

Stella indicated that the students in her school want social changes.

They [students] want change. Last year we went through a big racial problem and
the black students felt like they were discriminated against in several areas and they
were very vocal. They did quite a bit so we've had that. Whenever we make a new
rule school-wide or change a rule or sometimes enforce rules that are there that
haven't been enforced there's usually a committee of students that come and they
want to challenge that. They challenge it in the school newspaper. Particularly this
school they're real political. I can't say about the other high schools but this high
school the kids are very political. ... I think most teachers are receptive to it. I
think in some ways it's encouraged and hopefully a healthy encouragement.
(Vignette Interview, p. 44)

Synthesis of Findings to RQ.1.a

Stella believes that physically educated high school students are those who have the
knowledge and abilities to perform several physical activities, and know how to design and
execute exercise routines to increase their fitness level. According to Stella her ideal
physical education program is the one which addresses lifetime activities, promotes positive
attitudes towards long term physical fitness, and offers a variety of activities from which
students could choose on the basis of their preference as well as their skill level. In her
actual program, Stella emphasized lifetime activities and lifetime fitness. One of her goals
is to help students appreciate the importance of being physically active. The major differences between Stella’s ideal and actual program relate to contextual factors such as lack of appropriate facilities, equipment, and scheduling which in times leads to lack of student choice in activities.

Physical education teachers in Stella’s school district have to follow a specific curriculum. The expected outcomes of her sport units were for students to learn specific skills and strategies of the sports and to be able to apply them in game situations. Formal assessment strategies were used to determine whether students reached expected unit outcomes.

One of Stella’s major goals is to help students become responsible for their learning and actions. Several strategies and methods which promote students responsibility were used in Stella’s classes. P.S.I. approach and Sport Education Model approach were used. According to Stella instructional tasks should be chosen carefully to suit students’ needs and structured to ensure students’ success.

The teaching and learning climate in Stella’s classes was positive. The instructional tasks were demonstrated and explanations on how to execute the tasks correctly were provided. During practice time Stella actively supervised her students. She moved around and provided feedback and positive reinforcement. Students in Stella’s classes interacted positively with each other regardless of gender or race. Stella believed that students’ cooperation is important in educational settings. At times Stella would negotiate things with students in gaining their cooperation. She expected students to respect and treat each other well during the teaching and learning process. Also she demanded students to learn the skills and have the knowledge base of the activity or sport.

Stella believed that separating students based on their gender is harmful since a message that girls can not compete against boys is communicated to students. According to Stella in high contact physical activities (e.g., wrestling) students need to be given a choice to be in a single sexed class or not. Stella believed that a physical education course with an emphasis not only in skill development but also in moral, social, and political aspects of physical activities is valuable. She also believed all students ought to have
access to a variety of physical activities. One of the teacher's responsibilities, according to Stella, is to encourage students to strive for things which they want to accomplish without limiting themselves because of their socioeconomic or cultural background. Finally, she indicated that more emphasis may need to be given to the social aspects and social implications while teaching physical education.

RQ.1.b. What is the Content of Stella's Micro-Reflection?

In this section Stella's micro-reflection is presented. More specifically, the function of Stella's reflection which gives meaning or informs her day to day practices and the origin of changes to her professional actions are introduced first. Then, the dimensionality of Stella's reflection is described.

Function and Origin of Micro-reflection

According to Stella analysis of lessons or instructional units generate knowledge for succeeding ones. In the following interview extract Stella indicated why and how she analyzes exemplary lessons:

When lessons do go really well you wonder why did that one go real well and the other one didn't. I think I try to see why did that happen? Was it me? Was I feeling better? Was I more energetic? Did I do it? Or was it the kids? Was there some reason why the class went better? Why did it. I guess I try to figure it out so I can repeat it ... and try to maintain it. If something works I try to use it again. (Interview 1, pp. 15-16)

The following comment was expressed by Stella in her journal:

What did impress me in the class today was the seriousness with which the team captains graded the skills. As I checked with them they seemed to be accurately grading. They were evaluating carefully and seemed to be trying to be as fair as possible. It may have been too early to grade but I will also use this to see who is still having problems. (Journal, November 5, p. 7)

Stella also uses reflection to analyze and reexamine her teaching "when most of the kids are having trouble with something" (Interview 1, p. 14). After a tennis lesson, Stella indicated in her journal:

I have to remind them [students] to get to the courts more quickly. They were working when they got to the courts, although they were not all working on their objectives. I had to constantly keep some students on task. I have to remind them to work on their objectives. (Journal, October 8, p. 3)
During the next lesson the following field notes segment was recorded.

Stella called students to come to the first court. She emphasized that they need to come to the courts more quickly. Also she pointed out that they need to practice their objectives. “Please practice your objectives. I want you to work on your objectives”. (Field Notes, October 9, p. 7)

A major reason for adjustment or changes in Stella’s lesson relates to students’ learning. She pointed out:

If I realize that the method of teaching that I was using was not producing any results, in other words there wasn’t any clear improvement in the skill level, I would change obviously right away. I either wouldn’t use the system any more or I would refine it or redo it so that it was workable. I guess if my method of management or my control of the students wasn’t working I’d obviously find something to change that pretty quick. (Interview I, p. 13)

In the following interview segment Stella pointed out how the low grades in the tennis unit stimulated her to reevaluate and question the suitability of the P.S.I. method for these students.

A lot of it is if I notice that whatever I think should happen doesn’t. For instance tennis there were very low grades. Very low grades in tennis and so that makes me stop and think wait a minute. What’s going on? What could I have done to have helped the students understand it better or learn more. Especially in tennis with it so cut and dry. Obviously if they didn’t get past unit 3 they did not learn how to do the backhand. Why did it take them that long to learn that? And I always try to sit down and think about at the end of the day about my lessons and what happens. (Interview II, p. 20)

The composition of the class influences her teaching practices. Stella stated that some classes caused her to change elements of her teaching.

I have one class that’s a huge class. It has about 50 kids in it right now. Obviously I have to have a little tighter control of the class and I’m more of the central figure and I can not relax as much with that class as I can with my 9th period class where there’s not as many students. (Interview I, p. 14)

After a lesson with 50 students in class, Stella indicated in her journal:

Students on the whole were not prepared to take the test for unit one. I can see where I will have to be very strict on them all the time to follow the objectives and work. I am wondering if this method of teaching is the right way for this new group of students (Journal, October 6, p. 2)
Dimensionality of Stella's Reflection

Stella’s reflection included pedagogical, social, ethical and moral issues of teaching and schooling. These dimensions of Stella’s reflection are described below.

Pedagogical issues. A part of Stella’s reflection included pedagogical issues. In her words:

I do think how to refine and I to do better in teaching. I am also looking at different aspects of my teaching how to enlarge my own knowledge of different teaching styles, different strategies. (Interview I, p. 15)

When Stella analyzes her teaching a major focus of her thinking relates to student learning. She pointed out that one of the teaching aspects that she thinks about is:

If I'm making an effect on the students. If what I'm teaching them is actually getting through to them and actually maybe changing some type of behavior somewhere. That's probably what I think about. Am I really improving skill level? (Interview I, p. 13)

Stella explained that throughout the units she is concerned with her instructional objectives. She stated:

I'm most concerned that they're learning the skills. That's my number one priority. I want them to be proficient in the skill that I'm teaching. My second concern is understanding the game. And I suppose the next priority would be their association with each other. In other words being cooperative and being able to help each other and learning to teach each other and that type of thing. I suppose then my next priority is them behaving in class. That might come up a little further up there but I would say skills is my number one. That's what I think I should be doing, teaching them the skill. (Interview II, p. 20)

Two examples of her journals follow:

Well, another unexcited lesson. I'm not sure if its me or “them”. I was hoping this class lesson would help them think while they were playing. I was wanting them to concentrate on what they were doing and begin to develop a sense of teamwork. (Journal, November 6, p. 8)

Class went fairly well. Most students seem to grasp the spike approach but are having some problem still with facing the net instead of coming in at an angle. (Journal, November 10, p. 9)

The tennis unit was a major disappointment for Stella. She explained:

That whole tennis unit was a major disappointment for me. Because I really like that method of teaching [PSI]. I really think it's a valid method of teaching and then when it doesn't work it's a real disappointment. Volleyball has gone really well. Tennis was a real big disappointment. (Interview II, p. 21)
Stella indicated that she plans to teach the tennis unit in a different way from now on. In her own words:

I have reflected on what has occurred and there are some modifications that I would do when I teach the same courses again. ... I am going to have to modify tennis. I'm using the PSI. I'm finding I have many students not staying on task and they're not very self-directed. A lot of immaturity. And so before I teach tennis again which will be in the spring I'm going to have to modify that somewhat before I can use it again. (Interview II, p. 19)

Stella described the kind of changes she had in mind for teaching the tennis unit in the future.

I think I'm going to pretest and group them according to skill level because I'm finding a lot of various skill levels. ... I'm going to have to take more of the teacher-leader type role I think rather than leaving it totally up to the student and me more as a resource. I think I'm going to have to go more that route but I still want to keep the mastery - to test out of the unit and go on to the next one they're going to have to do - still to pass a mastery test. I want to keep that component of the tennis unit still in because I really like that but I'm going to have to streamline a lot of things. (Interview II, p. 23)

Social issues. During informal interviews Stella expressed concerns about the maturity level of high school students. She observed that students in high school are not as mature as they used to be. In her words:

The problem that I've noticed, what I was telling you about earlier, is this real elementarish type of behavior. Just the kind of shadow boxing and poking and cutting in front of somebody when you're running laps. Just to me real juvenile type behavior so I don't know whether that's just something that's just specific to a few kids or whether we're starting to see a more immature student in high school coming into 9th grade. (Interview I, p. 9)

Although Stella uses several techniques in order to make students more responsible for their learning she does not think they have they reached the stage of self-directiveness. She indicated:

I'd like to see a lot more self-directed behaviors. Just like when I'm asking them to stretch at the beginning of the class I would love to come out and see everybody stretching. That would just be wonderful. Now you get about half of them to do it and you have the other quarter playing around and another quarter just sitting there. (Interview I, pp. 9-10)

Stella pointed out that societal trends may affect students' views about schooling as another form of entertainment. She remarked:
I am finding that an increasing amount of my time is involved in monitoring student behavior as opposed to correcting skill or in enhancing the skill or going around and checking and reinforcing the skill that the students are learning. And I've seen a big increase this year and in talking to other teachers it's not just physical education. It's occurring everywhere. Their attention seems to be much shorter. You almost feel like you have to entertain them. And I think a lot of this is due to TV, videos, video games. It's just they're very immature. And it seems to be getting worse, the maturity level. (Interview II, p. 40)

Ethical and Moral Issues. In her classes Stella has a diverse group of students.

Responding to the question how easy or difficult is it to teach a diverse group of students, she noted:

We've always had diversity in our student population. There is big diversity but I don't know that it affects anything. I think they all still pretty much learn the same thing. The entering skill might be different, the entry level skill. In other words the kids that are maybe in the upper-middle have played tennis or golf and might know a little more about the game than the student that comes from the inner city or around here. They don't get the opportunity to play tennis and especially golf. And they automatically assume they're not going to like it. But otherwise I don't know that it makes a whole lot of difference. (Interview II, p. 33)

Stella's practices were carefully designed to provide equal education to all students.

Stella explained to me the chart for the volleyball teams. Students were assigned in 5 teams. She put in each team two students who were friends in order to relate much better with each other. Each team has a captain. In deciding captains Stella took into consideration gender, race, and leadership abilities. (Informal Interview, November 5, p. 14)

Observational notes on these grouping during the lesson were:

After a few minutes students started the volleyball games. The captains were assessing the skill performance of their teammates. There were five captains: 1 black female, 1 white female, 1 white male, 1 black male, and 1 Hispanic male. In the second and third courts there were four teams (two teams in each court). Students were playing a volleyball game in these two courts. In the 4th court there was only one team. Students of this team divided themselves up to go to both sides of the court. The captain of this team was the boy with the long hair. He was sitting on the floor and put all the evaluation forms of his team in front of him (spread out on the floor). He seemed very serious about what he was doing. He interacted positively with his classmates. Stella was walking around the teams and actively supervised students. She prompted, motivated, and provided skill feedback to them. (Field Notes, November 5, pp. 15-16)

Stella always chooses team members as well as captains because:

I made sure that I had all genders and all races and I tried to look at the students that to me exhibited some leadership qualities and wouldn't abuse those leadership
qualities and that I knew the students would probably respect. That was the basis for the captains. And then I basically tried to mix all levels of skill so that I had some high skills, some medium - low on each team and of course I had to mix gender and mix race. I always choose the teams. I never allow them to choose them. (Interview II, pp. 32-33)

Synthesis of Findings to RQ.1.b

Analyzing teaching decisions and actions informs Stella’s practices. According to Stella analysis of instructional events, lessons, or units generates knowledge for succeeding ones. A major reason for adjustment or changes in Stella’s lesson relates to students’ learning. Pedagogical methods which do not produce desirable results for students are re-examined and replaced with more appropriate ones. Stella changes elements of her teaching based on class composition or when students can not reach instructional expectations.

A part of Stella’s reflection included pedagogical issues. When Stella analyzed her teaching a major focus of her thinking related to student learning. The impact of her teaching behaviors was analyzed in relation to the instructional objectives. During the tennis unit a lot of her reflection related to her method of teaching. The process of analyzing and assessing what happened during the interaction phase of instruction made Stella to come to the conclusion that, in the future, she would have to alter the way of teaching tennis. Analyzing events and meanings of her classroom environment made Stella to suggest that social trends have affected students’ views about the purpose of schooling and they considered schooling another form of entertainment. Stella also reflected on ethical and moral aspects of her teaching and her pedagogical actions and practices were analyzed in order to provide equal and fair education to all students regardless of their gender, socioeconomic, or cultural backgrounds.
RQ. 2. To what degree have Stella’s reflection, educational values, and practices changed over the years? (Macro-reflection)

RQ.2.a. What Issues does Stella view as Problematic in Teaching and Schooling over the years?

The problematic issues in teaching and schooling which were identified by Stella are described in this section. More specifically, her concerns were classified into two themes related to societal and contextual issues.

Societal Concerns. The student population in Stella’s school has changed over the years. A lot of high and middle socioeconomic background students transferred to suburban schools. The majority of the school population now has a low socioeconomic background. Many of these students experience social problems in their lives. Stella remarked:

Here in this school alone from when I started 12 years ago until now we've seen a big difference just in the system itself. Where a lot of our middle class and upper middle class are moving out so we're seeing a lot more students with a lot more baggage so to speak. Home problems. Single parent homes, that type. We're seeing more of that than we used to. (Interview I, p. 8)

Stella indicated that the process of teaching and learning has become more difficult since many of the students face different social problems which inhibit their learning. Teachers are not always well trained to help students deal with personal problems. Stella believes that in order for learning to take place, students’ problems need to be resolved to a certain extent. She noted:

I think it's more difficult because they have so many other things that have kept them from learning that it's real hard and I don't think we're always properly trained to handle those extra things and they need to get those taken care of before they can really learn. (Interview I, p. 9)

She went on to suggest that:

I think teachers need to be a little more flexible. Especially in that realm of understanding and caring. Because especially the students that we see, a lot of them, come from backgrounds where no one cares so at least if they think somebody at school cares maybe that one person could do better in school or to see the value of education or whatever. (Interview II, p. 26)
Stella pointed out that students in inner city schools have a different set of problems from those in suburban schools. She explained:

I think they [students] all have their problems. They might be just a little different set. Where a lot of kids here may not have breakfast. A lot of them come from single parent homes that type of thing. I think in suburbia we find a lot of students that may have two parents physically but are not there and they're not listening. Money seems to talk a lot. The kids here don't have a whole lot of money. A lot of them. ... I think life is becoming more complicated so it comes with the times. So it is a lot more complicated than when I was a kid. (Interview II, p. 27)

Contextual Concerns. Physical education as a subject area has its own identity in Stella’s school. She pointed out that the most satisfying thing is the collegiality among the faculty members and the respect for each subject area.

For the most part around here they realize the importance of every subject. I don't find a lot of I guess snobbery maybe is the word with some of the other areas disciplines in regard to physical education. They realize the importance of it as it fits into the total curriculum so that's probably one of the best things about teaching here. (Interview I, p. 11)

Stella believed physical education was viewed as an important subject area in her school because:

... It's important to me and they know it is and I think they realize that I am actually trying to teach and that I'm not just doing some recreation activities down here. They [staff] realize that all parts of education are important, the physical as well as the mental and just every discipline is important for a well rounded student that's knowledgeable in every subject. (Interview I, p. 11)

A major problem at Stella’s school, however, is the inadequate facilities and equipment for physical education. She noted:

Facilities, it's probably the worst aspect of this job. For tennis courts I have to use the city courts. We have to walk over there for that. I don't have a track to do my running. We do it on an uneven round. The gym is not very big so when we do volleyball we do them on shortened courts. It's not regulation courts. That type of stuff. The equipment that we use is not the greatest. The tennis or badminton rackets are real cheap and so they break easily or a student can't really get a good stroke because the strings are very poor. (Interview I, pp. 11-12)

Stella remarked that since facilities are limited “I'm not able to offer many lifetime activity that I think would be real beneficial. ... [Also] facility restriction hurts the learning process to take ten minutes out of an already short 30 minute instructional time to walk over to the
tennis courts and back (Interview II, p. 30). Class size of 35, 40, or 50 also influenced the teaching and learning process. Stella pointed out that the large class size:

obviously affects the learning. There isn't enough practice. There isn't enough space to get a really good practice. (Interview II, p. 30)

Discussing the possibilities of working in a different context, different especially from a socioeconomic and racial background, Stella stated:

I like being with different types of students. I don't know if I would appreciate or if I would enjoy as much being with one class of student, especially that class [higher socioeconomic]. I live around them. I'm not sure I'd want to teach them. I think I kind of like this kind of student better. Real diversity. (Interview I, p. 12)

Responding to the question if in another setting she would be more or less effective as a teacher, Stella commented:

I don't think that I would be any better. Only that I may have more facilities, more options available to me. I think that might be the only way in which it would be a better situation. (Interview I, pp. 12-13)

Stella pointed out that the needs and history of the students influence the nature of specific instructional practices. Discussing the question if her teaching would be different if she was teaching in another school, she remarked:

I would have to see what fits those kids best and adjust my teaching to those kids which is really what I do all the time even here within this school. I can even adapt from class to class. Sometimes I've had to adapt my teaching methods. Some classes learn better one way than the other. Some classes you have to be real strict with and other classes I can get away with being a little looser. So it's kind of hard to answer that other than I probably would adjust. (Interview II, p. 22)

Synthesis of Findings to RQ.2.a.

Stella's students have a diverse social and economic background. Many of her students experience problems in their lives. Stella indicated that the process of teaching and learning has become more difficult since many of the students face different social problems which inhibit their learning. Stella believed that in order for learning to take place, students' problems need to be resolved to a certain extent. According to Stella teachers ought to assist these students to overcome some of their personal problems. She pointed out, however, that teachers are not always well trained to handle this.
Although physical education as a subject area has its own identity in her school, a major problem for Stella is the inadequate facilities and equipment for physical education. She believed that such contextual factors need to be resolved in order to provide more meaningful education to students. Discussing the possibilities of working in a different context, different especially from a socioeconomic and racial background, Stella pointed out that she was not sure if she would enjoy teaching to a homogeneous group of students. She emphasized that she liked teaching students who have diverse backgrounds. In such a setting, Stella believed that she would not be any more effective teacher.

RQ. 2.b. How have Stella's Educational Values, Practices, and Reflection Changed over time and What have been the Influences for such Changes?

In the first part of this section a description of the major changes that occurred in Stella's practices, values, and reflection is provided. In the second part the two major agents for change, students and continuous education, which caused Stella's values, reflection, and practices to alter over the years are described.

Description of Changes

Stella's views of physical education have changed over the years. During the early stages of her professional career the primary emphasis of physical education was on sport skills. Now she tries to emphasize the fitness aspect more in her program. She noted:

When I first started teaching it was more on sports skill. I didn't spend a whole lot of time on fitness. The whole idea of health related fitness. It wasn't the thing when I first started teaching so that has been a change. I try to have a real emphasis on the total fitness and how that incorporates into everything else. ... We didn't really spend time on physical fitness in college in my undergraduate work. So probably just the whole swing of the nation has gone to more fitness and I think I've gone with that. (Interview I, p. 4)

Stella's practices have changed over the years. At this point in her career Stella uses instructional methods which promote independent learning. She stated:

I try to use independent learning. Anything where I'm not the main focus I suppose I try to use. Which actually is a lot different than when I started teaching because when I started teaching I was the teacher. I disseminated all the information. I think that part of my teaching has changed quite a bit. (Interview I, p. 6)
Stella indicated that she has become more humanistic over the years. When she started teaching she was more strict with students. Now she considers the characteristics, backgrounds, and history of students during the instructional process. She explained:

I think I've become more human as the years go by. When I first started teaching I was very strict. It has to be this way and total silence and complete - if I say jump you ask me how high. I think I'm more humanistic where every child is different. When I first started teaching all children are the same. That was the big thing. All children are the same. We have to treat them the same. All rules for all children are the same. This whole business. (Interview I, p. 7)

Now Stella has better control of her feelings during the instructional practices. Her teaching experience and knowledge of her students' personal problems has resulted in less disappointment when something does not go as well. She commented:

And also I can control my temper better. In my early stages of teaching I could lose it very quickly and blow up and make a big scene and make myself look very silly and I think as I've gotten older I've mellowed a little bit and I don't lose my temper quite as much. I think it is much better. It's much better for me emotionally. ... I think I understand a little bit better what kids go through because I have my own and you see how things happen. And you just learn more. You know more. You've been through a lot more. You realize that some things aren't as traumatic. There are a lot worse things to get upset about than not having their tennis shoes or something. (Interview I, p. 8)

Another change that Stella described in her practices related to her views on dressing for physical education. When she started teaching Stella, was more demanding about dress issues than she is now. She indicated

I'm not as demanding on the dress as I used to be and I think a lot of that is counterbalanced because you get tired of fighting it sometimes. And you wonder about the real validity of being so stringent sometimes on what they're wearing, as long as it's appropriate. I used to require them to have white soled tennis shoes. So that's something that I don't demand any more. As long as they're non-marking soles now I don't care. (Interview II, p. 25)

Stella said she realized that there are more important things to demand from students. Now she prefers to have students actively participate instead of sitting out. She commented that the background and history of her students stimulated her to change on this issue:

I would rather have them out on the floor than sitting out doing written work simply because they didn't have their socks. I require them to have socks because of hygiene and I tell them that. I warn them and say you need socks but instead of sitting them down and having them do written work I think that they're better served on the floor being active. ... A lot of them don't wear socks to school period. A lot of them come from homes where hygiene wasn't stressed so they don't see the importance of that. A lot of them their parents don't give a hoot no
matter what they do. So it's very difficult to call home if the student knows that their parents don't care anyhow. They don't consider that important. So big deal and when I had seen that wasn't always a motivational force and I just think through the years that I've thought it was more important to have them out on the floor, participating than make a big fuss over socks. (Interview II, p. 25)

When she started teaching, Stella let students choose teams for game situations. From her personal experiences Stella realized this strategy was problematic and she does not use it any more. She stated that “I always choose the teams ... because somebody is always last” (Interview II, p. 33). Stella described an event that made her change her perspective on this issue:

My first year of teaching I had kids choose teams and there was that last kid just about in tears because nobody wanted him. He was the last one to be picked and I will never do that to a student as long as I live. I just felt terrible. (Interview II, p. 33)

She continued:

Actually 18 years ago, it was my first year of teaching physical education and it just crushed me. I won't do it again. I never experienced that because I was never the last one picked. But here was this kid that didn't get chosen. Everybody is getting chosen around them and there they sat just waiting to get picked and you could just see the rejection and dejection written all over their face and I've never done that. (Interview II, p. 33)

Stella emphasized that when she started teaching she did not spend a lot of time reflecting or analyzing her practice. She explained:

I think I spend more time in reflection than I used to. I think when you're first starting out the teacher is so worried about trying to teach that you don't particularly have time to reflect on what you've done and what you can do to change it. I think as I've gotten older and more confident in my own teaching ability I'm able to do a better job of analyzing my classes, analyzing my own teaching and reflecting and trying to improve the areas that I need to improve. I think I'm able to analyze my teaching better than I used to be. (Interview I, p. 13)

During the early years of her career Stella was more concerned about managerial issues. She tried to develop her managerial skills and did not think about other aspects of teaching such as students' learning. She pointed out:

Earlier in my career I was more concerned about class control and management. Just trying to refine my teaching skills and I wasn't thinking so much about the content and so much about the skill improvement and that type of thing. I think later in my career I'm more at ease with my own teaching skills so I'm able to concentrate on making sure that what I'm giving to the students is accurate and workable and they can use in their learning. ... I think it's the whole idea of being more confident of my own teaching. I'm able to evaluate easier. I'm not so afraid
to because I know I can teach so it's a matter of just fine tuning and not be worried about not doing it right. (Interview I, p. 15)

**Agents for Changes**

The analysis revealed that students and continuous education were the major agents which have impacted Stella’s values, reflection, and practices over the years. A description of these two change agents follows.

**Students.** Stella pointed out that her knowledge of students’ background and history influenced her to alter her practices over the years.

Children aren't the same and they have to be treated differently. They come from different backgrounds. They have whole different agendas and each child has to be treated I think independently. Many of them have traumatic experiences at home and they come in - they're all emotional and they're having a hard time and instead of being - before - I guess in my first years of teaching I would say hey, you've got to go on with it. You've got to do this anyhow. I think I'm a little more humanistic. What can we do to work this out and let's see what we could try and I think probably that is a big difference between when I started teaching. (Interview I, p. 7)

Stella indicated that the instructional practices need to be aligned with the needs of the students. From her teaching experience she realized that the P.S.I. is not working as well as it used to work. Her students have changed and she needs to change with them. In the following segment Stella expresses her feelings and concerns.

Like the PSI, in tennis. It was frustrating last year. It's frustrating this year so I'm thinking maybe it's not working out like it used to. So maybe there's a restructuring that needs to be done. It's very easy for me. All the work is done so I don't know whether that is a big pull for me to continue to do that as opposed to teaching in a different direction but it's going to have to change whether I want it to or not. ... I think we tend to use what has worked for us in the past and you always pull from your experiences before. But you have to be constantly open to change something that you may have done for years. ... Students have changed and you have to change with them. (Vignette Interview, pp. 48-49)

**Continuous Education.** Over the years Stella has done a lot of professional development work. She participated in different inservice workshops, is a member of professional organizations (e.g., PDS), and has accomplished graduate studies. In the following interview transcript Stella discusses her professional development work:

Obviously my graduate work is probably the biggest single thing, and then being involved in the PDS is another one and that's done a lot to help me. And then I've just taken on clinics. I did one on cooperative learning that was real helpful. ...
I've done a lot of multicultural type activities in the past few years that have helped me to understand the different cultures that I am affecting. (Interview II, p. 36)

The professional development work has an impact in Stella’s practices. She pointed out:

Well I think it [professional development work] has obviously made it [teaching] better. It’s given me a variety of ways in which to teach rather than just the same old way all the time so I think it keeps you from burning out. It keeps you up. Keeps you going. I don’t know how people continue to teach and not refresh themselves. I think they’re missing a whole lot by not refreshing themselves. (Interview II, p. 36)

Stella indicated that her graduate studies were powerful in the development of her educational values and practices. The implications of Stella’s graduate studies on her teaching are described below:

It's [graduate studies] made me a much better teacher and made me be able to reflect more on my teaching. Being able to analyze my own teaching and not have to have someone else come in and analyze it so that I can see where my weaknesses are and where my strengths are and work on those. (Interview I, pp. 4-5)

Synthesis of Findings to RQ.2.b

Stella’s views, reflection, and practices have changed over the years. When Stella started teaching, fitness was not incorporated into the physical education curricula since the primary focus of physical education during that era was on sports skills. Stella’s program and practices at that time corresponded to the physical education philosophy of that era. Over the years, however, the fitness aspect of physical education has been incorporated into her program. When Stella started teaching she used to deliver the content to students. Now, she uses content delivery systems which promote independent learning. According to Stella, when she started teaching she was more strict with students and was not sensitive to their needs. In later stages of her career, she realized that students are different and their characteristics, backgrounds, and history need to be taken into consideration during the instructional process. When she started teaching, Stella was very demanding about dress issues but now she prefers to have students actively participate instead of sitting out.

Stella’s reflection has also changed over the years. When she started teaching, she did not spend much time reflecting or analyzing her practice. In those years, the nature of her
thinking related more to control and management issues. Now she evaluates the effects of her pedagogical actions and practices as they relate to students learning and improvement.

Stella's knowledge of students' history and needs has been a major factor in changing her values, reflection, and practices. Stella emphasized that students change over years and teachers need to change with them in order to provide meaningful education to them. Another major factor that influenced Stella to change over the years was her participation in several types of professional development work. According to her this professional development work has an impact in her values, reflection, and practices with graduate studies her most powerful type of professional development engagement.
CASE FOUR: Lara

The fourth case study’s findings are to be described next. Before doing so, as a reminder, the purpose and research questions of this inquiry are restated. This study was designed to provide a detailed account of how physical education teachers reflect on classroom and school realities in authentic experiences. The focus of the study was twofold in that it attempted to describe teachers’ reflection within the actual teaching and learning environment and the role of reflection in the professional development of teachers.

Biographical Description

Lara is thirty one year old and teaches physical education at a suburban public high school with four other physical education teachers. She has 10 years of teaching experience (8 of them at the same school and 2 at a rural high school). Over her professional career, Lara has participated in professional workshops and seminars, been involved in a curriculum committee of her school district, been an active member of the Professional Development School project, and been a cooperating teacher for student teachers. Lara has also taken several graduate courses and is presently working on her Master’s degree. Students in Lara’s classes come from middle to upper socioeconomic backgrounds. Lara described the background of her students as follows:

I would say middle to upper middle. The average income of most of the people is about $42,000 a year and then it goes all the way up to the hundred of thousands. ... Most of the racial background come from also affluent, upper middle class. We do have in a couple of sections of the school system that come from apartments. The parents could be making as low as $20,000. Thus the average is $40,000 rather than $70,000 but no, we're 90% middle to upper middle socioeconomic. ... Kids are kids but the socioeconomic status does define so much more of the community and the resources to the schools. (Interview I, p. 15)
RQ.1. What does Lara reflect on during her day-to-day teaching and how is this reflection related to her practice and educational values? (Micro-reflection)

RQ.1.a. What are Lara's Current Educational Values and Practices?

In this section Lara’s current educational values and actual practices are presented. The section is divided into the following themes: function of the program, curriculum/content selection, instructional format, instructional style and interaction patterns, the process of cooperation and negotiation, gender equity, and responding to a radical pedagogy.

Function of the Program

A physical education program which includes a variety of physical activities, provides choices for participation, and offers lengthy instructional units is considered ideal by Lara. The priorities of such a program would help students increase their knowledge of physical activities, provide them opportunities to increase their skill level, and motivate them to be long term participants in physical activities. Lara indicated:

"I'd like any student that I had in physical education or in a program that I would create to have a variety of activities that they were exposed so that they can choose one or two of those and take them further into the rest of their life. ...The time of the program would probably ... go to a five week or even a six week [unit of 25-30 lessons] and especially when you're speaking to fitness activities and fitness courses and sports. I would expand them to 6-8 weeks [unit of 30-40 lessons] so that there's some physical benefits in that. So that they can actually see that what they have done is yes benefiting them. It's not just something they are exposed to and drop after four weeks and to drop and say oh yes, I'm physically fit. Let them come out of it enthusiastic about it with enough knowledge and enough base in the activity or the skill level so that they feel comfortable. (Interview I, p. 1)"

According to Lara an ideal physical education program would reflect current trends of society and thus be more enjoyable for students. She suggested:

"In order for it [program] to be enjoyable you have to also keep up with the trends of the society. In [our district] you have a more affluent society so the sports or the activity that should be reflected in that program should reflect the society in which the student lives. (Interview I, p. 1)"
Responding to a question on the degree to which the present physical education program in her school reflects societal trends, Lara indicated:

Every five years we redo our graded course of study and that directly reflects I believe the trends; as in this one we changed to a more fitness oriented curriculum. We've seen through the years that students are coming up with basic knowledge in some of the activities because they have them at very early ages so we decided to take some of these out and replace them with more current trends of the society, moving into a more fit society. Our students are still not physically fit. So that was what we incorporated this year more than anything into our curriculum. Also like I said the influence of society, the dictation of any program usually does come a lot from your budget and those kind of things. So if we're able to introduce a course that costs some money and we have the money in the budget, for example we're going to add step aerobics so we had to go out and purchase 25 steps at $80 a piece so that's a nice huge amount of money that has to be taken for that piece of equipment for those many students. (Interview I, p. 2)

The priorities of Lara's current program relate to the psychomotor, cognitive, and affective domains of physical activity. She stated:

I want them [students] to know how to take care of their bodies. ... I think probably most important is the enjoyment of the sport or the activity and how it makes you feel after participating and the enjoyment that they get from competition, exercise. ... The enjoyment of the activity. The desire to pursue activity for life long fitness or enjoyment. And then probably second will be at least the knowledge of the activity or the sport of physical education so that if they do drop it now for example but later on will know enough about themselves or know enough about if they're just observing the sport or watching the activity that they'll know about it. That's important too. It has to relate to their future. It can't stop right here. Skill is going to vary incredibly and I believe that if you can increase just the skill a little bit for the very beginning student in an area that gives them enough confidence in themselves to say oh yes I know how to play tennis. Sure, I'll play volleyball on the beach or I know how to pass a ball. So I think that confidence is also important for skill acquisition. (Interview I, pp. 3-4)

Lara believed a major priority of her program is to help students enjoy participation in physical activities. In the following interview segment she describes how she attempts to reach this goal.

I find that participating myself with them and communicating with them and letting them feel successful at something encourages them which then doesn't make them stop as soon as they fail at something. And that increases enjoyment I believe of it [activity]. Also the more knowledge you give them and the more that they get to be exposed to the sport or activity they feel comfortable with it and then as soon as you feel comfortable with something you start to enjoy it in lot of ways. ... If you can get 60% or 80% of the kids enjoying something then the other 20% will go, this must be normal because everybody is having fun, and so that will increase their enthusiasm. I also think it's all in the presentation and how much you make your class enjoyable. A lot of it is presentation. So much of it really is internal that you
can't force it and you'll have students that will never enjoy a certain activity but they'll find something I think. There's something out there for everyone that they may enjoy. Just like I said with the back packing and things like that. We offer a wide variety of choices that they'll find something they'll like. And that's what's important. (Interview I, p. 4)

Responding to the question to what degree students who finish her program are different or similar to students who accomplish other programs, Lara pointed out that, although there is no objective evidence available to make the comparison, from informal conversations she believed that a program similar to hers is more favorable to students than a traditional one. She indicated:

I haven't been exposed to a lot of students from other programs but I know that when I explain our program and how we run our program, especially to adults and to students too they are amazed at how diverse and how different our program is versus a traditional major team sport concept where a school just could teach soccer because they have more soccer balls or something like that. I haven't had a whole lot of chance to speak to other students but from speaking with adults and learning when we were in school that type of thing and I tell them what we do in our program they say I wish I had been able to do that. ... Maybe it's just talk but I do believe that a lot of students and a lot of adults at that point that had this type of physical education were turned off because they were put in a huge class with no skilled athletes or less skilled athletes and only exposed to a very limited amount of activity and choices. (Interview I, p. 5)

Lara identified two major changes that she would like to make in order to move her current program closer to the ideal. The first change would be to lengthen the instructional units and the second would be to offer activities appropriate to different skill levels. She explained:

Some of the activities should be lengthened. ... For example if we really want to do fitness correctly it should be an eight week program: an introduction to a fitness course, an aerobic fitness course, even a weight lifting program versus a four week program because you really don't get to see that much benefit from a 4 week program. ... The other thing I would like to have is an elective area course for upper level class kids to be an extension of what they have learned. ... Just when they start to learn skills and enough skill to play the game competitively the class is over. ... Right now our juniors and seniors when they come back and take elective physical education they take it along with the freshmen and sophomores so they're retaking a course taught from the beginning which is not giving them more knowledge or practice with a higher skill level. ... Other than that I think we have an excellent program. So much option for the students. I love that sort of thing. The biggest thing we lack here is an aquatics program. We could do so much with a pool. (Interview I, pp. 5-6)
Curriculum/Content Selection

During the data collection period of this study, Lara taught a fencing course and an exercise physiology course. Discussing the reasons for choosing these activities over others she noted:

A lot of our scheduling just depends on what we feel our strengths are as a department and I feel comfortable teaching fencing myself and another teacher does so we tend to take on those courses. Exercise physiology I taught because it was new and I had a lot of great ideas as far as using the steps and I knew we were getting that equipment in so I wanted to try that with the students. I choose them out of interest as well as to make sure that everyone in the department gets to teach our strengths and to teach what we feel comfortable with. (Interview II, p. 34)

The expected outcomes of the two instructional units are described by Lara in the following interview segment:

In fencing I expected that the students would learn a lot of the terminology. A lot of the basic moves in fencing. Skills. I thought they would also be able to fence. Have a fencing match. And know how to judge and keep track of scoring and I feel that they accomplished all those outcomes. And then exercise physiology is an introduction to the different components of fitness and I feel everything we did in the class with the exception of body fat content lecture we hit all the components of physical fitness. And exercise physiology is just an exploration of those components and then experiencing the cardiovascular and the muscle endurance and strength and the flexibility part of that. (Interview II, p. 34)

Formal and informal accountability strategies were used during the instructional units to determine if expected instructional outcomes were reached. Lara remarked:

I looked [to see] if the students were able to take their heart rate for example in exercise physiology and realized that they were at a target heart rate that they should have been at and that they were working at that heart rate and that they worked to get it, whether it was by adding stackers for their step or working more intensely. In fencing I gave a skills test to test the skills that they had in a very applicable situation that wasn't a just show me this skill. It was to show me the skill in an applied situation. And then actually in fencing also it was the use of the skill and the knowledge of the skill in an actual tournament, fencing. (Interview II, pp. 34-35)

Field notes recorded during an exercise physiology lesson illustrate how Lara kept students accountable during their work-out.

Observation

9:25. Students come in and found a self space. Some of them put more stackers under the steps. Lara asked them to count their resting heart rate. She informed them that today during the workout she will go around and check if their heart rate goes up. Lara turned on the VCR. The warm up activities started. Students were
following the instructions from the video while exercising. The combinations became faster and more complex. Some students now were confused with the routines. Lara prompted them to “keep going”. Then, she went around and counted the heart rate of two boys. Some students asked if they could go for water. When they came back they continued practicing. Lara checked the heart rate of a few more students. Students were asked to count their heart rate. Lara told them that it should be at least 20 over a 10 second interval. A couple of students reported their heart rate. For example a girl said 20 and a boy 26. After that they continued practicing again. Lara checked the heart rate of the girl who said she had 20 beats. Then, she went around and checked the heart rate for the rest of the students. Students were following the routines and combinations from the tape. (Field Notes, November 10, pp. 33-34)

Informal Interview after the Class

Lara felt that students worked well. She pointed out that she checked the heard rate of everybody because she wanted them to work harder. She told me that students have been informed on the first day of the aerobic activity that if they did not work hard they would lose credits (it was in their syllabus). (Informal Interview, November 10, p. 34)

In Lara's school students do not get letter grades for physical education but instead get satisfactory or unsatisfactory. She explained:

We only give satisfactory and unsatisfactory and to achieve satisfactory you must pass four units and they have to participate every day or you may miss one day and you have to participate at the expectation of the teacher. (Interview II, p. 42)

In the following interview segment Lara expresses her views about the grading issue:

How would you grade a student who is taking backpacking or a person who is taking an independent study? How would they be given a grade versus a student who is in here in a badminton class? To combine all the ways that students can achieve their physical education credit it would be too subjective or whatever to try to grade that evenly and fairly. And I think all of us feel that yes, for some things it would be nice to be able to give a grade because there are students who deserve A's and B's versus the student who is just at the passing level but their physical education grade does not play into their accumulate grade point average here at the high school. It only counts toward graduation. It doesn't count towards their overall class rank or graduation. I think eventually this whole country will go to something like this. I don't agree with the A's and B's and C's. Kids don't learn any better. ... We are making the environment exciting and fun and a learning environment. A positive learning environment and that's what our goal is. And then to have them participate in that and start developing concepts of what sport and activity does for them that's more important. (Interview II, pp. 42-43)

In evaluating the students Lara gives a written test for most of the activities she teaches. She also observes the performance of skills during practice time. She stated:

What we do is in most of the classes we have a written test over knowledge of the rules and procedures and strategies. I don't usually give the same types of written tests most people give. My evaluation comes from if they have a knowledge of the
sport. And the way I know that if I let students work together and on a written
count more or less to find out if they understand the sport. ... And then what I
do also in some classes is make sure that the students in some way have achieved a
skill level that is appropriate to the class that they're in. For example in tennis if
they're still by the end of the unit unable to hit the ball I have not done my job. But
that doesn't happen. I'm just saying those are the ways that I evaluate. By the
second or third week of a class if a student when we’re ready to start going into
games or tournaments the student still doesn't have the skills then I have to
intervene at that point and make sure that they get to at least have some basic skill in
order for them to play or whatever it is. (Interview II, pp. 55-57)

Lara described a typical written test as follows:

When I give a test I never call it a test any more, the name changed. I call it a
“challenge” because I am not asking them to give me back information that they
don't know. I'm asking them to think and put what they've learned into a situation
where they are able to figure out what it means. For example on a tennis challenge
I ask the students a question, where in the court would the ball be in on the serve if
you took it either from the right or the left side? It's a very simple question but it
makes them think. ... I teach them all these things as we go and give them the
reason why it is and when you go to a real tennis court you would never do what
you do. (Interview I, pp. 12-13)

Instructional Format

The way Lara organized her instruction could be best described as active teaching.

After the presentation of learning tasks, students were expected to get involved in practice.

Lara actively supervised students. A part of a fencing lesson which portrays Lara’s
instructional format follow.

4th period

10:15. Lara told students to take their fencing equipment and come close to her.
When everybody was around, Lara informed them that they would start the
tournament. She went over the rules of the tournament. A____, a student, did a
tournament chart for her class. Lara explained to the students how to read the chart.
There were two divisions. Each division had 14 rounds. Each round was 5
minutes of length. Some of the students would fence and some would be the
judges. Students were listening to Lara. She also explained how they would get
points during the matches.

10:20. Lara and her students moved to the middle of the gym. She asked two
students to start fencing. Another student was the judge. During the demonstration
Lara was indicating the points each fencer gained. She provided explanations why
the players get points or why they did not. Also she pointed out the legal or illegal
touching. After the group demonstration the class went back in front of the
tournament chart. Lara read the names of students who would fence and those who
would be the judges. Students were asked to start the matches. There were 2
groups of 3 students (2 players and 1 judge) and 3 groups of 4 students (2 players
and 2 judges). Students were involved in their tasks most of the times. At times
they were some arguments or discussion about the points. Lara actively supervised the students. (Field Notes, October 12, pp. 1-2)

In the following interview extract Lara described the climate for instruction and learning in her classes:

I try to make the learning environment positive first of all. The kids know when they come in I'm usually in a good mood and they can talk to me and they can tell me what's going on with them or whatever. That's very important I believe. Number 2 is I feel like I try to be structured in the sense that there is a routine and there is a purpose for the day, an objective for the day, whatever it may be. (Interview II, p. 41)

According to Lara the instructional environment in her classes can be characterized as informal with specific tasks and expectations. She pointed out:

I think there is an informal environment but with tasks. It's not formal but yes I have expectations. ... I don't know if you want to define that as formal. I've never looked at an environment in my classroom as being formal or informal. They're expected to dress. They're expected to participate. ... The learning environment is both of us reaching our expectations. I set the tone but I'm very open so I guess you could say I'm informal. I'm not casual in other words. I'm concerned. (Interview II, p. 41)

An illustration of an exercise physiology lesson is provided below to depict the instructional environment:

(3rd period)
9:25. Lara turned on the VCR and the warm-up started. Students followed the instructions on the video. ... At times she was giving cues to students to perform the activities correctly (e.g., bend your knees, stretch the front leg, etc.).
9:30. The step exercises started. ... Most of the girls were able to perform the movements and combinations. Five of the seven boys seemed to have a hard time. Sometimes they followed the movements but not the tempo or rhythm. They were trying to do their best. By the time that they were able to follow a combination another one was introduced. ... At times Lara walked close to the students and provided positive reinforcement. Students concentrated on doing the movements and combinations. An extremely difficult combination was introduced. Lara stopped the video. She went in front of the class and demonstrated the combination. Students practiced the combination for a while without music. Then, she turned on the video again and the practice time continued.
9:50. ... Lara informed students that it was time to do some cool down activities. She asked students to take their pulse and told them that if their heart rate was not high they should try harder next time or if it was too high they should try to lower it. Then, she lead the cool down exercises. While doing the exercises she pointed out correct performances. (Field Notes, November 4, pp. 22-23)

Discussing a teacher and students' responsibility during practice time Lara noted:

The teacher's role in physical education as well as in the classroom is to produce the objective and the environment and then a student at this age level becomes
responsible and accountable to themselves for what the task is. ... If I don't feel
their level of intensity, and I did put that on their handout, is not adequate and up to
where I feel is an actual working level then I have the right not to give them credit
for the day. That's the fine line that we walk every day in physical education here.
(Interview II, p. 42)

In the exercise physiology unit students were observed to practice more intensively than in
the fencing unit. Lara pointed out that “the nature of the activity” influences students’
participation. In her own words:

I think fencing is unique. For the most part in most of my classes the students are
pretty active. There's more involvement but fencing since it's brand new and
there's such a safety factor involved we have more or less put thumbs on to make
sure that we go through a very slow process, a very careful process that we're not
exposing any of the students and not letting them just go at it per se. (Interview II,
p. 54)

Instructional Style and Interaction Patterns

Lara described her teaching style as follows:

My teaching style involves a lot of demonstration and participation. ... At the same
time I'm giving knowledge. I'm very student-directed in the sense that I use quite a
few of my students. If they have the skill then I'll put them on the spot and we'll
really use each other as examples of a skill acquisition. ... I use a lot of asking kids
to think about things versus telling them this is why we have this safety rule. I'll
say why do you think we have a rule to not do this. I make them think even in
demonstration, or instruction I say where do you think or why do you think versus
this is where it has to go and this is why it has to be. And it makes the students
become involved in their learning of the skill and the processing of the skill. And
then the participation part I would be going around and getting the feedback and
also playing with the students. Becoming involved with them and conversing and
giving specific skill and encouragement type of feedback to them. (Interview I, pp.
11-12)

The learning environment in Lara's classes was supportive and positive with feedback,
cues, and reinforcement provided to students during the learning process. A segment of an
exercise physiology class follows:

6th period

1:40. Students came in. They were informed that they would do some
stretching/flexibility activities. Lara pointed out that they would work with
partners. They should be careful when they help their partner to stretch. Also she
pointed out that the partners should motivate, help, and remind the other person of
how to execute the exercises correctly. Lara asked two students to lead the warm up
activities. After the warm-up exercises, Lara started introducing flexibility exercises
to students. She started with neck muscles. Then with arms exercise, etc.
Students were asked to pay attention to correct execution of the exercises. Lara
demonstrated the task, specified the criteria (e.g., 10 seconds), talked about safety
issues, and identified the muscles that worked for each exercise. Lara was pointing out the correct performance of the exercises all the time. She identified the possible mistakes and provided cues to students for correct execution of the exercises. Students concentrated on performing the tasks. (Field Notes, November 11, p. 40)

Lara believed that selection of inappropriate tasks may increase off task behaviors during the learning process. Also the way teachers organize the activities may create some management and control problems. She noted:

I think she [the teacher] set up a drill that didn't teach the skill, didn't accomplish the skill and didn't lend itself to the actual use of the skill, how it would be used and therefore the students were able to get themselves either out of the drill which some of them did take advantage of what the drill was and not keep on task to what the drill was. And because of the way they were split up she was not able to monitor the class in the right way. I don't know how many students she had but she set them in groups of six, three on three so she was probably going group to group which gave other groups an opportunity to get off task very quickly if that was the beginning of a skill lesson. (Vignette Interview, p. 62)

According to Lara effective monitoring strategies need to be used by the teachers during instruction.

There wasn't enough monitoring [in the vignette]. It even said in here some of the students got out of doing any or all practice, either because they didn't feel confident they didn't want to do it, or whatever so they just got to the end of the line and never had to do anything. (Vignette Interview, p. 63)

She pointed out students often modify tasks they perceived are not appropriate to their needs and teachers need to reevaluate the tasks and where appropriate change them.

Obviously they [students] became very frustrated or not frustrated maybe bored with it [task]. ...Perhaps those students at that point had more skill than what she was trying to teach. When she actually saw the students going on to a type of three on three game that's eventually where I thought the lesson should have tied into what the skill practice was for. But it never got that far. She just got upset about it and told them to stop fooling around. In actuality what they were doing was actually playing the game of soccer which is the ultimate goal of the unit hopefully. And they were acting as teams three on three which is what initially was the goal of the drill. (Vignette Interview, p. 61)

Lara believed that good teachers:

Can get students to want to learn. Students who feel that what they're learning is going to be good for them or good for the team if that's what you're trying to do teach, a team concept. That they can have fun learning it, especially in physical education. That what they learn they'll be able to use again. ... Getting the most of what you can get from what you have. And what you're working with. And that's students and that's facilities and that's objectives and that's skills and all those type of things all in one. And that's a whole lot to think about but if you go in and say
every kid is going to learn how to do this today then you're fooling yourself and you can test them on it and if they fail then what are you going to do? Are you going to go along with that? Are you going to take them aside and help them out with that? Are you going to make them successful at it? Yes if you're a good teacher. ... Don't tell them why they're not successful because you know why but if you let them figure out why then they will become responsible for learning that if they want to. If they don't then you don't have any control over that anyhow. Then they will learn because you've at least asked them to think about it and at least asked them to put some time into working on it. (Vignette Interview, p. 73)

Lara emphasized that instructional activities ought to be appropriate to the skill level and abilities of students. According to Lara one of the teachers’ tasks is to figure out the skill and ability level of their students. Needs assessment is a prerequisite to designing meaningful activities.

If you take the first day or the beginning of the unit and say you're going to learn this skill. You evaluate by letting the students either play a game, play what they know of a game; see what their skills are, set up a drill or an activity that tests that skill from the beginning ... and teach the necessary skills to the people that need those. (Vignette Interview, pp. 62-63)

Students’ skill level ought to be taken into consideration while selecting instructional tasks and modified to allow them experience success. Lara critisized the teacher in the vignette saying that:

She's assuming quite a bit from students that they had achieved a level at this point that is unbelievable and never would be at this level unless they had had volleyball every year for at least a few weeks and had mastered the other skills. This is a refined skill that very few students ever get to and assuming that they had done all the skills leading up to that skill. ... She was told because they were unsuccessful and frustrated and they just wanted to play at this point. And then she got frustrated and turned it back because she saw a lot of illegal hits, not setting, and of course hardly ever a spike which was what her goal was for that day. (Vignette Interview, p. 70)

Lara commented instructional tasks need to be clear and progressively appropriate when presented to students.

She [the teacher in the vignette] is not seeing them use three hits. If she's just introducing the spike and she's progressed through the normal progression of volleyball then she really hasn't even spoken to the fact that ultimately you should have three hits and it should go pass, set, spike or pass, set, hit. So maybe the students don't even know they're supposed to have three hits. Maybe they don't even know that yet. Maybe they don't even know they're not allowed to touch the net during the game. They just want to play to see if they can use the skill they have. (Vignette Interview, p. 76)
According to Lara instructional tasks need to enhance students' learning and positive attitude towards physical activities. In doing so instructional tasks need to be selected carefully. She stated:

She [the teacher in the vignette] is setting kids up for failure. She’s putting them in a situation where if they don’t perform the objective they go to the back of the line and try again and try again. ... There are some kids who cannot spike. ... It's more she's trying to get everybody to do the same thing at one time and they're unsuccessful. (Vignette Interview, p. 71)

One of Lara's major goals is to provide students a positive experience during physical education. She stated:

I want the kids to enjoy being in my class and say they want to be in my class so I try to make my classes very enjoyable. Very unique. Very non-threatening. Where, if they've had a bad experience with another teacher in physical education or in another class, this is their time to enjoy and to experience and not feel pressure and not feel need to conform. (Interview I, pp. 26-27)

The observational data revealed that Lara created and maintained a positive instructional climate in her classes. She was enthusiastic and interacted often with students. A segment of an exercise physiology class follows:

10:25. The step aerobic routines started. Students were watching the video and performed the routines. The four DH students seemed to have some difficulties with the combination at times. Lara went close to them and gave positive reinforcement and encouragement. Then she moved around the room and gave reinforcement to the rest of the students. After a while she went in front of the DH students and performed the movements of a combination for them. She also verbalized the movements. All the other students were following the routines nicely. Lara was constantly prompting students “that's it, keep it up, keep the heart rate up...” (Field Notes, November 5, p. 27)

According to Lara closure is an essential element of a lesson and teachers should try to construct it in a meaningful way to stimulate discussion about the lesson by posing critical thinking types of questions to students. She noted:

And then at the end she [the teacher in the vignette] asked if there were any questions. ... I don’t know if she ever posed any questions to them or is she posing problems to them. And I think sometimes that’s just one of those closure things that you were told to do. Anybody have any questions? Good. See you. That was a nice way to wrap up a lesson to look like you asked your class if they had questions. Questions about what? ... She didn’t pose a problem or set up a reason to ask a question. ... They're not going to ask questions unless they really pertain to what they're concerned about. And obviously they're not concerned at this point because they're frustrated and some have already felt unsuccessful so they won’t ask anything. (Vignette Interview, p. 70)
Lara believed that the interaction patterns of her students are appropriate. Asked about how her students treat each other during physical education, Lara noted:

I think at this stage kids are so into peers. They are so affected by the way that they believe people perceive them and their peers act but they are alike and they'll treat each other alike. It's a love/hate relationship. The more they like each other the meaner they treat each other. That kind of a thing. It's like a marriage almost. They're feeling out relationships. This is a big time for relationships and they're just getting to know what it's like to have feelings about the opposite sex, the same sex. The girls are meaner to the girls than they are to the guys and the guys are tougher on the guys than they are to the girls. It's part of the socialization process. It's important for the kids to work it through too. Now when it gets to a point where I don't think it's acceptable then I'll stop it. ... I say treat people how you think you'd like to be treated. I am not your minister and this is where you kind of get into a little bit about teaching kids values and morals and things like that.

(Interview I, pp. 15-16)

Lara went on to describe an example of an inappropriate student interaction event and how she dealt with it.

I had a student, for example, very challenging at the beginning of the tennis unit. He would hit his tennis ball as hard as he could and his partner would just be afraid. I put him with the sweetest most gentle little girl that I have in my class. I don't know why I did it but I did and she's just so nice sweet talked him into being a very controlled person and it's because I feel that he feels that this is a relationship that no one yelled at him. ... But by giving him a partner, a peer that was not a threat it was the best thing that I could come up with. That has taught me a lot of things too as far as how to match kids up. Those kind of things. It works, it really does. You don't split kids and say you are good kids, you are bad kids. Put them all together, they'll only become good I think. I mean really if they become successful at the task then they're going to start feeling better about themselves. And I think why kids act negative is because they feel negative about themselves and because they don't feel successful. They don't feel positive about themselves. So the minute you take that away from them, that negative feeling then the positive interactions begin. (Interview I, pp. 16-17)

Describing relationships with students Lara noted:

Outside the classroom I feel that most of the students are very comfortable being open with me, talking to me. They know me. During instruction I'm very open also. ... They don't need to be afraid to tell me that there's something wrong that they can't participate today. Or I don't think I'm their buddy in the sense that they would tell me all their secrets but I do feel that if something was bothering them that they need to let me know. There are no walls up. I think also that the students, male and female, both feel comfortable with joking around and having fun in my class. So they don't think I'm a tyrant or evil or out to get them. It's that I can prompt them without being sadistic or sarcastic or mean. (Interview II, pp. 46-47)
Lara and her students were observed to interact in a positive way. The following observational data provide an illustration of how Lara interacted with her students and how students interacted with each other during the instructional time.

10:15. Lara was in front of the tournament poster chart when the students entered into the gym. A girl approached Lara and told her that she wanted to share something with her. Lara and the girl started talking while they walked over to the fencing equipment area where the other students were. After a while, Lara told the class to get ready for the matches. Students went to their teams and looked at their cards. Lara set up the clock. “Let’s start with round #1”. Then, she went close to J (a DH student) and helped him to put on his helmet. J was the first person in his group to fence. He fenced with a girl. The girl was more skillful than J. Another girl from the group was giving J skill feedback and positive reinforcement. For example “J turn your body to the side”, “keep going, J”, “good Job” “come on J attack”. The girl who was fencing with J won the match. After the match both students shook their hands. (Field Notes, October 14, p. 8)

Comparing her relationships with the students to students’ relationships with other teachers

Lara stated:

I don’t like to compare myself to other teachers but the nature of my class and the nature of my personality makes I think students more comfortable around someone like me versus someone who is a very strict, not warm but very strict room. You are the student and I am the teacher. I don’t know if it affects teaching that much but I feel it does. I feel students will react much more positively these days because to get respect from kids these days we need to relate to them. It’s not where you could be the traditionally mean person that has always had a reputation for being very tough and very hard and automatically kids will accept you and respect you. It’s not the way it works anymore. ... So you earn it through trust and openness and listening and caring. (Interview II, p. 47)

The process of Cooperation and Negotiation

Lara noted that students’ cooperation is needed during instruction. In her own words:

I wouldn’t have been successful without cooperation. Just like anything else but it’s also a trust. It’s trust and the enthusiasm and interest that you show in your students. It’s mutual. It’s not just their cooperation with you. It’s your cooperation with them. (Interview I, p. 17)

Lara went on to explain how she gains and maintains cooperation in her classes:

Their goal here in my class is what I set as my expectation but I turn the tables around and say what are your expectations of me? What do you expect from me and they’ll think about it and some of them don’t think about it but your presence, your interest, your attention, your warmth, those things are so much what they need and if that’s what you can give them to get their cooperation then that’s how you can get it. That has never been a problem for me because I am truly dedicated.
I'm truly interested in kids and that's why I teach. ... I'm never a doormat in my class where I let kids walk over me or walk through me in the sense of I don't let them feel like I'm just there because I have to be there and I'd rather be doing something else. In other words I'm not there doing something else when I should be with them. Those kinds of things. Cooperation comes with, I think it is two ways. (Interview I, p. 17)

Lara remarked that during instruction she negotiates things with her students:

I negotiate routine expectations. I negotiate who is going to be on which team. You go through but that is what makes them most acceptable of you and your class. If they tell you something and you turn them off immediately. Say no, there's no talking about this. I won't have this, boom. Then, they have two things. She doesn't care about me or he doesn't care about me because they don't want to listen to what I have to say and if they don't care about me then I really don't want to be in this class and I don't want to make this class go well for her or for him. So you're stabbing yourself in the foot or the back, whatever if you don't listen to kids and you don't talk to them [or] you don't negotiate with them. (Interview II, p. 44)

Lara recalled a situation when during the introduction of a new skill the majority of students were not cooperating. She emphasized that in such cases she tries to challenge students to realize the importance of skill development. In her own words:

You're not cooperating and going through the skill with me. We're all perfect at this, right? Then I'll go over and I'll say when you beat me you may go over and start a game with your friend or go over and start just hitting balls with your friend. If you're ready I understand you're ready to go. But not until you show me that you have mastered this skill or do I feel you're ready to go. So as soon as you prove it to me fine, you go right on. It might take 5 minutes, 10 minutes to go through this. It says okay now you realize you were not correct in thinking that you had already mastered this skill so we need to go back and do it my way. Then they'll say yes. And usually that's what happens. If they want to challenge me I turn it right back and I say okay, if you think you're all good that's fine. Get in line and we're going to play beat the teacher and I'll just smack balls so hard at them that they can never return it and the first few are funny because all their friends will go ah - giving them a hard time. Then it's their turn and they miss it. Then it becomes quiet and they get into that ready position and they get into everything I've taught them so far until the point where they didn't cooperate and they're thinking now they're going to listen and they're going to try to use everything they've got to beat me. (Interview I, pp. 31-32)

Describing the demands that she can make of students, Lara stated:

We can demand that in order for them to get credit for physical education that they must participate every day. When they miss so many days that they have to make them up in order to get credit. We can demand that we determine whether we feel they're participating or not. In other words the teacher looks at the level and can say to the student I don't believe you're participating to your full potential or your effort is not acceptable today. ... I do not allow my students to take any dress cuts. ... I think I'm a little more demanding as far as I don't let kids have a free day as far
as that goes. They'll make it up with me. I have the right to do that to them. (Interview II, pp. 43-44)

Discussing the notion that some teachers demand less of the students in order to gain and maintain their cooperation Lara remarked:

My expectation of students is to try to achieve and to try their best. ... I don't think I expect less as far as getting kids here on time and getting them started on time, those kind of things. Because those are very routine type of things that have to be instilled into students. But having them to perform and to participate at a level that I would expect myself to do it is - I don't know. I'm not in this for my expectations. I guess that question makes me mad. (Interview II, pp. 44-45)

Lara explains why she was “mad” about the above question:

I understand the point of the question is that teachers tend to make everything a lot smoother so their kids will cooperate and be nicer and life will be lovely and there won't be any conflict. I don't think you have to compromise one for the other. I think you can work with special cases and all students will live up to the expectations of the class if you live up to them. You're the person that does that. There days you're not going to be like that though. We're all human. And today's society and all those things that play into it are all effects on the level of intensity and expectations. ... The objective here, is to have a person look into themselves and say what can I do for myself that's going to make me a better person as far as physically, mentally, that stuff. I can't define that for a student but I can set a level of where I feel like we need to exercise this amount of time. I can give them all that information. If they choose to do that that's their choice and that's what I expect of them. If they don't choose to do that, what can I do? That is their own responsibility and that is partially what we have to teach in school too, is student responsibility to that. It's hard to teach that but it's not hard to model. That's a good question. It's tough for people to hear that. ... Because I know it could look like that you tend to do that to make life easy. But the people I think who are doing those studies [reporting that teachers demand less of students] haven't been in classrooms either for a while or haven't been around kids and haven't seen the way kids are growing and what they're growing up in today either. You can compare society versus society but until you are actually part of that society you really need to be sensitive to the environment that you are in. And it's a lot easier for me to have high expectations of these kids because they have it at home for the most part. I could see in some schools that to make life easier like inner city schools and things like that where you're playing it day by day. You're playing it day by day as far as expectations go. (Interview II, p. 45)

**Gender Equity**

Lara did not believe that grouping students based on sex was an appropriate condition to ensure fair play.

I see a stereotyping going on. He [the teacher in the vignette] is assuming that the girls are less skilled than the boys. Even though it said the assertive skilled girls what they're doing is passing off which makes them look not skilled to the boys.
... By splitting them it makes it worse I think in one way. Because its still going to leave the unskilled players out in the game. in boys' game. I could see that happening to their unskilled boys, the skilled boys are still going to dominate the game. (Vignette Interview, p. 77)

According to Lara when teachers divide their students based on gender, inappropriate messages are communicated to them. She explained:

They're learning that if they don't have skill that then they're not regarded at this point. ... Students are learning that he's a sexist. I mean, it is. It's very sexist to divide your class. You can say you're doing it by skill level but do it by sex. If you start off by saying we're going to combine guys and girls to make it fair and then you split them then you're saying guys, you're good. Girls, you're not good enough so you're going to play separate. So that's sexist because the sport of basketball is a boys' game. (Vignette Interview, p. 78)

Lara went on to explain why she thinks "the sport of basketball is a boys' game".

Boys are acclimated to it [basketball] earlier than girls and they're also I think in the sense that as early as 1-2 years old you buy a little boy a basketball hoop for his birthday and you see little boys playing the basketball hoops in the ads and the TV and all that stuff. And the media only covers men's basketball on TV. So the exposure from the very beginning is that basketball is a men's sport. ... There is a whole society that does not allow females that opportunity until they get into kindergarten and first grade with ball handling skills and then to actually get to play the game in a youth sport league until 7th, 8th grade. Where the boys are starting much younger. ... It's the media, all that. How we bring up our children. And it's exposure from the media too, big time. Michael Jordan. Three year olds know Michael Jordan, that he plays basketball and that's really amazing. There are no female counterparts in basketball that are equally as popular. Even in the advertisements that come in the catalogs and the television commercials more than anything where they show the stereotypic roles of the male in sport and the female in kitchen. They make the toys pink for girls and they make the boys' toys primary bold colors so it starts very, very early. (Vignette Interview, p. 79)

Lara believed the teacher in the vignette was biased towards males. She explained:

Absolutely. I'm not a male I can't tell you why but I know I work with four of them and I know that's exactly what they'd do too. Because he's a male. Because he knows what the males are feeling and he's sympathetic to the male's need to be competitive and highly skilled so he's going to make it so that their opportunity to participate is meeting their needs. And the females he believes, because he's not a female and he's never experienced what it feels like to be unskilled perhaps in a situation that he didn't feel comfortable in, that their needs are being met because they're not being expected to play with the experienced players. ... I believe that most males that teach sports that are male dominated sports are not empathetic. ... He tried to have them combine together but he was unsuccessful. So the only way he knew to do it was to split them up by sexes. ... I think less women do it because they're very aware of the way they have been suppressed. I think less women would do that. (Vignette Interview, pp. 79-80)
Lara went on to describe how she would have reorganized the groups. She pointed out that she would have given the opportunity to students to choose which group they would like to participate in by skill level.

I should consider splitting the students as they choose into their perceived level of play. ... You want to play hard regardless of your sex I say, pick your group. If you want to be aggressive go to that group. If you want to be assertive and you just want to learn the techniques and stuff go to that group. If you want to play with the beginners play with the beginners. If you want to play with the advanced play with the advanced. I don't care how good you are. That's how you perceive yourself and a misperception would be after finding out that nobody is passing me the ball because every time I get it I don't have the skill up in the higher group. I'd say could I go down to the lower group because I want to play. That's the object of the game. If I was in the lower group and I'm getting an opportunity to play and be successful and play I'm going to stay right there. ... I think by letting them to choose how they perceive their skill after playing a couple of games would be a good idea. (Vignette Interview, pp. 81-82)

According to Lara such an organizational strategy would communicate more meaningful messages to students:

I think they learn that they can determine their skill based on what they think they have, what they've accomplished, and regardless of their sex they can play and be active with those students that are at that level too. ... Students make a lot of assumptions about themselves that you don't even know until you give them the opportunity to do that. So that's what your job as a teacher should be to give them the opportunity to make those assumptions. To see those goals and to work toward them. (Vignette Interview, p. 82)

Lara also expressed her views on single sexed classes:

This is the biggest part of their day when they get to be social and they get to interact and later on in life they are going to eventually partner with someone, for the most part of the opposite sex. ... And I think by splitting them you are perpetuating more separations in the future because when the guys go out golfing or the guys have their basketball night that's stereotyping again and it's leaving the female out. And it's less quality time you spend as a couple. And the way society is going time is so limited anyhow and if you are able to participate in something together golf, tennis, volleyball, basketball, aerobics, whatever then that's wonderful. Now in teaching the skill it's great to have them apart because they're not dealing with all those other things but in reality if you've got them together you're teaching them to respect each other's differences and to work with each other's differences and increase and enhance each other's differences which I think is great. I think it is the ultimate goal. If all I was doing here was teaching skill I'd say let's go back to the good old days and just have all the girls in one class and all the guys in another class. (Vignette Interview, pp. 80-81)
Discussing her opinion about the Title IX Lara stated:

Let's say title IX was no longer in existence, from middle school on you're going to be divided. There's girls PE and there's boys PE. That's unnatural for children first of all and then you're also starting all over again what may be a good elementary physical educator has done to that point. It's absolutely essential. Unless the whole society is homosexual where males never have to relate to females and females would never have to relate to males. ... And the people who have been around forever and have to teach differently now because of title IX are the big people who are like no we should go back to the way it used to be. Got more done. Had to do less as a teacher, that kind of thing. Had to do less thinking. (Vignette Interview, pp. 84-85)

Responding to a Radical Pedagogy

An instructional unit which includes moral, social, and political themes about physical education is considered by Lara as valuable. She stated:

I thought this was an excellent idea of the teacher because you're teaching children about culture and social issues as well as physical education. And he's taking a skill and a unit that is very socially biased towards the wealthy and he is making it not only possible for these kids to play and learn the game but in a sense he's making them aware that, in order for them to get better at something, they need to have the facility. They need to have the opportunity. (Vignette Interview, p. 64)

Lara explained why she thought the teacher in the vignette chose to include such a unit in his program.

Morally he thought that students deserve a right to all types of activities and just because they're limited as far as their social backgrounds or their incomes or whatever, cultural backgrounds that they should not be denied the right to participate in these things. I totally agree with him on that. But he's making it happen for his students rather than just talking and complaining and whining about it. He's developed an action plan to go ahead and make his students aware and make the community aware of the needs of students regardless of their social background. ... I thought this was a great unit and a great idea for a unit. (Vignette Interview, p. 65)

According to Lara teachers bring about social change if they work collaboratively. She pointed out:

There is absolutely nothing wrong with trying and developing and working towards those goals if they're good for students and they're good for adults. ... So I believe that a person, one or two people, a class of people, a school of people can have an impact on social change per se if they put their mind to it. I think it's wonderful and yes I do believe it can happen. (Vignette Interview, p. 65)
Lara believed changes need to take place in order to eliminate inequality in the educational system. She suggested:

Action has to take place and if it doesn’t right away you just need to be trying for it. I know I can sit here and say that because I’m in a very nice community that supports its schools for the most part and we have nice facilities and things like that but I believe that if I were in a facility that was not like the one I’m in I would definitely be wanting to teach these things. Why do none of the inner city schools have gymnastics programs? Why? That’s just a shame to me. Where they probably have the talent. There’s no doubt in my mind there’s talent there. But they don’t have the facility. ... The only schools that have gymnastics around here are suburban schools, the very wealthy schools. (Vignette Interview, p. 66)

Responding to the question if she was the teacher in the vignette in what ways would her decisions be similar or different, Lara stated:

I guess if I had the same situation as he did with the same group of students and the same feelings, which I basically do have the same feelings about kids’ rights, I’d do something like this. ... In this situation he [the teacher] thought it was appropriate and it was appropriate and I agree with him there 100%. On tennis and golf is one of the biggest inequalities has been since the invention of the game was only for the wealthy. (Vignette Interview, p. 67)

Lara speculated that the students in the vignette were middle to high school level. She pointed out, however, that this type of pedagogy can take place at the elementary level with other physical education activities.

You could do this at any level. You probably wouldn’t teach tennis I don’t think until about middle school anyhow so I’d say middle school to high school level. ... I can see it in an elementary level appropriate. You need to go about making the students aware of what is necessary. (Vignette Interview, p. 68)

Synthesis of Findings to RQ.1.a

A physical education program which includes a variety of physical activities, provides choices for participation, and offers lengthy instructional units is considered ideal by Lara. Lara believed that an ideal physical education program would also reflect current trends in society as her current program does. The priorities of Lara’s actual program relate to the psychomotor, cognitive, and affective domains of physical activity. More specifically, she wants students to know the benefits of participating in physical activities, to have a desire to pursue physical activities for life long fitness, to develop their skill level, to enjoy their participation in physical activities, and to have enough confidence in order to
be long term participants in physical activities. Lara identified two major changes that she would like to make in order to move her current program closer to her ideal. The first change would be to lengthen the instructional activities and the second to offer activities appropriate to different students' skill levels.

Lara taught a fencing course and an exercise physiology course during the conduct of this study. The expected outcomes of the fencing unit related to the development of motor skills and their application in game like situations, knowledge of the fencing terminology, and know how to judge. For exercise physiology, the expected outcomes for students were to know all the components of physical fitness and participate in physical fitness exercises. To determine if expected instructional outcomes were reached, formal and informal accountability strategies were used during the instructional units.

According to Lara effective monitoring strategies need to be used by the teachers during instruction. She indicated that selection of inappropriate content or tasks may increase off task behaviors during the learning process. When the task selection is inappropriate for students, teachers need to change it to allow for student success. Students often modify the tasks because they perceive them as inappropriate to their needs. Instructional tasks need to be clear and progressively appropriate when presented to students. Lara believed that the instructional environment needs to promote learning. She emphasized that tasks need to enhance students' learning and positive attitude towards physical activities.

The way Lara organized her instruction could be best described as active teaching. After the presentation of learning tasks, students were expected to get involved in practice. Instructional tasks were clear and appropriate to the abilities of her students. Lara actively supervised students. One of Lara's major goals is to help students enjoy participation in physical education. Observational data revealed that Lara created and maintained a positive instructional climate in her classes. She was enthusiastic and interacted often with the students. Feedback, cues, and reinforcement were provided to students during the learning process.
Lara emphasized that students' cooperation is necessary during instruction. She believed that she would not be successful without students' cooperation and she is prepared to negotiate managerial, routine, or instructional tasks to gain that cooperation. According to Lara, social factors also come into play which do not allow teachers to have ideal performance expectations and demands from students. She pointed out that researchers who are reporting that teachers demand less of students to make life in classroom easier, may have been outside instructional settings for a long time or may not be sensitive and aware of today's students.

Lara believed that grouping students based on their sex is not an appropriate condition to ensure fair play. According to her, when teachers divide their students based on gender, inappropriate messages are communicated to them. Lara believed that educationally it is more sound to group students based on their skill level. She also pointed out that high school students can be given the opportunity to choose which group they would like to participate in. Such a strategy may also help promote students' self awareness and self responsibility. Title IX is considered by Lara as a necessity in educational settings. According to Lara, in single sexed classes more things can be accomplished. However, she considered such classes as problematic. She remarked that if the only task of physical education teachers was to teach skills she would not have a problem with single sexed classes. She believes, however, that teachers' responsibilities go beyond skill development to helping students learn to interact and respect the opposite sex in physical activity environments.

An instructional unit which includes moral, social, and political themes about physical education is considered valuable by Lara. According to her, such a unit may help students realize that to accomplish something they need to have the opportunity and it gives them ideas of how to get that opportunity for themselves. Lara believed that students regardless of their socioeconomic or racial background deserve a right to all types of activities. Educational access and opportunity vary since different educational systems exist. Lara, however, believes that changes need to take place in order to eliminate inequality. She pointed out that if a group of people work collaboratively they can have an
impact on social changes. Responding to the comment if she would be willing to teach such a course, Lara indicated that if she was working in a different school with different students and there was a need for such a course, she would probably do such a course.

RQ 1. b. What is the Content of Lara’s Micro-reflection

In this section themes regarding Lara’s micro-reflection are presented. The first theme relates to the function of reflection and the origin of changes in Lara’s practices. The second theme relates to the focus of Lara’s reflection. More specifically, in the second theme four dimensions, which portray the focus of Lara’s reflection are introduced: the pedagogical, content, social, ethical and moral dimensions of her reflection.

Function and Origin of Micro-reflection

Lara noted that the process of analyzing the teaching or specific teaching events generates knowledge which informs her practices. She stated that “I believe I’m a very reflective person as a teacher”. (Interview I, p. 11). According to Lara the act of reflection takes place during or after the lesson. Lara explained:

For example if I had a class first period in fencing that didn't go well, I don't feel it went well how can I do that better? And I would think maybe if I give this explanation first and then we did this part of it. So I do a lot of self-drilling or self-reflection on how things went. ... In between class periods we have a time where the students change their clothes and I am usually organizing my thoughts right then. There is a new class coming in. I want to spend more time on that drill and that rotation went well and I want to use that again so that time I reflect right after my class goes to leave. A lot of times it happens right in class though. I'll be caught in the moment and I'll go oh, let's try this. ... A lot of times you are reflecting right there and thinking that does seem to be getting a little clearer or not getting there or whatever the situation might be. Generally right after the class or sometimes during. (Interview I, p. 24)

Changes in Lara’s lesson occur in order to facilitate the teaching and learning process. Responding to the question what has to happen in a class for it to be important enough to change something, Lara indicated:

First of all if the majority of the students in a certain class are not getting the skill, or if they're not successful at something. Second, if I see that they quickly acquire that skill and they're bored with practice so I need to give them a little more challenge. So I get an emotional kind of a psychological reaction too. Physically observing them is first. I can figure out right away this is not working or yes this is
working and then psychologically. If you start to see inappropriate behavior because either they've achieved the skill very quickly and they're bored with it and they want to go on or they're not achieving the skill. They're frustrated with it. (Interview I, pp. 24)

Lara believes that one of her tasks as a teacher is to provide meaningful activities to students. Reflection is a way for her to check on how she is attending to that goal. She noted:

My job is to make the class for them [students]. That's how I work. ... I know what I want to get done for each day but I read the class. I read them for the first few days on where they're at with this activity in sports and then I reevaluate and say okay, this is the direction that we probably should be going in and I know that just from experience. (Interview I, p. 8)

According to Lara the needs of students drive her to alter things during the teaching and learning process. She stated “It's the needs of the students. It's not my own personal thing that because I'm more tired or less enthusiastic or energetic that I feel that one class over another but it's definitely the students” (Interview II, p. 36). She explained that the individuality of the class makes her change her practices.

So much depends on the class itself and the makeup of the class and the sizes of the classes and the level of the classes. Sometimes even the skill level or the intellectual level. It sounds bad but for them to understand some things is very important before you go on to another activity or to a next progression so I do constantly change. Not to an extreme degree but I do alter my lessons. (Interview II, p. 35)

In the following interview segment Lara provides an example of how the nature of the class made her to do some changes in her lessons.

I'll give you an example in fencing. I had a very big class, a big number of students in the class. For fencing this was quite a few. I had 18 in there and I usually have no more than 14-16 students in there and to arrange that class differently in a tournament so that more students could get a chance to participate without a lot of transition time or waiting time I modified their tournament for that actual reason. Plus it also kept them because of the size it kept them more to a task by altering the time that they were going to fence versus the waiting time in between. (Interview II, p. 35)

The following informal interview and field notes segments were recorded from the fencing class that Lara described in the above interview extract.

Informal Interview before Class

Lara pointed out that she planed to do some modification in this class since the class is large (18 students). She decided to use the “team cards” strategy in eliminating some managerial and transitional problems. (Informal Interview, October 13, p. 4)
Observation

10:15. Lara asked students to come close to her before taking the fencing equipment. She explained to them that she prepared some cards for them. She introduced the “team cards” to the students. On each card were the names of the students who would work in the same group. She was very explicit about how the team card system would work. Lara and the students discussed the new strategy. Then, students were asked to go and get ready for their matches.

10:20. Students took their equipment and started their matchers. (Field Notes, October 13, p. 4)

Informal Interview after the Class

Lara felt that the lesson went much better than yesterday. The “team cards” strategy helped students to get in activity more quickly and provided them more opportunities for practice since they did not have to move from one group to another. She hoped that tomorrow students would work more since they would get used to the team card strategy. (Informal Interview, October 13, p. 4)

During the second formal interview Lara remarked on the “team card strategy”:

I only used it for that class. It was a large class and managerially it was more efficient once I explained it for the student to look at a card of another team and realize who was on that team and develop their own tournament from those cards and that way the cards can move around more easily rather than having a huge tournament set up on a board where it will be confusing to the eye. If I gave you a card with your team on it and I told you you are to meet team 2 on strip #4 you would see their card and see also the people there and set up your matches from just two cards and that was because of the size of the class on that one. (Interview II, p. 49)

Dimensionality of Lara’s Reflection

The pedagogical, content, social, ethical and moral dimensions of Lara’s reflection are described below.

Pedagogical issues. After teaching, Lara analyzed her teaching practices. She described:

I go back and I think about it [lesson]. Did I have their attention? Did they get what I wanted them to get for the day? ... Think about their response, their cooperation, their enthusiasm to come into class. So those are my concerns if I get them where I want them and I keep them there and I keep them having fun and I keep them enthusiastic and I keep them involved and active. (Interview I, p. 27)

Lara’s journal addressed the pedagogical nature of her reflection (e.g., instructional and managerial issues). The following excerpt was typical:

4th Period

The team concept seems to be working just fine. I would like to find a way to get more “strategic” feedback to the students. I’m not so sure that the teams are even
but that really doesn't seem to be bothering the students. I especially like the way that the kids are interacting, making decisions, and controlling themselves. (Journal, October 14, p. 3)

Lara indicated that when students are not actively involved during the learning process, it made her reevaluate her teaching actions. She stated:

Any inactivity or any apathy towards activity by the students. ... Any time I don’t see kids participating when they should have every opportunity to then it concerns me. That I’m not technically doing this right managerially doing this right or I’ve lost that kid as far as communication. (Interview II, p. 37)

Her journal reflected this concern:

7th Period
This period went pretty well considering their first day of total disaster. I’m pretty satisfied about the organization of this group. They did very well with use of skills. I found myself giving much more skill feedback versus organization/management instructions. The response from the group that I worked with was very positive. They actually improved by their 3rd or 4th match. I saw much more use of strategy versus aggression. I think they have developed some knowledge to help each other in gaining more self-confidence. (Journal, October 13, p. 2)

Content Issues. Lara emphasized the importance of the content knowledge in teaching situations. She stated:

I feel very confident and then the sports I don't feel very much about I think more how to organize them to get them better. Probably a lot of it has to do with experience too. I teach the same classes year after year on some activities and some I haven't taught in a long time. And when you're asked to teach something you haven't taught for a couple of years you just have to revisit it and realize what's the best for kids and what worked and what didn't work, those kind of things and what might have worked three years ago might not work with these kids so you just learn your kids. (Interview II, p. 39)

The exercise physiology unit raised a dilemma for Lara as some students had difficulty performing all the routines and combinations correctly. Another concern which was expressed by Lara constantly during exercise physiology unit was that this type of activity needs more allocated time in order for students to benefit to a great extent. The following informal interview segments display her concerns:

The concern about limited time was expressed by Lara again. She indicated that they do not really have enough time for aerobic activities. They have only 35 minutes to work taking out the warm-up and cool down time. It is not really a great amount of time for aerobic exercises. By the time students heart rate goes up they have to leave. (Informal Interview, November 4, p. 24)
Lara commented that she is aware that the students could not follow the combination and it is a dilemma for her. She can stop the tape and have students learn the steps of the routine but if she does this all the time the heart rate of the students will drop immediately. She will probably continue her lessons by having students follow the routines rather than stop them and teach them the steps. She wants students to enjoy the aerobic unit and have fun. Tomorrow she plans to use another tape and have students concentrate on their upper body muscles during the work out. She commented that if she uses the same tape every day students will learn the routines and combinations but they will get bored. She wants them to have fun not to dislike the unit. (Informal Interview, November 5, p. 28)

**Social issues.** Lara indicated that during the exercise physiology unit she was very sensitive to the “male factor”. She wanted the male students to feel comfortable during the learning process. According to Lara, at first, it was hard for them to try some of the exercises and routines. The female students, although they were more receptive to most of the exercises, at times they also were shy to try some exercise in front of their male classmates. Lara explained:

> For example in exercise physiology, the makeup of the class was more of my concern. Where I had a mixture of male and female in there it was a little harder at first to have the males accept some of the exercises. ... Even though most females were accepting I think they also were less apt to try something new if there were males in the class. (Interview II, p. 36)

An example from Lara’s journal highlight her concerns about the male students:

3rd Period

The group seemed disappointed but participated to the best of their ability. They also had a little bit of trouble at first with the routine. Overall, after the routine was finished, they seemed to be O.K. I would like to think of a possible alternative for the males in the class. (Journal, October 29, p. 5)

**Ethical and Moral issues.** Lara indicated that she is concerned with providing fair and equitable education to her students. In her own words:

During fencing it's always a concern of each student to have an equal and fair experience in the sport. And that sport is really unique to most other ones because most students ... haven't had any experience with it so I want to have every child get at least some success from the beginning and some bit of confidence with some of the basic movements in fencing. With exercise physiology every student is at a different point physiologically too in their growth and development and either you're going to enjoy this and you're going to do this or you're going to hate it or you're just going to gradually learn to accept it. (Interview II, p. 36)

Lara discusses issues of fairness with her students. She provided an example of how she and her students at times decide what type of tournament will be most appropriate for them.
A lot of times I have asked them what kind of tournaments do you want to have? What would be a good tournament for this class? I'll tell you the different kinds but I want you to choose. ... What would be the most fair thing? Of course an elimination tournament is not fair. So I talk about that part. ... Do you think it's fair to rank people? ... So they had to listen to everything before they made a decision which is very good and I think that's a good process to let them do and if they make decisions they take ownership and they take responsibility for what they decided. (Interview II, pp. 50-51)

Lara's description of how she organized the teams for the fencing unit also reflects her commitment to students' equitable education.

That depends on the class. Some classes I divided the groups. Usually I let students choose at least one person they like to be with ... and then I group accordingly. If I want the tournament to be equally fair across the board then I group by ability. As far as I'll put a few of the lower beginner students with a few higher as a team. When I had two different tournaments where I had the assertive and the aggressive groups I let them choose what groups they wanted to be in and that was probably 3 out of 4 of my classes I let them choose which groups they wanted to be in. ... Another thing I've done is sign names up on the board as who I perceived as being leaders in the class, as being people that would be easy to talk to. Who are good organizers those kind of things and who are on task and those kind of students and then put them up as my leaders and then let students sign up underneath their names. Rather than the one person choosing their team, the people choose their leader. So I try to be as democratic as possible here. (Interview II, p. 49)

Developmentally Handicapped (DH) students are mainstreamed with Lara's regular physical education classes and she tried to work with them to make them feel comfortable.

I also have girls in my fourth period class that were developmentally handicapped but I tried not to alter the whole lesson for just them. But rather to work with them as they needed it to enhance their lesson rather than to change a whole class to enable them to feel more comfortable. I did help them with their routine that they had to make up so I guess I didn't make any less expectation of that group. I was just that group's helper rather than to stunt their creativity or to take away any ideas or to lessen the expectations by the rest of the class. (Interview II, p. 46)

Lara wrote in her journal:

4th Period

[DH students] were confused, but adapted the best they could. This class could turn out to be a lot of fun once the routines become familiar. They also will be a little "lighter" when they aren't feeling as though they are being videotaped. (Journal, November 4, p. 6)

In the following interview extract Lara describes the major concerns that she has about the Developmental Handicapped students:
In fencing it's definitely safety. Something like a concept is going to elude them or something is going to elude them as far as safety procedures but I didn't ever have that problem with the group I had so they were fine with that. Confidence is a big factor in the sense that they are going to feel confident in a group enough to actually participate to their full potential but I don't think I had a problem with that either. (Interview II. pp. 52-53)

Lara wrote in her journal after a fencing lesson:

The special needs students are adapting pretty well in the groups. I also feel that choosing the groups put less stress on the kids and more concentration on the task at hand, fencing! Overall, the students seem to be enjoying their matches. They are excited about winning and were scoring. I feel they are getting a nice exposure to competition and opportunity to use skill. (Journal, October 13, p. 2)

Discussing the effect of Developmental Handicapped students on the teaching and learning process, Lara remarked:

The only thing it causes me to do is be a little bit more aware of the individual attention that the students need. The other students are very accepting. ... I think it's a positive influence, if anything, great for these students and it's great for learning. Other students have seen that they are so fortunate to have what they have in that they can help these students. What an impact it has on them is great so I think it does have some positive impact on the other kids. I make it very well known that no derogatory mean things will be said or done to these students in a very subtle way. I'll take a student aside and say instead of doing what you're doing why don't you just help them when you see that they need help. And I guess that would make sense. They turn around what they have just done and they make it a positive side. (Interview II, p. 53)

Synthesis of Findings to RQ.1.b

The process of thinking and analyzing the instructional process generates knowledge which informs Lara's practices. Lara pointed out that the act of reflection may take place during or after a lesson. When the situation warrants modifications and/or changes, Lara alters her instructional activities or practices. Lara believes that one of her tasks as a teacher is to provide meaningful activities to students. Reflection is a way for her to check how she is attending to that goal. She emphasized that she changed things in her lessons to facilitate the teaching and learning process. The needs of students is the major factor that drives Lara to alter things during the teaching and learning process. The composition and individuality of the class also makes Lara change her practices. In Lara's
words, she "reads and feels" the class to assess the need for changes which she implements right away.

Lara reflected on pedagogical, content, social, ethical and moral issues. According to Lara, after teaching, she analyzes her pedagogical strategies and examines their effects on student learning. She also analyzes the lesson to determine if the instructional objectives were met. Other themes of her pedagogical reflection relate to students’ participation, reaction, cooperation, enthusiasm, and enjoyment during the learning process. A part of Lara’s reflection includes issues related to content. Lara was concerned that some of her students had difficulty performing correctly some instructional routines and combinations during the exercise physiology unit. The following dilemma, however, was expressed by her regarding this activity; to teach students how to execute the routines or encourage them to follow the routines. Lara believed that the exercise physiology unit by its own nature demands more allocated time to benefit students to a greater degree.

Lara’s reflection also included social issues. For example, during the exercise physiology class she was sensitive to male students. She wanted them to feel comfortable during the learning process. According to Lara, at first, it was hard for them to try some of the exercises and routines. The female students, although they were more receptive to most of the exercises, at times they also were shy to try some exercise in front of their male classmates. Ethical and moral issues were also identified by Lara. One of her major objectives was to provide fair and equitable education to her students. This goal was reflected on her pedagogical methods and issues of fairness were also discussed in her classes. Lara also expressed some concerns about the developmentally handicapped students being mainstreamed with the regular physical education classes. She wants these students to have positive experiences in physical education. Their level of self confidence was a concern for Lara. She pointed out that she gives the individual attention these students need to feel comfortable during the learning process.
RQ.2. To what degree have Lara’s reflection, educational values, and practices changed over the years? (Macro-reflection)

RQ.2.a. What Issues Lara view as Problematic in Teaching and Schooling?

In this section three themes are presented: subject matter, societal, and contextual concerns.

Subject Matter Concerns. According to Lara the allocated time for physical education needs to be increased. She pointed out that by the time students develop skills in a specific activity the instructional unit is over. In her own words:

It is always disappointing when the students get to a skill level they are real comfortable and then the unit is over. It just doesn't seem to last long enough or they'd get enough practice. Once they acquired some skill and some confidence then the unit is over. (Interview II, p. 37)

Physical education is not considered by many people as a vital subject area in the school curriculum. Lara emphasized:

I know you can't change people's perceptions that easily. I want [physical education] to be seen as a very viable and very important subject area and for students to be required to take it. ... I think physical education is something that should be stressed throughout your life. That is one thing for sure you will take from school is physical education. It is not easily acquired without proper instruction on your own or unless you want to spend a lot of money on professional instructors. So, I would like to see that the attitudes change that a student should only have physical education one semester in their freshmen year and another semester of their sophomore year. It should be a reflection of where the society is going in the sense that so much of our leisure and time after our work should be constructively used in either watching, observing, attending sporting events or participating in them. So it's I think an attitude that has to come into a realization that is so important. That needs to increase. That's probably the major frustration I have with it right now. That's how I feel. (Interview I, p. 6)

Expectations for performance in physical education are not high in many school systems and Lara believes these expectations need to be raised. Administrators and teachers should expect students to excel in all subject areas. She pointed out:

I enjoy where I'm at now because the expectations of the students are very high in this whole school system. ... I realized when I taught in another school system that didn't put value into the students’ physical education that of course it was a fiasco. It was a joke and it wasn't something that anyone cared about, including the administration and the other teacher at that point. That's why I got out. (Interview II, pp. 39-40)
A traditional curriculum may not be the best way to ensure positive student attitudes towards physical education. Lara observed that a choice curriculum can have a more positive effect. She emphasized:

I’ve noticed recently in the last five years perhaps that students are a lot more enthusiastic about taking physical education, especially when they’re introduced to the program and they realize they are going to get choices and their choices are usually very appealing to them. A lot of times this is their first chance at having a choice and they take that to the best of their ability and try to develop themselves into the things that they like. I think that’s real important. ... When you're telling high school kids you are going to play soccer for four weeks and then you are going to play tennis for four weeks is a whole lot different than you saying what would you like to do for four weeks. Here are four choices. So I think the students have changed in the sense that they appreciate the choice that they have and that they are much more willing to try to excel in that choice. (Interview I, p. 14)

**Societal Concerns.** Lara expressed some concerns about gender stereotypical conceptions of physical activities. She described:

I feel that in certain exercises and certain activities women are exploited. I'm very much a feminist but I also on the other hand have a lot of sensitivity to male concerns. In the same sense where females are accepted in doing exercise with leotards on and to music and to those kind of things. So it's acceptable for women to do those things because boys have not seen men in the public eye as much as they've seen women doing those kinds of aerobic exercises. Now if they'd go to the clubs then they would see that this is not masculine and at this point in the students development in high school it is crucial that you do not destroy that element of their masculinity or their femininity. So you need to be very sensitive to that. ... But on the other end the males you have to be very sensitive to their point of development. Where they're trying to find out their masculinity. A lot of them are not mature yet and a lot of them are mature so you have to walk that fine line with them and sure they are going to shine in a hockey class or a volleyball class once they learn the skill because of their strength and things like that but in a class where they're feeling vulnerable because of the activity where it's a female stereotypical female activity you have to be sensitive too. (Interview II, pp. 51-52)

Lara indicated that not all teachers are sensitive to gender issues. She provided an example of how one of the male physical education teachers uses sexist language:

I cringe when one of my other constituents calls girls “fluff chicks” and things like that and calls them names that if you would ever call me that I'd have punched them. I warn them all the time don't ever let me hear you call a kid that but the girls tell you that. (Interview II, p. 51)

**Contextual Concerns.** Lara works with four male physical education teachers. She pointed out how this event limits curriculum choices but not her pedagogy. She stated:
It limits what I teach more than how I teach. I would love to teach gymnastics. None of them want to teach it because they don't want to set it up. It's a pain. ... They also don't feel comfortable with the knowledge of the activity so they don't want to teach it. That's the only thing I think is what I feel negative about teaching with four males. In the sense of what I teach. How I teach they don't affect me at all. I just do what I want to do. And they copy me. They'll get ideas from me that they really like but I feel like we help each other. When there is something that I haven't done or I haven't seen or I don't feel comfortable with and if one of them has an expertise in I'll go right to them without feeling bad about it at all which is nice. But like I said we teach to our strengths anyhow so there's not a lot of crossover there. (Interview II, p. 57)

Three of the four male physical education teachers in Lara's school value and pay more attention to athletics rather than to physical education and each has a different philosophy toward physical education. They all agree, however, on the physical education procedural issues. Lara remarked:

A lot of their philosophies have to do with the fact that their sport comes first and then their teaching and they're not good teachers when they're in their sport nor when they're working on their sport and that is for most of the year. And I don't agree with that philosophy. I was able to pay 100% attention to my teaching when I was doing my sport, when I used to coach. My philosophy is different. It's most like one other teacher but the other three I can live with because they don't affect my life. They don't affect my integrity and what I do in my classes. So that's okay. We're all consistent with our policy which is good. We all set the policy and we're all consistent with it so there is not an inconsistency among us for purposes of what to do with students that miss certain days or take dress cuts or whatever. We have all set up policy and therefore we all live by that same policy which is good. (Interview II, p. 58)

Responding to the the question if she would like to teach in a different setting, different especially from a socioeconomic and racial standpoint, Lara commented:

I kind of wish some day I could go back to where I started from [at a rural] and have what I have now to go back there. The knowledge, the values, the teaching styles, the opportunity. But I know that the structure and the school environment would still be the same there. The motivation and the enthusiasm for the kids would still be something I would have to deal with from right off. They would still be coming up into the high school with that same attitude and I would like to see that different. ... I don't know how effective I would be and I think that would be very interesting. (Interview I, pp. 21-22)

Elaborating of how effective she will be as a teacher in such a school Lara pointed out that it would take some years of good effort to be successful.

It would take probably a few years before I would feel that the students would feel comfortable because it would take me a couple of years to feel comfortable and not because they were who they were and not who I was but because of the
expectations for both of us at the beginning. ... I'd love to try it but yet I'm too afraid because I love what I'm doing now and what I'm doing for kids now means more to me than trying to go out and test the waters somewhere else. In the sense I don't necessarily mean to say that I would take a step backwards but I'm not willing to risk that right now because I'm making a positive impact and why go back? ... I think I could be successful but I think it would take me a lot of effort. It wouldn't happen just by walking in. Just because of who I am or anything like that. It would take me a while to establish the things that established here and anywhere else. (Interview I, p. 22)

Synthesis of Findings to RQ.2.a

Physical education is not considered by many people as a vital subject area in the school curriculum. According to Lara people, need to realize that physical education is an important aspect of students’ education and it should be addressed throughout schooling. Another problem identified by Lara is that expectations for performance in physical education are not high in many school systems. Administrators and teachers should expect students to excel in all subject areas and work in collaboration to provide meaningful education to students. Comparing the two different types of curriculum, that she had the chance to implement during her teaching career, she realized that a choice curriculum had more positive effect on students participation and motivation than a traditional one.

Lara also expressed some concerns about gender stereotypical conceptions of physical activities. According to her, students are socialized early to perceive specific physical activities as female or male activities (i.e., exercise physiology and basketball respectively). The process of changing such gender stereotypical conceptions of activities is difficult especially when some of her own colleagues are not sensitive to gender issues and continue to use sexist language.

Some contextual concerns were expressed by Lara. As it has been mentioned earlier, Lara works with four male physical education teachers. Lara remarked that unfortunately three of them value and pay more attention to the athletics rather than to physical education. In addition, Lara indicated that although these teachers do not affect her pedagogy they have an influence on curriculum issues such as courses to be included or excluded from the physical education program. Speculating on how effective she would be as a teacher in a different school, different especially from a socioeconomic and racial
standpoint, Lara felt that eventually she would be but it would take some years of good effort.

RQ 2.6. How have Lara’s Values, Practices, and Reflection Changed over time and What have been the Influences for such Changes?

In the first part of this section a description of the major changes that occurred in Lara’s practices, values, and reflection over the years is provided. The second part presents the three major agents for these changes: students, continuous education, and school context.

Description of Changes

During the early years of her professional career Lara was more interested in covering the content and did not problematize what effect the content had on students. Also she did not try to make the content enjoyable to the students. She explained:

When I first started 10 years ago it was just important for me to get out the skill and it didn’t matter what I taught. I had a knowledge base and I had the skill base and I didn’t care if the students enjoyed it or not. I would hope that they would enjoy it but that wasn’t my main objective. This is the way it is. You have to have physical education. I’m your teacher. Here are skills. Here is knowledge you need to know and let’s try to have fun with it even though I didn’t have good conditions. Over the years and since I’ve been here that one [objective] has changed tremendously because with all the opportunities given it should become more enjoyable. ... You keep striving and thinking and reflecting about what would be better? How could this be better? (Interview I, p. 7)

Lara indicated that her teaching has changed over her professional career.

I think I’ve found more effective ways to involve the students in the teaching process as far as rather than me telling them everything, showing them everything. Having them become actively involved in that. I no longer just teach the drill first and then the game. A lot of times I teach the game first and then make those students realize how important the skill development is for the game. Teaching has changed. I think it has changed and it has improved. My organizational skills are much better. My management skills are much better. Much more able to go into a class and feel the class out the first few days and teach the class how it should be taught versus just teaching the class to that group of students. I think that’s what the good part is. Before I used to teach everything basically the same. If I had three periods of one activity and three of another I used to teach pretty much the same thing but now I’m able to go through and figure out the students. (Interview I, p. 23)
Lara went on to describe why and how she decided to alter some of her instructional practices:

I listen to them and I watch them. I make a lot of judgments on my own by observation. Also by participating with the students. It enables me to really see how they understand. For example, playing a game of tennis and not saying a word. Not even keep score. So just watching them, observing and seeing where their needs are. (Interview I, p. 23)

When Lara started teaching, a major concern related to the organizational and managerial aspects of teaching. She stated:

I struggled so much in the beginning with organization as far as my most important thing was that I got attendance done and that I got the kids in a drill. And now I see that the way I used to do things was such a waste of time. Now I use my time much more effectively and letting kids get into activities immediately and understanding what is the expectation of that activity here. (Interview I, p. 13)

Lara used to isolate the skills of the activities during the teaching process when she started teaching. At this point of her career, however, she has realized the importance of incorporating the skills into game situations.

I was really bogged down with the skills. I thought they're not getting enough skill. They're not getting knowledge. I spent a lot of time on skill development and I think I overkilled it because I would spend sometimes up to nine days before we got into any kind of games or any kind of fun activity. Then towards the end here [recent years] I've been including a lot of modified games and a lot of times and a lot of activities just show them what they have. They know how to play a game. They know how to play games. Even on the third day of badminton I said okay, here's how you play the game. ... Then they realized how important a skill was. Then they were more inclined I believe to develop it at that point. Because they got to play and see that you can't play well unless you develop some kind of skill and that goes with almost any implement sport, striking sport, tennis and badminton. (Interview I, pp. 13-14)

Lara pointed out that her thinking about teaching has changed over the years. At this point of her teaching career it is more critical for her "to teach for the students not for herself". Discussing this issue she remarked:

It's like a paradigm shift. It's just like what is important to these students? Not what's important to me. What's important to them? I'm not here for me. I'm here for them. So that has shaped a lot of things. To be in control and to have all the students cooperating all the time is unrealistic but to have most of the students most of the time enjoying what they're doing and active and participating and enthusiastic and learning is what my goal is for them. I want that. ... It's like a shift in what's important. Before I used to teach for me. ... Now I don't teach for me I teach for the students. (Interview I, p. 28)
Lara described how and why her reflection changed over the years. She indicated:

I think I've had student teachers and seen what I used to be like. Looking at yourself and the way it used to be. Looking at other teachers I teach with and knowing that that is not important. ... You can't have mass chaos in your class. You need to have structure and management and control. That's why I feel it is important for the student teachers to go through that. But after you get past that stage it has to go further. It has to go deeper and that's where I think I am after ten years of doing this and for me to remain in that control and management stage I would feel my job was not fulfilling if the students did not get something out of it. I don't know what made me realize it. I think it is years of doing the same thing and realizing there has to be more. (Interview I, p. 28)

During the early and middle stages of her career the focus of Lara's reflection related to organizational and managerial aspects of the instruction. She explained:

I was more predisposed to a unit and to a plan than I was to a student. So that was the thing. I felt like I was under pressure to get a skill taught per day or two skills or whatever the objective was for the day. Big things were management as far as transition. How do I organize my class and be able to make smoother transitions, those kind of things. That just came with practice. Doing things a few different ways and figuring out which was the best. ... Now it's just very easy. I take that extra time and do that so that's wanted in the teaching part of it. I don't go by unit block any more. I go by my own schedule. (Interview I, p. 29)

Comparing her ability to deal with problems at this point of her career to the earlier stages of her career, Lara pointed out:

There are very few problems that I have now and the problems are more individualized as toward each student so I deal with them individually. Rather than setting a general rule for every student, you will live by this and by this, I'll deal with their individual problems on an individual basis and that's usually all I have because I usually cover anything I've had as far as problems in my initial speech or lectures. This is why we're not going to do this. Not just say here is a safety rule and then have someone test it and then deal with that problem. This is why we have a safety rule. This is why we do this and now if you break it you're done. Lay down the law the first day and don't test it. (Interview I, p. 29)

**Agents for Changes**

Students, continuous education, and school context were the factors which influenced Lara's values, practices, and reflection to change. These factors are described below.

**Students.** Over the years Lara's practices have changed. A major source for those changes are the students. She stated:
If I have a student that's not out there enjoying themselves or at least trying and being exposed I'm not doing my job. I'm not doing what I am supposing to be doing. So that to me is what makes it more challenging and it makes it increased. That's the thing, the students. ... I think a lot of it is that I took a lot of lessons. I had a lot of bombs and I didn't do well in a lot of things. I changed a lot of things and I listened to them. Listen and they would tell you in a lot of ways this isn't good or this is good. You like this. And so you change. (Interview I, pp. 7-8)

According to Lara the students' background influences what and how the physical education teachers teach in her school. She explained:

I think that these students look at physical education more as a recreational outlet. Our curriculum used to be lifetime leisure sports. Now we're going to the fitness trend of things and I'm seeing that these kids are very accepting of it because that is the trend of the wealthy society. The clubs, the work outs, the work out tapes and all that kind of thing that is very trendy. That's the new thing the last 5, 6, 10 years and this is the society of children of the people who are most involved in that. These are the children who have opportunities for that. ... If they want to horseback ride they can horseback ride. If they want to scuba dive they can scuba dive. They have the money to do that. So physical education to them and I think we're going in the right direction is more fitness oriented. At this point we're trying to make sure that every student gets an opportunity to participate in a fitness class. But it's also still has some leisure life time activities in it and those are the ones I like teaching the best. Like the badminton and the tennis and those type of things but oh yes, the socioeconomic status here is a definite influence on what and how we teach. I think it is the biggest influence on every aspect of education. (Interview II, pp. 54-55)

Continuous Education. Lara's professional development work includes attendance in several workshops, participation in professional development organizations (e.g., PDS), membership and contribution to the curriculum committee in her district, and graduate studies. Lara discussed the value of such work for her professional development:

I really believe in what I do and I think you can get so stagnant after so many years of doing the same thing that you need to go out and keep learning. That's what it's all about. You have to just keep learning and collaborate with other people and if things aren't going well in something that you're doing within your own little situation you need to go out and seek out other professionals and see what works for them. PDS interested me because I'm looking at the quality of people that are coming out of the colleges and I thought that originally that's what it was going to be mainly the area that I really wanted to work with, preservice teachers. And because I came out so green and so unprepared that I was just so disappointed when I got in with what I had. [The university] was a great school. So I thought this is going to help me with a lot of my leadership and supervision of my masters degree. They all kind of tie into each other. It is extra work but to me it's worth it. To maintain a level of learning that you always should your whole life. (Interview II, pp. 58-59)
According to Lara her professional development work, especially her graduate studies, influenced the way she thinks about teaching. Discussing these issues she noted:

Another class I had was multicultural education. Where I learned so much about different children. Both my supervision classes which is my major area of study were wonderful. It made me realize more of the upper end of teaching and supervision and leadership roles of teaching. Those didn't help so much in my actual classrooms as much as they helped in my professional development with my peers and my subject areas and those kind of things. I'm trying to remember the one I really, really enjoyed. I think it was measurement and evaluation ... and it has changed a lot of what I used to feel about teaching. ... I think it's my masters more than anything. ... PDS is great in the sense that there are a lot of teachers that get together. I just wish we could talk more about what we do. I really enjoyed the first year more than this year because you really had to share a lot. And to see it would be even better. As far as collaborating what we rarely did and I agree with the direction we're going in. It is a good idea but it's almost too technical at some points for what our true needs are at this point I think too. I loved having the COTA day. I love developing off of people. To go and actually see how other people teach and how you can get ideas. That's all it is. Sharing. Developing. It's changing what you have to make it better for kids and make it more fun and be more effective. That's what it is all about. (Interview II, pp. 59-60)

School Context. Contextual issues such as the choice of activities, support from the administration, limited number of students in each class, nice facilities and equipment are satisfying things in Lara's school. She explained:

I get to choose where I want to teach which is wonderful because we do have a lot of choices so I get to teach what I enjoy and so that makes it enjoyable for me which in turn makes it I think more enjoyable to students. ... I also have great facilities. We are able to limit our class sizes to enable maximum participation so I'm not worried about managerial problems. ... For example in badminton we have ten courts and we don't have more than 20 students. So I don't have any down time. ... We have the opportunity for kids to do things other than traditional physical education in school. Like backpacking. At first I was very resistant to that ... but now that I've done them I truly enjoy them and I see how much enjoyment the kids get out of them. And then the support of our administration in our program is also very good. (Interview I, p. 20)

For, Lara choice of activities is the major factor which influences students to develop a positive attitude towards physical education. She stated:

I think choice is probably the biggest thing. In that they have chosen to take these classes. It is not something that they are forced, they have chosen at least something that they think that they would like to explore. ... If choice was taken away I think that would be the biggest factor. If we mandated to the students as to what we wanted to teach that again it wouldn't happen. (Interview II, p. 48)
Lara indicated that the school setting has affected her program and teaching in that:

I think that the setting has given me the opportunity especially with equipment needs, facilities, schedule need, graded course of study. All those things that enable me to do a better job. Also enable me to help kids have a better experience in physical education. (Interview I, p. 21)

The school setting has also affected Lara’s educational values. She noted:

For example the school allowing me to go back to school for my masters degree. That’s increased a lot of how I look at my profession differently. The administration for example, is very structured, very organized, just the way I am. I think that makes a lot of difference. High expectations of the students here so that doesn't make my high expectations seem out of line. So that’s been a very positive thing. (Interview I, p. 21)

Synthesis of Findings to RQ.2.b

Lara’s values, reflection, and practices have been altered over her teaching career.

According to Lara, during the early years she did not try to make the content enjoyable to students because it was not one of her priorities. Later in her career, Lara found ways to present the content to students so learning was more enjoyable. Students needs drive Lara’s decisions on what they are taught and how they are taught. Lara pointed out that over the years her organizational and managerial practices have been modified and refined.

When Lara started teaching, she used to isolate the skills of the activities during the teaching process. Over the years, however, she realized the importance of incorporating the skills into game situations.

Lara pointed out that her thinking about teaching has also changed over the years. During the early and middle stages of her career the focus of Lara’s reflection related to organizational and managerial aspects of the instruction. At this point of her teaching career it is critical for her to analyze and evaluate the effects of her curriculum and pedagogical practices on students. In other words, Lara thinks of what is important to be taught and what is the best way of teaching it to her students.

One of the sources which stimulated changes in Lara’s values, reflection, and practices was her own students. According to Lara, students’ history affects teachers’ values, reflection, and practices to change. She pointed out, for example, that the students’ socioeconomic background has an impact on what and how the physical education teachers
teach in her school. Continuous education is another factor that had an impact on her values, reflection, and practices. Lara’s involvement in graduate studies has been the most influential component of her professional development work. Another factor which influenced Lara’s values, reflection, and practices is the school context. More specifically, contextual issues such as the choice of activities, support from the administration, small number of students in each class, nice facilities and equipment had an impact on her thinking and practices.
CHAPTER V
DISCUSSION, CONCLUSIONS, IMPLICATIONS

The concept of reflection has become accepted in the teaching and teacher education literature as a generic professional disposition. That is, educators from a variety of theoretical orientations seem to agree on the value and need for teachers to be reflective practitioners. Having accepted its value, much of the theoretical and empirical work on reflection has been limited to the aspects of teaching teachers ought to reflect on and to identifying strategies and models that promote teachers’ reflective practice and abilities. As a result there seems to be limited understanding of the role and value of reflection for both the long term professional development of teachers as well as for their day-to-day functioning in operational settings.

In addition, it has been argued that teachers’ educational theories and the context within which teachers are expected to carry out their responsibilities are essential for understanding the nature of teachers’ reflection. Arguments have been advanced to suggest that reflection is shaped by teacher’s educational values (Calderdead, 1989; Ostrereman, 1990). Reflection is also believed to impact teachers’ educational values. This belief is manifested in efforts designed to help teachers recognize and critically examine their educational values through reflection (Smyth, 1992; Zeichner & Liston, 1987). A review of literature for this study indicated a lack of empirical work on the relationship between teachers’ reflection and educational values, and its role on teachers’ practice and/or professional development. Limited attention has also been paid to the contextual influences on teachers’ reflection (McNamara, 1990; Elbaz, 1991). This study was designed to provide a detailed account of how physical education teachers reflect on classroom and school realities in authentic experiences. The focus of the study was twofold in that it attempted to describe teachers’ reflection within the actual teaching and learning environment and the role of reflection in their professional development. This chapter
includes a cross case analysis structured around this study’s major research objectives, implications for teacher education, and recommendations for further research.

Cross Case Analysis

The Role of Teacher Reflection within the Learning and Teaching Environment (Micro-reflection)

This first section of the cross case analysis presents similarities and differences among the four cases. The intention is to describe the participants day-to-day reflection and how this reflection is related to their educational values and practices.

Participants’ Educational Values and Practices

A physically educated student. There is agreement in the literature that the central goals of physical education relate to psychomotor, cognitive, and affective domains of physical activity (Jewett and Bain, 1985). The National Association for Sport and Physical Education (NASPE, 1992) suggested that a physically educated person: has learned the skills necessary to perform a variety of physical activities, is physically fit, does participate regularly in physical activity, knows the implications of and the benefits from involvement in physical activities, and values physical activities and its contributions to a healthful lifestyle. The participants in this study provided a definition similar to NASPE’s (1992) characteristics of a physically educated student. They believed that a physically educated student is one who has the knowledge and abilities to perform a variety of motor skills and activities, maintains an appropriate level of fitness, values and wants to be involved in physical activities, enjoys his/her participation in physical activities, and is motivated to stay involved in physical activities throughout his/her life.

A Quality Program. All four participants believed that an ideal physical education program needs to be designed in a way that the above qualities and characteristics of students’ can be promoted. Observational data revealed that their actual programs were designed to promote those qualities the participants identified as characteristics of a physically educated student. The main differences between their ideal and their actual
programs related to scheduling and resource constraints. At the elementary level, a daily physical education program was considered by Liza and Aris as an ideal. A program which provides student choice of activities as well as skill level and has longer instructional units was described by Stella and Lara as ideal at the high school level. In addition the two urban teachers, Liza and Stella, suggested that an ideal program needs to be equipped with adequate resources.

**Priority of Programs.** Good physical education programs may be multidimensional but have a main theme that dominates their curriculum (Siedentop, 1987). According to Siedentop (1987) such programs “stand for something specific” and have “a main focus that defined and identified the program” (p. 25). Despite the similarities in the participants’ generic subject matter values (i.e., psychomotor, cognitive, and affective domains), similarities and differences existed in terms of the emphasis and priority given to particular goals within their programs. All participants were similar in that they expected students to exhibit proficiency in a variety of sports and maintain an acceptable fitness level. The differences among the participants were on the goals placed in second priority. The dominant theme in Liza’s program was the development of students’ cooperative behaviors. Aris’s major focus was on the development of students’ motor competency, independence, and self-directiveness. Stella’s main focus was on the development of students’ self responsibility and the central theme of Lara’s program was the development of students’ positive attitudes and enjoyment of physical activities.

**Content Selection and Expected Outcomes.** The content to be taught was selected in different ways by the participants. Similarities and differences were found between the two urban and two suburban teachers. Liza and Stella, the urban teachers, emphasized that the activities taught in their schools are specified in the district mandated curriculum. Aris and Lara, the suburban teachers, indicated that they selected activities to be included in their programs which reflected the trends of the local community. The expected outcomes of the observed units for the participants were similar. All of them expected students to know and be able to perform the content taught to them. Liza indicated that she expected students to know, execute, and apply several motor skills. Stella also expected her students to learn
specific skills and strategies of the sports taught and be able to apply them in game situations. The most important outcomes for Aris's units were students' skill development and improvement. For Lara's, units expected outcomes related to the knowledge and execution of motor skills and their application in game like situations.

**Instructional Tasks.** "Skillful teaching is always in response to the demands of the teaching/learning environment and the needs, interests, and capabilities of the students; that is, it is sensitive to its context" (Siedentop, 1991, p. 66). Participants in this study hold similar views on the process of selecting, presenting, and structuring instructional tasks to foster students' understanding and enhance academic progress. They believed that students' characteristics, interests, needs, and abilities ought to be considered while selecting, presenting, and structuring instructional tasks in order to allow students to experience success. These four teachers saw a relationship between the appropriateness of instructional tasks and students' learning and success. The way that instructional tasks were selected, presented, and structured seemed to be considered by the participants as a key element in facilitating students' learning and successful experiences. The participants suggested that instructional tasks need to be clear and progressively appropriate when presented to students. Complex tasks need to be broken down in order to facilitate learning. Furthermore, tasks must be challenging, explicit, and accompanied by some form of accountability. The participants pointed out that in a case where inappropriate tasks are selected students will change them to make them more suitable to their needs. They believed that students often modify the tasks to make them more playful, interesting, challenging, or closer to their needs and when such modifications occur, teachers need to reevaluate their practices.

**Students’ Cooperation.** Classrooms operate as social systems in which teachers and students jointly negotiate content and meanings (Doyle, 1992; Siedentop, 1991). The four participants in the study shared similar views about students' cooperation and the process of negotiation. They believed that students' cooperation is a necessary condition for instruction in today's schools. Liza, for example, indicated that students' cooperation is a form of mutual respect. Liza also explained that she negotiated elements of her
instruction with students in gaining their cooperation. The negotiable things, however, stayed within the boundaries of the subject matter objectives. Aris believed teachers in today's school need to be sensitive to the diverse background and history of students in order to gain and maintain their cooperation. According to Aris, when students negotiate the demands of the instructional tasks it is an indication that the tasks are inappropriate for them.

Stella believed that students' cooperation is important in teaching and that teachers need to be sensitive to students' needs. She went on to point out that the process of negotiation indirectly shows students that a teacher cares about them. At times Stella negotiated things with students in gaining their cooperation. She also emphasized that negotiating things in her classes does not jeopardize the instructional objectives or students' learning. Similarly with the other participants, Lara emphasized that students' cooperation is important during instruction. She believed that she would not be successful without students' cooperation and she is prepared to negotiate tasks to gain that cooperation. According to Lara, social factors come into play which do not allow teachers to have ideal expectations and demands from students. She pointed out that researchers who report that teachers today demand less of students may have been away from instructional settings for too long and may not be sensitive to or knowledgeable of today's students.

**Instructional Format and Climate.** The participants' used different instructional formats to reach their instructional objectives. The instructional climate in the participants' classes was positive and supportive. A portrait of how these four teachers organized instruction and delivered content to students and the nature of the teaching and learning climate they created and maintained follows.

Liza's instructional format could be characterized as active teaching. Instructional tasks were provided to the whole class followed by guided and independent practice. During instructional time, Liza actively supervised her students. Most of the students stayed with the assigned tasks. When instructional tasks were modified by students, Liza stopped the practice and provided corrections or re-explained the task. Liza used ideas and concepts of the Sport Education Model in her soccer unit. Liza indicated that this approach
helped the less skilled students to get involved in the game of soccer and helped all students play and enjoy the game better. Liza interacted frequently with her students in a positive and supportive manner. One of Liza’s priorities was to help students develop cooperative behaviors and problem solving strategies and cooperating situations where used in Liza’s class.

One of Aris’s major instructional goals was to meet the needs of all students within a group. Aris used an individualized instructional format. The aim of this approach was to help students be independently successful during the teaching and learning process. Students in Aris’s classes have been taught how to modify the learning activities to make them suitable to their needs. Self-management and self-directed skills were exhibited by Aris’s students during the instruction. A variety of instructional tasks were presented to students and ample practice opportunities followed the informing tasks. The tasks were refined, extended, and applied. During practice, the intensity of students involvement seemed to be high. Aris interacted with his students positively and frequently during the learning process. Students participated in discussion, by asking questions, and expressing their ideas and opinions about educational issues.

Stella used instructional formats in her teaching which promoted students responsibility. One of Stella’s major goals was to help students become responsible for their learning and actions. A Personalized System of Instruction was used by Stella during the tennis unit. During the volleyball unit Stella decided to use concepts and ideas from the Sport Education Model. According to Stella, the Sport Education approach of teaching had positive effects on her students’ learning and helped them become more responsible. The instructional climate in Stella’s classes was positive. Tasks were demonstrated, explanations of how to execute tasks correctly were provided, and Stella actively supervised her students’ practice.

The way Lara organized her instruction could best be described as active teaching. Clear tasks were presented to the class emphasizing the critical elements of a correct performance. After the presentation, students were expected to practice. The instructional environment was supportive and positive with feedback, cues, and reinforcement provided
to students during the learning process. One of Lara’s major goals was to enhance students’ positive attitudes towards physical activities, help them enjoy participation, and provide them a positive experience during physical education. Students in her classes were mostly involved in assigned tasks and seemed to enjoy their participation.

**Gender Equity.** Another similarity among the participants’ educational values relates to their views about gender equity. All four of them had strong views and feelings about gender equity issues. According to Vertinsky (1992), many physical education teachers do not treat students from both genders the same in physical education classes nor do they have a knowledge of pedagogy to be used in teaching co-educational classes. Participants in this study pointed out that single sexed classes are not necessary in physical education. In addition, the participants believed that grouping students based on their gender communicated inappropriate messages to them. According to these teachers, it is educationally more sound to group students based on their skill level. All four teachers were critical of strategies where rules of games are modified to “allow” girls to experience success.

Findings in the literature suggest that some physical education classes are structured in ways that not all students can benefit equally and that teachers ignore equity issues (Griffin, 1985; Vertinsky, 1992). The four participants in this study were sensitive to gender equity. Their programs were designed carefully in a way that all students experienced equal opportunities during the instructional times. Practices which enhanced, maintained, and promoted gender equity were exhibited by the participants. In other words, their theories about gender equity were not abstract but they were demonstrated during the teaching and learning process.

**Radical Pedagogy.** Some scholars in physical education have argued that a radical pedagogy may be more appropriate in today’s society (McKay, et.al., 1990; Tinning, 1991). Evidence to support teachers’ views about the value of such pedagogy is nonexistent in the literature (O’Sullivan, Siedentop, Locke, 1992). Teachers in this study responded to a hypothetical vignette which addressed a radical type of pedagogy. Similarities and differences were found in the participant’s views about this issue.
Liza thought that a physical education course which introduces ways to achieve social changes would be excellent in the school curriculum. She believed that things are not equitable in society and people need to fight for social changes. Social inequality is also reflected in the educational system. Liza indicated that she would like to teach such a course but believed it would be considered non-acceptable by many people. The other three participants in the study - Aris, Stella, and Lara - suggested that a course which introduces ways to achieve social changes can be valuable in a physical education program. However, the two suburban participants, Aris and Lara, indicated that such a course is not appropriate in their contexts. If they were in an urban context, they may consider it. Stella, the other urban teacher, saw great value in such a course for her context. Her enthusiasm of such a course, however, seemed to relate most to inequity as it related to the contextual factors (e.g., poor facilities) rather than to concerns about broader social and educational issues. This may have happened because part of the original vignette described how the vignette teacher helped his students develop an action plan to gain access to better facilities for their schools. Since one of Stella's major constraints was inadequate facilities, she may have associated the content of the vignette only with the poor facilities of her school. Liza, on the other hand, who had also poor facilities in her school, associated the vignette with deeper educational and social issues that she and her students encounter daily in and outside the school.

**Participants' Micro-reflection**

Micro-reflection has been defined in this study as the type of reflection which gives meaning to or informs the teacher's day to day practice. The discussion now turns to the function, origin, and focus of the participants' micro-reflection.

**Function of Micro-Reflection**

The participants' micro-reflection was based on ordinary experiences. Similar to Schon's (1987) concepts of reflection-in-action and reflection-on-action, the participants in this study indicated that their reflection occurred during and/or after instruction. Students' responses and problems during instruction were analyzed, interpreted, and addressed by
these participants as they were teaching. Often, as their journals indicated, after instruction they reconstructed situations to analyze their actions, the events that occurred, and changed or modified their practices across lessons and/or across classes.

The primary function of the participants’ reflection was to provide meaningful learning experiences for students. According to these teachers, the process of reflection informs them about what needs to be changed and when and how these changes need to be made to facilitate and enhance the learning process. Analysis of instructional events, lessons, or units generate knowledge for succeeding ones. As one of the participants pointed out, “I try to analyze... what it was. Then you try to come up with some conclusions as far as what should be used in the future” (Aris, Interview I, pp. 35).

**Origins of Micro-Reflection**

Students’ responses to instruction (i.e., task modification and motivation), their unsuccessful experiences during the learning process, and the nature of each class (e.g., students’ characteristics, their needs and capabilities, and class size) were the major factors which stimulated the participants to reflect on their teaching and make changes if necessary. More specifically, unclear, non-challenging, or inappropriate tasks which interfered with students’ success stimulated the participants’ to change elements of their teaching. The nature of the class also stimulated these teachers to change their practices from one class to another. Constructing successful learning experiences motivated, in Schon’s (1987) terms, these teachers’ reflection-in-action. Aris explained “if they [the students] are not experiencing success it’s my fault. So I have to quickly make a change because I can’t wait 7 days. I have to make the change on the spot...because I want them...feeling like they’ve achieved a great deal” (Interview I, p. 23).

A major reason for adjustment or change in participant’s lessons relates to students’ learning. Stella, for example, stated that “if I realize that the method of teaching that I was using was not producing...clear improvement...I would change obviously right away ” (Interview I, p. 13). Lara further explained how she determines what is important to warrant a change in her teaching by stating: “I get an emotional kind of a psychological
reaction. ... If you start to see inappropriate behavior because...they're bored...or they're not achieving the skill. They're frustrated with it. So that's how I know right away how something has to change. I have to do something different” (Interview I, pp. 24).

**Dimensionality of Micro-Reflection**

In the literature several prescriptions exist about what aspects of teaching teachers ought to reflect on. These prescriptions range from pedagogical to ethical and moral issues (Adler, 1991; Gore, 1990; MacNamara, 1990; Zeichner & Tabachnick, 1991). There is also a tendency in the literature to prioritize teachers' reflection. For example many scholars have used Van Manen’s (1977) hierarchy of reflection. According to Van Manen (1977) the focus of teachers' reflection can be classified in three levels: a) technical issues, b) educational issues, and c) critical issues (i.e., ethical, moral, political). MacNamara (1990) stated that it is essential to enquire about “what it is that teachers are being reflective about” (p. 150). This study has taken a “descriptive” rather than a “prescriptive” approach in investigating teachers' reflection. The intention was not to apply a predetermined conceptual framework against which the aspects of teachers' reflection could be ‘evaluated’ but rather to identify these aspects inductively and study factors that may have influenced the focus of teachers reflection.

The analysis of the data collected revealed that the dimensions of these participants’ reflection included pedagogical, content, social, and ethical and moral aspects of teaching and schooling. Commonalities and differences on the dimensions of the participants’ reflection are presented along these four dimensions.

**Pedagogical Issues.** All four participants placed a strong emphasis on pedagogical issues. They reflected on students’ progress and improvement and analyzed how their instructional practices affected student learning. The impact of their teaching behaviors was constantly analyzed in relation to the lesson’s instructional objectives.

**Content.** All four participants agreed on the importance of subject matter knowledge. During the day-to-day reflection only Aris and Lara reflected on content related issues. For Aris content related issues emerged while teaching dribbling to primary
grades while Lara reflected on content issues while teaching exercise physiology classes.

**Social Issues.** All four teachers in this study reflected on social issues. There were, however, some differences among them on the nature of the social issues they discussed. Liza’s reflection, for example, related to gender and racial issues. Liza expressed strong concerns regarding female attitudes towards involvement in sports and the attitude of black male students towards the game of soccer. While she identified as problematic the lack of female sports coverage on the media and the lack of female role models in sports, Liza also questioned herself as to whether she does enough to reinforce a positive attitude for long term sport participation among her female students. Liza pointed to the stereotypical perceptions of soccer as being a white sport, the lack of exposure to the game of soccer, and the lack of black role models. Again Lisa questioned herself frequently as to whether she did a good job with these students on these issues.

Lara’s reflection included gender issues but she focused on the male students in her class. Although it was their own choice to participate in the class, Lara believed it was harder for the male students in the exercise physiology class to accept some of the aerobic routines which are perceived by them as a female activity. Thus, the composition of the class was an issue of concern to Lara because “just as I have a concern toward the female end of things...I also on the other hand have a lot of sensitivity for the male...in a class where they’re feeling vulnerable because of the activity where it’s a stereotypical female activity you have to be sensitive” (Interview II, pp. 51-52).

The act of reflection led Stella to a view that social influences have affected students’ views about the purpose of schooling as another form of entertainment. In her own words, “...talking to other teachers it’s not just physical education. It’s occurring everywhere...You almost feel like you have to entertain them. And I think a lot of this is due to TV, videos, video games” (Interview II, p. 40). This notion of schooling as entertainment has been recently addressed in the literature on schooling and popular culture. Tinning and Fitzclarence (1992), for example, pointed out that physical education is part of an education system where youth who are raised on ‘a diet of television’ expect to be entertained.
Aris focused on problems that students bring to school from their social environment. Although he admitted that such problems are not frequent in his school, he also emphasized that one of his responsibilities is to help students overcome such problems. Aris believed that young children are socialized and educated to protect themselves from perpetrators who are always portrayed as males. In addition, the lack of male teachers at the elementary level, led Aris to believe that he needs to make extra efforts to approach and gain the trust of students, especially female students.

Similar to Aris, Liza discussed and reflected upon the problems her students face in their personal lives. For example, she emphasized that her students very often have to deal with problems associated with violence in their neighborhoods. Liza saw a need for teachers to work collaboratively to help these students but expressed frustration that not many teachers want to take action or even discuss such issues.

**Ethical and Moral Issues.** Reflection for Aris, Lara, and Liza included issues about the developmentally handicapped students. Aris, for example, emphasized that students with disabilities should be included in regular classes but he believed that they need to be level mainstreamed rather than chronologically mainstreamed in order to benefit more from instruction. He pointed out that “It’s not fair to them [DH]. It’s not fair to the other kids because you can’t expect them to drop down levels just to accommodate a lower level. Because...that’s when the kid is not learning and their parents can only argue hey, my child has a right to learn” (Interview II, p. 61-63). Liza felt the best way to help developmentally handicapped students to feel comfortable during her class was to teach those students a lesson prior to the regular one.

Providing fair education to all students irrespectively of their gender, racial background, or skill level was a concern for both Stella and Lara. This concern for Stella is reflected in her practice to choose teams and team leaders on the basis of skill level, race, and gender as represented in each class. For Lara, fairness was not only a matter of appropriate grouping and strategies that would ensure equal opportunities but also an issue that her students had to think on and make decisions about.
Conclusions for the First Research Objective

Teachers' work is based on and guided by what is commonly referred to as theories of professional practice. McCutcheon (1992) suggested that teachers' theories consist of beliefs and constructs about matters such as what constitutes an educated person, and the psychology of student learning, motivation, and discipline. Theories of professional practice may vary across teachers. In addition, a teacher's espoused theory may or may not be compatible with the theory that actually governs his/her actions (Argyris and Schon, 1974).

All four teachers in this study held strong and well articulated views about student learning and what constitutes a physically educated student, the purpose of physical education, their program and what it would take to become ideal, the subject matter, and their pedagogical practices. Although their personal biographies were different and they worked in different settings and had different experiences, these teachers expressed similar and in some instances almost identical views. The four participants were in agreement as to what constitutes a physically educated student and a quality program, the function of instructional tasks, gaining students cooperation, the importance of successful experiences for student learning, and gender equity. The degree of homogeneity of these four case seems to contradict Feiman-Nemser and Floden's (1986) assertion that differences in teachers' personal characteristics, background, and teaching context make uniformity in teachers' theories untenable. It may be that good teachers hold not only strong views as McNamara (1990) suggested but also similar views about education, their teaching styles, and how they should treat children. Although these teachers were selected on the basis of teaching experience rather than on any measure of effectiveness, in my view and according to personal observations they were indeed good teachers. Further, their pedagogical practices or theories-in-use in Argyris and Schon's (1974) terms, as they were revealed through observational data, were consistent with their explicitly stated theories. Argyris and Schon (1974) noted that often there is a mismatch between the teachers' espoused theory and their theory-in-action. Knight and Smith (1989) also reviewed research
evidence to indicate that often “there is a gap between what teachers say and what they do in the classroom” (p. 434). The results from the four case studies reported here did not substantiate such a discrepancy between espoused theories and professional practices. It may be that the four teachers studied here were not only experienced but they had also taught in the same context for the major part of their career. That is, the contextual factors, which generally account for the discrepancy between theory and action, after years of experience in the same setting may have been incorporated by these teachers into their general reasoning and their espoused theories.

Accepting the notion that teaching is an active process during which teachers identify, analyze, and interpret situations has brought to light the concept of reflection as important for understanding teacher functioning in the complex classroom environment. For the participants in this study, day-to-day reflection originated in ordinary experiences and served as a means of checking and fine-tuning their teaching practices. It helped them stay on target while pursuing their educational objectives and provided them with a supply of ideas for subsequently encountered teaching situations of a similar nature.

Similar to Schon’s (1987) concepts of reflection-in-action and reflection-on-action, the participants in this study indicated that their reflection occurred during and/or after instruction. Educational dilemmas that evolved during instruction were analyzed, interpreted, and addressed by these participants as they were teaching. Often, after instruction situations were recalled, reconstructed, and analyzed to provide additional information, the reflection informed future practices.

The primary purpose of these teachers’ reflection was to provide meaningful learning experiences for students. For these four teachers the act of reflecting on the instructional process generates knowledge which informs their practices. Students’ responses to instruction, unsuccessful experiences during the learning process, the nature and/or composition of each class were the major factors which influenced participants to analyze, interpret, and provide solutions to complex as well as ordinary classroom events. The participants day-to-day reflection was precipitated by enacted events and followed by concrete action. Disruptive events appear to stimulate reflection. In addition, positive
instructional experiences were used as opportunities for analysis, learning, and application of successful pedagogical strategies for other classes. Such events fostered situational learning for the teachers in this study and provided opportunities for reflection-in-action as well as reflection-on-action. However, the participants in this study did not limit themselves to reactive reflective practices only. Initial class meetings allowed them to get a feeling of the class and provided an opportunity to be pro-active for the remaining of the unit, developing and establishing strategies appropriate to the individuality of each class.

Various theoretical traditions in reflection (Zeichner & Tabachnick, 1991) and/or theoretical frameworks (Van Manen, 1977) emphasize and prioritize different aspects of teaching and schooling as the more appropriate focus for teachers' reflection. This study, on the other hand, attempted to describe reflection as it emerged in authentic settings. The focus of these four teachers' reflection included pedagogical, content, social, and ethical and moral issues. Pedagogical issues relating to students' progress, improvement, and learning were a constant theme for all four participants' reflection. Content related issues emerged as part of only Aris's and Lara's reflection. All four participants reflected on social as well as ethical and moral issues. However, there were differences among the participants on the specific social and on ethical and moral issues they reflected upon.

The four dimensions -pedagogical, content, social, and ethical and moral- and the issues within each that the participants reflected upon were in alignment with both their educational values and practices (i.e., theories of action and theories-in-action). The continuous emphasis placed by all four teachers on pedagogy would seem to suggest that student learning was a priority for these four teachers. For the participants in this study, McNamara's (1990) statement that teaching "has a purpose and it is intentional activity which entails fostering children's learning...Consequently thinking about teaching...requires teachers to examine how they may better their teaching methods in order to achieve specific ends" (p. 155) certainly appears to capture their teaching orientation.

The differences in reflection on the specific issues within each dimension should not be thought of as inconsistencies between educational values, practices, and reflection. Upon careful examination of the issues these teachers reflected upon, one could argue that
their reflection was influenced by enacted events specific to their context. For example, reflecting on issues of how to better treat developmentally handicapped students was not an issue for Stella because, in contrast to the other three teachers, there were no developmentally handicapped students in her classes. Similarly, issues of fairness regarding team organization during a class tournament did not emerge for Aris and Liza who for the duration of this study taught fundamental motor skills. The same could be argued about differences on the issues these teachers reflected upon in the social and content related dimensions.

The important point to be made here is that the teachers’ reflection did not neglect the dimensions of teaching beyond pedagogy but that reflection was situationally driven and contextually bound. The participants’ reflection support Lortie’s (1975) notion of presentism which relates to the unpredictable and special nature of teaching tasks. Teachers reflection on the social, ethical and moral domains was stimulated by enacted events. These teachers were well aware of issues of equity in education and used pedagogical strategies to promote and establish equity. When enacted events interfered with their pedagogical values or practices (i.e., equity) they reflected on these events and acted appropriately to frame or reframe such problems or dilemmas. Evidence from this study suggests that these four teachers valued and reflected upon not only pedagogical aspects of their teaching but they also valued, reflected upon, and challenged their own assumptions about how to best structure their practices to provide positive and equal education to all students.

In conclusion, the repertoire of the dimensions and the specific issues these teachers reflected upon appear consistent with their espoused values and theories of teaching and schooling. The specific issues were contextually driven rather than dependent on their educational values. It seems that for these teachers to reflect upon an issue, that issue needs to be part of the teachers’ belief system and theories of professional practice. However, this appears to be a necessary but not sufficient condition. It then has to be an issue or become an issue in his/her environment for reflection to occur. Finally, these four teachers used positive experiences and events as a source of knowledge. However, micro-
reflection for the most part occurred when unexpected outcomes, disruptive, or enacted events emerged in their classrooms.

**The Role of Reflection in the Professional Development of Teachers**

(Macro-Reflection)

Micro-reflection, the day-to-day reflection, informs teachers' practices. Reflection has also been linked to teachers' professional development, growth, and change. The type of reflection which gives meanings or informs practice over the years has been defined in this study as macro-reflection. The second major objective of this study pertains to the role of macro-reflection in the professional development of teachers. To accomplish this objective, an historical approach was taken. More specifically, interviews focused on the issues the four teachers viewed as problematic, how these issues changed over the years, and the factors that influenced such changes.

**Problematic Issues of Teaching and Schooling Over the Years**

The school system, as a social organization, presents certain problems that are embedded in the system itself. Even though the participants in this study worked at different schools, they expressed common problems, concerns, and frustrations about teaching and schooling. Subject matter concerns, societal concerns, and contextual concerns were discussed.

**Subject Matter Issues**

Systemic problems such as subject matter marginalization can imprison teachers, irrespective of the energy and professionalism of individual physical educators (Locke, 1992). Studies have shown that physical education is perceived as a marginal subject matter in the schools (Siedentop and O'Sullivan, 1992; Sparkes, Templin, & Schempp, 1992). All participants except Stella identified subject matter marginalization in schools as one of their major concerns. As a result allocated time for physical education in school curricula is limited. All of them emphasized that teachers from other subject areas as well as administrators need to realize that physical education is an important aspect of students’
education. For these teachers, physical education needed to be allocated more time and addressed throughout schooling. Another concern expressed by these teachers related to the marginalization and devaluation of physical education as a result of the lack of any performance expectations for physical education in many school systems. The participants believed that physical education teachers must raise performance expectations and expect their students to perform up to their potential.

Aris identified two additional subject matter issues within the physical education community. First he considered the integration of physical education with other subject matters as a strategy to gain acceptance within the school community as “a step backwards” for the profession. Aris believed that physical education has a unique identity in the school curriculum and it should be accepted on its own merits. The second issue of concern for Aris was the emergence of fitness as the dominant trend in physical education programs. He perceived the development of fit students as valuable but viewed it as problematic when fitness is designed as the end product and unrelated to the activities taught.

Societal Issues

Education in general and physical education in particular cannot be viewed in isolation from problems and values embedded within the broader cultural context. Kirk (1992) maintained, “as a cultural practice, physical education is constituted by a range of interweaving discourses that also operate in other social settings. For instance, gender inequity is a feature of society more broadly not just of sport and physical education” (p. 52). Schools and classrooms can be viewed as small social systems which reflect the social organization of the society in general (Kirk, 1992; Lawson, 1989; Sparkes; 1989). Social issues such as equity or access to educational opportunities and social resources are permeating the school environment and need to be addressed by teachers (Feiman-Nemser & Floden, 1986; Kirk, 1992; Smyth, 1992). Zeichner and Gore (1990) reviewed available evidence to document how such “factors in a society such as...stereotypes, and discrimination against women have affected the circumstances of teachers’ work” (p. 340). All four participants’ expressed concerns about broader societal issues that affect teaching
and schooling. Although these teachers recognized that it is difficult to eliminate them, they were aware of them and tried to address social problems embedded not just in the school culture but in society.

Concerns about gender equity were expressed by Liza, Aris, and Lara. Liza believed that gender equity is a societal problem which is difficult to resolve. Even though she has worked hard to make things more equitable in her teaching and at her school, such changes had not been yet occurred. Gender equity was also considered by Aris as one of the major societal problems. He emphasized that at times his attempts to teach students to treat and be treated equally seemed to be washed out by the society. Both Liza and Aris indicated that the social influences outside the classroom are more powerful than their own pedagogical efforts. Lara related her concerns about gender to stereotypical conceptions of physical activities. According to Lara, students are socialized from young ages to perceive specific physical activities as female or male. The process of changing such gender stereotypical conceptions of activities is difficult for both teachers and students. Furthermore, Lara expressed frustration about some teachers who are not sensitive to gender issues and even use sexist language.

Liza was the only participant who addressed race equity concerns. She believed that a major national problem which is reflected in the schools is prejudicial behavior. She expressed disappointment with the educational system because she believed the system and decisions regarding education do not serve the needs of all students. She emphasized that many things have not been equitable for non-Anglo American students. The major frustration for Liza is that many teachers often are not willing to talk about equity issues. To overcome racial prejudice, Liza believed that teachers have to receive formal training. Teachers need to know the background of their students and understand their history and culture in order to provide them meaningful education.

Liza and Stella, the two urban teachers, indicated that students in inner city schools face many problems in their personal lives. It is extremely difficult to provide quality education when societal problems interfere with teaching and learning. Liza believed that teachers need to be socially active and work collaboratively to solve student problems.
Stella also emphasized that the process of teaching and learning in urban schools has become more difficult since many of the students face different social problems which inhibit their learning. She believed that in order for learning to take place, students' problems need to be resolved to a certain extent. According to Stella teachers ought to assist these students to overcome some of their personal problems. She pointed out, however, that teachers are not always well trained to handle this.

Aris identified as problematic issues what he called the “overweight syndrome” and “teaching in a predominantly female job”. Aris explained that he has worked hard to teach students about healthy life styles but he has not seen any major changes in students’ life styles. The overweight syndrome for him is a broader social problem. Especially for students at the elementary level, he suggested that students life style will not change unless parents are willing or can afford to change their lifestyle. The second problem described by Aris relates to the educational system and is unique to male teachers who work at the elementary level. According to Aris, male teachers are discriminated against in several ways. The society and even preventive programs in schools have taught students that the “bad” people in society are always males. Aris strongly believed there is a real need for more male teachers in elementary schools because the increase in single parent families and the lack of male teachers at the elementary level limit student interactions with males and have created a lack of male role models.

**Contextual Issues**

Edmonds (1983) suggested that the effects of the school context may be more powerful than the teacher effects because “the school as a total environment has the capacity to depress or elevate individual teachers’ capacity for effective or ineffective teaching” (p. 78). The four participants in the current investigation identified contextual factors that impact their teaching. However, the two teachers who worked in the urban schools raised different concerns about their working environment than the two teachers who worked in the suburban schools. Both Liza and Stella, the urban teachers, suggested that poor facilities and large classes make teaching a much more difficult and complex task. The large class size and the variety of personal problems that inner-city students often have
present additional adversities for these inner-city teachers. They indicated that teachers in inner-city schools need to have fewer students in their classes and suggested that teachers need to receive appropriate training to be able to help their students deal with personal problems.

The two suburban teachers, Aris and Lara, work in schools where facilities, equipment, or class size are not a problem. They described some other contextual concerns, however, which exist in their schools. As it has been mentioned earlier, Aris teaches in another elementary school setting one day per week. He indicated that working with another physical education teacher and another administrator who have a different philosophy about physical education, made the process of establishing a quality program in his second school very difficult. For Lara working with four male physical education teachers who have different philosophies about physical education did not affect her pedagogy but affected curriculum decisions of her program.

In order to further address how the context can influence the teachers’ work, the four participants were asked to discuss the possibility of teaching in a different setting, different especially from a socioeconomic and racial standpoint. Commonalities and differences were found in their views regarding this issue. Although Liza and Stella described several problems and constraints in urban schools they had no desire to teach in a context where students would come from a higher socioeconomic or more homogeneous racial background. They emphasized that they like teaching students who have diverse cultural backgrounds. Having the opportunity to teach in a different setting, Liza stated that she would probably not be an effective teacher and Stella indicated that she would not be any more effective teacher than she is now.

The idea of teaching in a different setting seemed to be more appealing to the two suburban teachers. Aris and Lara indicated that they would be willing to venture into such an experience but they were also quick to point out that this may not be as good idea for them. More specifically, Aris indicated that even though he would like to teach in another context, personal commitments do not allow him to do so. Lara also pointed out that in her present school she has a positive impact on students and was not sure she wanted to risk
loosing that. When Aris was asked if he would be more or less effective in a different setting he could not predict that but he emphasized that he would like to try. Speculating on how effective she would be in another context, Lara felt that eventually she would be but it would take some years of a good effort.

**Description of Liza’s, Aris’s, Stella’s, and Lara’s Changes over the Years and the Factors for such Changes**

Liza’s, Aris’s, Stella’s, and Lara’s educational values, practices, and reflection have changed over their professional careers. The cross case analysis suggested some similarities as well as some differences about the participants’ changes. The discussion now turns on how the participants values, practices, and reflection have changed.

Liza pointed out that when she started teaching the nature of physical education was calisthenics and sports oriented and the common approach to teaching physical education was militaristic in style. During the early stages of her career Liza described herself as an authoritarian teacher whose interaction patterns with students were direct and corrective. In later stages of her career, her teaching approach became more humanistic and positive with an emphasis on the whole student. Another change in Liza’s practices relates to the nature of instruction. When Liza started teaching, she was in the busy, happy, and good syndrome. Now she teaches for student learning, keeps the students accountable for their learning, and provides her students more meaningful experiences. Liza emphasized that during the early years in her career, she did not spend time thinking or analyzing her instructional practices. Later on, however, the nature of her teaching and the way she thought about educational issues changed to a great extent.

Several changes have occurred in Stella’s educational values, practices, and reflection. Stella indicated that during the early stages of her career fitness was not incorporated into her curriculum as the primary focus of physical education was on traditional sports. Over the years, however, fitness has been included into her program. Like Liza, Stella stated that she has become a more humanistic teacher moving from a more rigid approach to students to one where she realized that students are different and their
characteristics, backgrounds, and history need to be taken into consideration during the instructional process. When she started teaching, Stella was very demanding about dress for class. Now she prefers to have students actively participate instead of sitting out because of failure to dress. Stella’s reflection has also changed over the years. According to her, when she started teaching, she did not spend much time reflecting or analyzing her practice. The nature of her thinking related more to control and management issues. Currently, she evaluates the effects of her pedagogical actions and practices as they relate to students’ learning and improvement.

Aris’s values, practices, and reflection have also changed over his professional career. Comparing his early teaching practices with his current approach, Aris emphasized that the major difference is in who directs learning. When Aris started his program he was using a traditional instructional approach with the teacher as central decision maker. At this point in his career, however, students direct their learning since he is using an individualized approach. Another change in Aris’s practices relates to the notion of “who owns the program”. When Aris started teaching he focussed on major seasonal instructional units and relied more on the calendar. Aris made all program decisions without considering students’ preferences. Now, students have a voice about the activities to be taught. The nature and process of Aris’s reflection have also altered over the years. His reflection has changed from thinking about managerial and organizational issues to thinking about broader educational issues such as what and how to teach and how students are affected by the content and his pedagogical practices.

Lara’s values, reflection, and practices have been altered over her teaching career. During the early years of her professional career she was more interested in covering the content and did not problematize what effect the content had on students nor did she try to make the content enjoyable to students. At later stages of her career, Lara found ways to present the content to students so learning was more enjoyable. Like Aris, Lara indicated that student needs drive her decisions on what and how to teach. When Lara started teaching, she used to isolate the skills of physical activities during the teaching process but over the years she realized the importance of incorporating the skills into game situations.
Lara also pointed out that her thinking about teaching has also changed. Similar to the other participants, the early focus of Lara's reflection related to organizational and managerial aspects of instruction. At this point in her teaching career it is critical for her to analyze and evaluate the effects of her curriculum and pedagogical practices on students.

Similarities and differences exist in the factors which influenced the participants educational values, practices, and reflection to change over the years. For the two urban teachers, students and continuous education were the major agents for their changes. For the suburban teachers students, continuous education, and school context were the major factors for their changes.

A major factor that stimulated Liza to change her educational values, reflection, and practices is the history of her students. According to Liza students have changed over the years. They are less motivated to excel in school and have many personal problems which keep them from learning. Knowing the background of her students, Liza changed her practices to meet their needs. Stella also emphasized that her students' biographies have been a major influence for change in her values, reflection, and practices. Stella, like Liza, pointed out that students change over time and teachers need to change with them in order to provide them a meaningful education. Students have also been an influential factor in the changes in Aris's values, reflection and practices. Aris's instructional approach and philosophy have changed from a traditional to an individualized approach since he observed that not all students were learning up to their potential. Similar to the other three participants, Lara named students as a major influence in changing her values, reflection, and practices. Through observations, interactions, and discussions with students, she generated knowledge for what needed to be changed to reach the needs of her students.

Another major change agent was continuous education. All four participants emphasized that their professional development work had an impact on their actual practices and on the way they think about educational issues. Three of the participants - Liza, Stella, and Lara - pointed out that their involvement in graduate studies has been the most influential component of their professional development work while Aris pointed out
that his involvement in seminars and workshops provided by his school district was most powerful in his professional development.

Aris and Lara, the two suburban teachers, pointed out that the school context has been another influence in altering their values, reflection, and practices. Aris noted that his school context provided avenues to strengthen his program. These included his school environment and his colleagues. Like Aris, Lara indicated that the school setting has affected her program and teaching to a great extent. More specifically, contextual issues such as students’ choice of activities, support from the administration, small numbers of students in each class, nice facilities and equipment had an impact on her thinking and practices.

Conclusions for the Second Research Objective

Teachers change their beliefs with time and the circumstances in which they find themselves teaching. Schiro (1992) suggested that teachers’ belief systems develop over time and in response to professional and personal transitions occurring in their lives. The history of the four participants in this study indicates that all of them have changed dramatically in their educational values, practices, and reflection over the years. All of the participants described themselves as having an authoritarian, rigid, or ‘traditional’ approach when they started teaching. At the early stages in their careers, they often were overly concerned about management and control, they often covered the content without questioning or analyzing its appropriateness or value for their students, and paid limited attention to students’ needs and individualities. Over the years, as they indicated, they have realized that students’ needs and personal characteristics vary greatly and their teaching practices should be flexible enough and designed to meet these needs. As they described themselves, they have come to be more positive in their interaction patterns, sensitive to students’ needs, backgrounds and personal problems, and concerned about their impact on students’ learning and the development of positive student experiences.

These teachers went through substantial changes over the course of their careers to become, in my opinion, good teachers. The question pertinent to this study is what was the role of macro-reflection in the professional development of these four teachers.
Keeping in mind that these four teachers were purposefully selected as they had a substantial amount of teaching experience, some might argue that these teachers have changed as a result of the amount of experience they carry with them. Indeed, in the learning-to-teach literature, experience has emerged as an important variable in the development of teachers' knowledge (Richardson, 1990b) and in the expertise literature, experience is sometimes used as the only characteristic to define expert teachers (Berliner, 1986). What this means in practical terms, though, is that the development of knowledge requires experience. But as it has been argued experience is educative only when it is accompanied by problematic thinking and reflection (Schon, 1983; Shulman, 1986).

Teachers reflect on concrete experiences but experience without reflection, at best, will help teachers become more efficient at what they already do and at worst it may lead to inertia or routinized action. The changes in the four cases reported here, however, were changes that altered drastically the nature of the four participants' professional practices rather than just the degree of efficiency of their professional practices. This suggests that such changes as those experienced by the four participants are not possible without a fair amount of problematizing, criticizing, reconstructing, and experimenting with their own practices.

Changes also occurred in the nature of the participants' reflection. These four teachers indicated that when they started teaching, they did not spend much time thinking about or analyzing their practices and even when that happened their focus was on the technical aspects of teaching such as management, organization, or control. According to their own reports as well as on the basis of the findings regarding their day-to-day reflection, at this point of their teaching career, the quality and focus of their reflection has extended far beyond the technical. As one of the participants in this study stated: “You need to have structure and management and control...but after you get past that stage it has to go further. It [reflection] has to go deeper and that's where I think I am after ten years of doing this and for me to remain in that control and management stage I would feel my job was not fulfilling if the students did not get something out of it” (Lara, Interview I, p. 28). This seems to support Fuller's (1970) theory suggesting that teachers’ concerns change from self-oriented to student impact oriented over their professional development. Also,
reflecting and problematizing about their work helped these four teachers become aware of issues beyond their immediate classroom environment that, nevertheless, impacted their work. Over years of teaching, they were able to pinpoint concerns and constraints such as equity and racial prejudice, subject matter marginalization, and students' personal problems that make teaching for them even more complex.

The participants in this study were asked and they identified what they perceived to be the sources that influenced them to change. All of them referred to changes in the needs and characteristics of their students as well as to continuous education such as workshops and graduate studies. Aris and Lara, further identified their school as conducive and supportive of their professional development. With respect to continuous education it is only expected that it will add to teachers' professional development. That is the purpose of continuous education. Further, continuous education may have an impact on the teachers' reflective capabilities and practices (McCutcheon, 1992). That is because continuous education has the potential of sensitizing teachers and bringing to light consciously unknown assumptions about teaching and schooling. Also, teachers may understand better their own theories and values, they can examine them, reconstruct and incorporate them into their professional inventory. Regarding the school context and the students, the argument advanced regarding the role of reflection is supported by the participants' perception. That is, teachers, as it has been argued before, reflect on concrete experiences and need a context to analyze, reconstruct, and implement the knowledge obtained through reflective practice. The students are at least part of the experiences that teachers reflect upon and, after all, they are the ones who are supposed to benefit through the teachers' engagement in reflective practice. In this sense, students and the school context are necessary for reflection to take place.

The context, however, was perceived by these participants as more than the setting where experiences occur and professional practices take place. All four participants indicated that they would not be more effective or as effective if they had to teach in another setting. This finding is consistent with previous research findings on teacher effectiveness. As Siedentop and Eldar (1989) found in their study of effective teachers, "it became clear
that contextual differences were an important factor in effectiveness/expertise. None of the teachers felt they could perform effectively if the context of teaching changed dramatically" (p. 256).

In conclusion, reflective practice means that educational events can be viewed from multiple perspectives, alternative realities can be considered in the light of educational problems, and cherished educational values, beliefs, and practices can be challenged and changed (Bullough, 1989; Smyth; 1989; Zeichner and Liston, 1987). Macro-reflection, the type of reflection that informs teachers' practices over time, is instrumental for changes in classroom practice and teachers' professional development. Professional development through reflection is based on constructing and reconstructing knowledge over time. Ideas, beliefs, professional theories, and values about teaching are modified, changed, rejected, or reframed as new information becomes available and circumstances change. Improvement on teaching demands that teachers acknowledge, reflect, and build upon their experiences.

Implications for Teacher Education and Future Research

The present research investigation represents only a first step towards developing an understanding of the concept of reflection and its function in authentic settings. Although there is no evidence to suggest that reflective teachers are also effective teachers, the widespread use and acceptance of the notion of reflection would seem to suggest that reflective practice is at least desirable. Given its desirable properties, the findings of this study, and on the basis of previous research on teacher education, a few implications for fostering and developing reflective practitioners are provided.

1. Reform proposals have identified the need for changes in our schools. Reflective practitioners are defined not only by their ability to think critically but also by their ability to associate thought with action and, therefore, it is important for inservice and preservice teacher education programs to ensure that teachers become reflective practitioners.

2. Criticisms of inservice teacher training programs often pertain to their short duration (Ackland, 1991) and their abstract nature (Zimpher & Howey, 1992). Evidence from this study, however suggests that teachers reflect on concrete and context specific events.
Programs aiming to develop reflective practitioners need to recognize the value and importance of particular and concrete experiences within teachers' work. Reflection has to be context specific. Teachers need to be provided with opportunities to reflect on actual issues, dilemmas, or problems which they ordinarily have to deal within their own contexts.

3. Research indicates that teaching experiences socialize prospective teachers into accepted institutional roles and do not provide them with opportunities to investigate how schools operate or to understand social and political issues of teaching and schooling (Zeichner & Gore, 1990). Field experiences stimulate preservice teachers to adopt more rigid attitudes toward teaching and become more custodial, authoritarian, and utilitarian (Graham, 1991). Research findings have also indicated that prospective teachers are “strongly influenced by the values and behaviors of their cooperating teachers” (Bain, 1990, p. 769). Findings from this study indicated that the four participants valued students learning and used pedagogical practices which provided meaningful learning experiences to students. The act of reflection, for the participants in this study, was instrumental in the nature of the learning experiences they provided to students. Also, findings from the study suggested that the four participants had several reflective qualities. The implication for teacher education programs is therefore that a powerful way for preservice teachers to develop their pedagogical and reflective abilities is to work with cooperating teachers who exhibit desirable teaching behaviors and reflective capabilities.

4. For the four teachers who participated in this study reflection was not a characteristic they were born with nor an ability they developed overnight. Developing reflective practitioners, therefore, requires time, commitment, and programmatic efforts. Efforts to help prospective teachers reflect about different aspects of teaching and schooling should start during early field experiences and continue throughout the student teaching experiences. Teacher educators should teach their students how to reflect and stimulate multiple dimensions of teaching for reflection. As Armaline and Hoover (1989) noted:

Field experiences are sites where the potential for miseducation is as great as it is for education that transforms, depending on the way in which the phenomena of the site are constructed by our students. They are sites where the activities of ideology are manifested. Whether or not our students critically
examine the language, conventions, attitudes, and actions of the workplace is largely dependent upon us as teacher educators (p. 47).

Findings from this research suggest that the teaching context and concrete experiences were most often responsible for stimulating reflection. Teachers’ educational values also seem to provide a basis for teachers’ reflection. Encouraging reflective thinking among inservice and preservice teachers would need to incorporate real life settings and concrete experiences rather than abstract situations that will challenge explicit and/or implicit beliefs about teaching and schooling and provide opportunities for justification of their actions. Further, if educational values are important for what teachers reflect upon, strategies designed to sensitize both the preservice and inservice teachers on social, ethical, moral, and political aspects of schooling should be used.

**Recommendations for Future Research**

Several questions relevant to teachers’ reflection are worth pursuing:

1. Given the exploratory nature of this study and the fact that its findings are based on data provided by experienced teachers, the first and most obvious recommendation to be offered is that this study should be replicated with teachers possessing various degrees of experience and working in different settings. It is the investigator’s belief that through programatic research the “reflective teaching paradigm” can be interpreted, explained, and inform practice.

2. It has been argued that reflection is at the heart of good teaching (Richert, 1991). Evidence, however, to support such claims is currently non-existent. It will be interesting to examine not only if good teachers are reflective and on what aspects they reflect on but also to examine such issues in relation to effective and ineffective teaching. Investigating the relationship between teachers’ reflection and effectiveness, empirical knowledge can be generated to confirm or disconfirm the plethora of claims regarding the properties of reflective teaching and its impact on teachers’ effectiveness.

3. Findings from this study suggested that all four teachers showed care and commitment to their students’ needs and individualities. Nevertheless, no observational or other data
were collected to examine the students’ perspectives and interpretation of the teacher-student relationship. Smith (1991) in an article entitled “Where is the Child in Physical Education Research?” questioned the ability of current researchers “to keep children in view” (p. 51). It would be interesting if this study was replicated to incorporate the students’ voice. Such a study can provide first hand data of students’ meanings and interpretations as well as insights of their personal experiences during the learning process.

4. Evidence from this study suggested that teachers’ educational values were important in the teachers’ day-to-day reflection. At the same time, the four teachers who participated in this study held similar values about teaching and schooling. Future research should examine reflective practices and the dimensionality of such practices among teachers with different value orientations in an effort to provide further knowledge of the relationship among teachers’ educational values, practices, and reflection.

5. A longitudinal study to examine the role of reflection on teachers’ professional development would yield observational data to support self-reported data and provide much thicker descriptions and needed insights for the conceptualization of reflection. Studying the paths of teachers’ development in a longitudinal form, knowledge can be generated beyond the teachers’ self-reported recollections about the role of reflection in their professional development. This knowledge can be beneficial to teacher educators in designing pedagogical courses and field experiences.
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APPENDIX A
PARTICIPATION REQUEST
Dear “____”,

My name is Niki Tsangaridou and I am a doctoral candidate in Physical Education Teacher Education at The Ohio State University. For my dissertation project I propose to conduct a study of experienced physical education teachers. The purpose of this study is to describe how physical education teachers think and reflect on classroom and school realities. Your participation in this project will contribute to a growing body of knowledge that will help in the preparation of new teachers.

As part of the study I will need to observe and videotape some of your classes and to conduct 2-3 interviews with you. Also, four hypothetical sketches which describe educational dilemmas in one or two paragraphs will be given to you and you will be asked to talk about what your views are regarding these brief sketches. Your personal record of what you think about your teaching is essential to the study, thus I am asking your cooperation in keeping a journal for the few lessons that I will observe.

Pseudonyms will be used for participants and schools throughout the study and the final report. I will make certain that all documentation will be confidential and your identity will not be revealed in any publication.

For participation in this study you can earn physical education independent study credits, PE 693, from the physical education teacher preparation program at The Ohio State University. Participants in this study will have the option to get these credits hours in fall, or winter quarter, or at a convenient time.

If you are interested please return the attached reply form in the provided self addressed envelope or contact me at 262-8802 as soon as possible but no later than August 20. If you require any further information, please feel free to contact me at the above number.

I am looking forward to hearing from you and working with you. In anticipating a reply, I thank you in advance.

Sincerely

Niki Tsangaridou

Dr. Mary O’Sullivan

Graduate Adviser
APPENDIX B
FIRST MEETING WITH PARTICIPANTS
OVERVIEW OF THE STUDY

Purpose
The purpose of the study is to describe how physical education teachers think and reflect on classroom and school realities.

Data collection
As part of the study I will need:
1. Interviews: To conduct 3 interviews with you. The first interview will take place before I will observe any of your lessons. The second will take place after the observations. Finally, the third interview will be a discussion about the hypothetical vignettes.
2. Observations: I will need to observe and videotape some of your classes. I may observe few of your classes across a unit or few lessons across different units.
3. Journals: Your personal record of what you think about your teaching is essential to the study, thus I am asking your cooperation in keeping a journal for the few lessons that I will observe. You may keep a written or oral journal. If you prefer to keep an oral journal I will provide you with a tape recorder and audio tapes. The journal will be only for the lessons that I will observe. I will like to read the journals before my next observation. If appropriate I can wait after your lesson to take the journal or I can come early enough in my next observation in order to have time to read the journal.
4. Vignettes: I will ask you to read and think about 4 hypothetical vignettes which describe educational dilemmas. Then we will have an interview and you will be asked to talk about what your views are regarding these brief vignettes.

Member check
All the interviews transcriptions will be available to you. I will give them to you and you will be invited to correct errors and provide comments or further information.

Confidentiality
Pseudonyms will be used for participants and schools throughout the study and the final report. I will make certain that all documentation will be confidential and your identity will not be revealed in any publications.

Teacher’s Schedule
1. What units do you plan to teach during the Fall semester?
2. Which units are more familiar to you?
3. Can I have a schedule of your teaching units and sessions (lessons)?
Be yourself
During the interviews discussion, teaching sessions, and journals be yourself. Please do not act differently of what you do in your every day teaching life. It will be more beneficial to the study if you do exactly of what you normally do in your teaching. I am here to learn from your teaching and your professional career. Teachers like you can offer so much to the profession. I am not here to evaluate you or give you feedback about your teaching. Don’t forget that you are the expert in the field not me.
APPENDIX C
FIRST INTERVIEW GUIDE
First Interview

Section 1

Let's start our discussion by talking for a while about your views of an ideal physical education program.

1. Assuming that you could run an ideal program, what would be the main characteristics of a fully, physically educated child [youth] after completing an elementary [high] school?
   - What would be the main elements you would emphasize in an ideal P.E. program?
   - What would be your priorities?
   - When students would finish such an ideal P.E. program, how would they be similar to students who would do other, different programs?
   - When students would finish such an ideal P.E. program, how would they be different from students who would do other programs?

2. As we all know, however, real conditions are always different from what we consider ideal. In this respect, what are the main characteristics of children [youth] who complete your program?
   - What are your priorities in your current P.E. program?
   - What are the points of emphasis (what elements do you emphasize more?).
   - When students finish your program, how are they similar to students who do other, different programs?
   - When students finish your program, how are they different than students who do other programs?

3. How does your actual program differ from what you see as an ideal program?
   - What bothers you the most about the differences?
   - What one change would you make, if you could, that would move your program more towards your ideal?

4. How have your views of an ideal and real program changed over the years?
   - What were the sources of those changes?

5. Are there any specific events that happened in your career that shaped your values and beliefs?
   - If no, how do you feel your values were developed over the course of your professional career?
6. Would you describe several specific things about your program that reflect your educational values and beliefs.

7a Can you describe your teaching style in general terms to me. For example, how would an informed observer generally describe your style if they observed you for several lessons?

7b Can you give me some specific teaching characteristics or specific things you do as a teacher that you believe contribute to that style.

8. If I were here to observe you during the early and middle stages of your career, what sort of things would I have observed you doing in your teaching?
   --How would this contrast if I would come and observe you tomorrow?

9. How could you describe your students to me? How have they changed?
   -- Are there diverse students in your classes?
   -- What is the SES of your students?
   -- How easy or difficult is it to teach the students you have now?

10. How do your students treat each other during physical education?
    --Would you like to see any changes in the way students interact with and treat each other?
    --Have you taken any action to bring or reinforce such changes in your class?

11. Evidence in the literature suggests that one of the most important goal of teachers is to gain and maintain the cooperation of students in having a dissent professional life. How did this affect you as a teacher through your career?
    -- To what degree does this notion exist in your teaching?
    -- Can you give me some examples from your teaching experience of how you gain and maintain the cooperation of students?
    -- How important is for you to gain the cooperation of your students? Would you be willing to modify your teaching in order to ensure an ongoing cooperative classroom environment?
Let us now shift the focus of our discussion to the environment you are working.

12. a. What is most satisfying in your school setting?

12. b. What is most problematic in your school setting?

13. How has the school setting affected your program?

14. How has the school setting affected your values?

15. If you had the opportunity to teach in a different setting, different especially from a socioeconomic and racial standpoint, how would you like it? In such a setting, do you think that you would be more or less effective?

Section 2

1. How has your teaching changed over the course of your career?
   -- Are there any changes which you have made in the way you teach in the last years?

2. Are there any specific incidents that you remember that caused you to change?

3. What would happen in your class to be important enough for you to change something.

4. Are there classes that you have which are problematic and cause you to change what otherwise you would not?

5. Within a specific unit, what sorts of things influence you to adjust or change your lessons?
   -- Content? Students behaviors?
   -- Is there anything that students specifically do that make you change your lesson?

6. What sorts of things happen in your day to day life as a teacher that cause you to think about your teaching?
7. What kind of things made you to think about your teaching over the years (early and middle stage of your career)?
   -- What sorts of problems made you to think about your teaching over the course of the years?
   -- Do you think that is easier right now to solve problems than in earlier stages of your career?
   -- Has your thinking changed over the years?

8. What sorts of things do you do right after a class which went really well?
   -- What do you think about after a lesson that went really well?
   -- Is there anything that you want to change in your lesson although it went well?

9. What happens if the students do not like what you teach?

10. If you were introducing a new skill within a unit and your students were not cooperating what would you do?
APPENDIX D
SECOND INTERVIEW GUIDE
Second Interview

**General Questions for all Participants**

1. I know that you taught ______(e.g., Fitness, basic movements, and soccer.
   Fundamental skills: catching, kicking, dribbling. Fencing and exercise
   physiology. Tennis and volleyball).
   a) Why did you choose these activities (units) over others?
   b) What do you see as the most important outcomes of these units? (What were the
      expected outcomes of these units?).
   c) What are the indicators you try to see in order to determine if you have reached
      these outcomes?

2. Did you find yourself changing or modifying your lesson plans during these
   units?
   a) Do you recall any incidents that made you to change your lesson? ( from one
      lesson to another; from one class to another; or during the lesson). Can you give me
      a few examples?
   b) What drives you to change or modify your lessons?

3. What were the aspects of teaching you were more concerned about?
   a) What kinds of things did you consider as you proceeded through a unit of
      instruction or a series of lessons? (eg. about teaching, managing etc.).
   b) Where there any particular incidents that stimulated you to think about your
      teaching?

4. What were the surprises with these teaching units?

5. What were the disappointments with these teaching units?

6. If you were teaching another activity would your teaching be different?
   a) If you were teaching other activities (content) that you were less/more familiar with,
      would your teaching be different? How and why?
7. If you were teaching in another context (school) would your teaching be different? Why?
-- Anything that you might do differently (about curriculum/program issues, teaching strategies, goals, interactions, students control/management)?
-- Under what conditions would you not teach a unit or the units that you taught?

8. If you had the chance to teach similar unit(s) to similar students [next year], would you do something different? Why?

9. Can you please describe in your own words the climate for instruction and learning you create and maintain (eg. intense-casual, formal-informal)?
   a) What kinds of demands can you make of your students?
   b) Do you feel that you negotiate a pact with your students? (Did you find yourself negotiating things with your students during these instructional units?).
   c) Research suggests that teachers demand less of students in order to gain and maintain their cooperation. To what extent does this notion exists in your teaching?

10. Are there any students or a specific group of students in your classes that stimulate you to change elements of your teaching? (If yes, who are these students?).

11. Could you describe to me your relationship with your students during the instructional time? What is your relationship with your students outside the specific instructional times?
   -- How are your relationships with the students compared to students' relationships with other teachers?
   -- What kind of relationship ought teacher and students to have?

12. Can you please describe to me professional development work (staff development, course-work with a university or other group) you have been involved with over the last several years and in particular the last two to three.

13. What degree this type of professional development impacts on the ways you think about teaching or your actual practice?
Specific Questions for Aris

1. Aris I know that you teach in another school also. Can you describe to me how similar or different are the two contexts? Are your programs and teaching similar or different?

2. I know that in some of your classes you have some students with Developmental Handicaps. What are your major concerns with these students? Do these students have any impact on the teaching and learning process? (Do they influence your teaching in any way?).

4. You have told me that an observer in your classes may get the impression that you repeat yourself while assigning tasks to the students because you emphasize many times what the students will do. Can you please elaborate on that? (Why do you use this technique?).

5. I have noticed that during your teaching you are often using some questioning strategy. What are the effects of these strategies on your students?

6. How do you evaluate/assess your students?

7. Every student in your classes seems to work hard during physical education. I can even say that the students are very skillful. How would you explain this event?

8. You have asked some of your former female students to come to your school and do a presentation about their experiences as athletes to the 4th, 5th, and 6th grade female students in this school. Why did you organize this presentation?

9. In one of our discussions you mentioned that in this school you are working mostly with female teachers (only another male teacher in the school). You have told me that you are "a male teacher in a predominantly female job". Can you please elaborate on this issue? Does this event influence (or limit) your teaching in any way?
Specific Questions for Liza

1. Liza I know that you teach in another school also. Can you describe to me how similar or different are the two contexts? Are your programs and teaching similar or different?

2. During our discussions you have expressed some concerns about the physical education curriculum guide? What are the advantages and disadvantages of having to follow a specific curriculum? Would you like to see some changes in the curriculum guide? Why?

3. In this school you are teaching in a multipurpose gymnasium. Do you have any constraints/problems/difficulties in teaching in such a gymnasium? (I have seen many people passing through the gymnasium while you are teaching. Does this have any impact on your teaching?).

4. In your classes I have seen a diverse group of students (students from different racial background, students with Developmental Handicaps). How easy or difficult is to teach such a diverse group of students?
   --What are your major concerns about these students (eg. DH students)?
   --Do these students (DH) have any impact on the teaching and learning process? (Do they influence your teaching in any way?).

5. Often you asked students to analyze and reflect on their learning experience? Why do you use this strategy? What do you want to accomplish with this strategy?

6. In your closure your keeping a record of the class behavior. Can you please talk for a while about your “system points chart”?
   -- Why do you use this strategy?
   -- What were the effects of this strategy on students?

7. How do you evaluate/assess your students?

8. You have used a new strategy in teaching soccer to your students. Can you talk for a while about this experience? (positive or negative issues/feelings).
   --Why did you use this strategy?
   --What were the effects of this strategy on students?
**Specific Questions for Stella**

1. Stella I know that you do not have tennis facilities in your school and you have to walk for a while in order to use the city tennis courts (only 4 courts). Also the size of the classes is relatively large (35, 40, and 50 students). Can you please describe to me how these contextual factors influence the teaching and learning process?
   -- What are the effects of these factors on your teaching and professional life?
   -- What are the effects of these contextual factors on students learning?

2. You have used a Personalized System of Instruction (P.S.I.) during the tennis unit. Why do you use this method of teaching?
   -- What was the students’ reaction on this method of teaching?
   -- Any advantages or disadvantages?

3. While teaching volleyball you decided to have students working in teams and each team had a captain. You told me that this was the first time that you tried that strategy. Can you talk for a while about this new experience (positive or negative issues, concerns, etc.)?
   -- Why did you use this strategy?
   -- Did you consider anything while grouping students into groups?
   -- You told me that you assigned the captains for each group? Did you have any criteria for who would be a captain?

4. In your classes I have seen a diverse group of students. How easy or difficult is to teach such a diverse group of students?

5. Can you describe to me your evaluation procedures?
   -- Your students have to turn in a homework (activity log) where they have to keep a record of their participation in after school physical activities. Why do you have this assignment for the students?

6. I have seen some of your students skill test their classmates (eg. captains in volleyball, or assistants in tennis). Why do you use this technique?

7. You told me that you teach biology also in this school. Does this experience have any impact on how you teach physical education?
Specific Questions for Lara

1. Lara, the students in this school have the opportunity to choose the physical education activity that they would like to participate in. I know that you have wonderful physical education facilities and equipments. Also, the size of the classes is relatively small.
   a) Can you please describe to me how these contextual factors influence the teaching and learning process?
   b) What are the effects of these factors on your teaching and professional life?
   c) What are the effects of these factors on students learning?

2. I have observed some of your fencing tournament lessons. How did you organize the tournament teams? Did you consider anything while grouping students into groups?

3. In one of your fencing classes you used a "group/team card". Why did you use this technique?

4. I know that it was the first time that you taught exercise physiology. Can you talk for a while about this experience (positive feelings, any concerns or problems)?

5. In your exercise physiology classes you had only a few male students. Why do you think only a few boys took this class?
   a) In our discussions you have expressed some concerns about those students. Can you summarize the major concerns you had about the boys who participated in your exercise physiology classes?

6. When you were teaching the exercise physiology classes you participated in the workout. Why did you chose to do that?

7. As an outsider, and I may be wrong, I got the impression that students in the exercise physiology classes were involved more intensively that during the fencing classes. Why is that?
   a) Is the students' SES background or their attitudes a limiting factor for your teaching (regarding the intensity of their involvement)?
8. I know that in some of your classes you have some students with Developmental Handicaps.
   
a) What are your major concerns about these students?
   
b) Do these students have any impact on the teaching and learning process? (Do they influence your teaching in any way?)

9. Can you describe to me your evaluation procedures?

10. I know that you are working with four male physical education teachers in this school. Being a woman in this context, does it limit you in any way in how and what you teach?
APPENDIX E
VIGNETTE INTERVIEW GUIDE
Vignette #1: Pedagogical Issues

Interview Questions for the First Vignette
1. Would you like to ask any questions about this vignette?
2. What do you think is happening in the first vignette?
3. Do you have any comments/concerns about the students and the teacher?
4. If you were the teacher in this vignette what would you do and why?
5. Are you faced with similar situations at your school? If yes, how do you deal with them?

Vignette #2: Pedagogical Content Knowledge Issues

Interview Questions for the Second Vignette
1. Would you like to ask any questions about this vignette?
2. What do you perceive is the educational dilemma(s) that the teacher is faced with?
3. Why do you think the teacher has made these decisions?
4. Do you have any comments/concerns about the students and the teacher?
5. If you were the teacher in this vignette what would you do and why?
6. Are you faced with similar situations at your school? If yes, how do you deal with them?

Vignette #3: Moral and Political Issues (Radical type of Pedagogy)

Interview Questions for the Third Vignette
1. Would you like to ask any questions about this vignette?
2. What do you think is happening in the second vignette and what are the implications for what students are learning?
3. Do you have any comments/concerns about this case?
4. Can you speculate about what the teacher had in mind and why he might do this sort of thing in physical education?
5. If you were the teacher in this vignette in what ways would your decisions be similar or different?
6. What would be the implications of your decisions on students learning?
Vignette # 4: Social Issues (Gender and Ability Level)

Interview Questions for the Fourth Vignette

1. Would you like to ask any questions about this vignette?
2. What do you think is happening in this vignette and what are the implications for what students are learning about physical education?
3. Why do you think the teacher has made these decisions?
4. What are your views on single sexed classes?
5. If you were the teacher in this vignette what would you do and why?
6. What would be the implications of your decisions on students learning?
APPENDIX F
FIELD NOTES SAMPLE
Field Notes

Third Set of Observations

Teacher: Aris  School: "...
Date: November 13, 1992 (Friday.)

Grade: 2 (Ms. M____)  Unit: Dribbling  Lesson: 1
Class Size: 21  Start: 12:40  Stop: 1:30

Observation

1:40. Students came in the gym and sat down in their homes. J______ was the warm-up leader today. She introduced the warm-up exercises and the other students performed them (jumping jacks, pulls up, sit ups, etc.). Aris was actively supervising the students. He prompted them to work hard all the time. After a while students lined up, next to each other, for the rest of the warm-up exercises. J______ forgot the routine. Aris advised her to ask her classmates. "If you don't know ask somebody". A student who was standing close reminded her the routine. J______ continued introducing the exercises. High knees, high hills, etc. When the warm up routine finished, the students sat in their homes.

1:50. Aris took a playground ball and asked students to go and sit in front of him. As soon as all students were around him, he informed them that today they will do dribbling. He started dribbling the ball with two hands. He told them that when they will reach 50 (with two hands) they should stop doing that. Then, they should do 50 with one hand. When they will finish 50 with one hand, they should do 50 with the other hand. Then, they should do another 50 while alternating hands (right-left, right-left). He demonstrated all 4 tasks. After everyone would finish the assigned tasks, Aris would introduce job 5, 6, and 7. Before let students go, Aris reviewed again all the tasks. He demonstrated and asked students to repeat what they were supposed to do and how many times they were supposed to do each task. Then he said that he wanted them to start with the playground balls.

12:56. Students took a playground ball and started working on the assigned tasks. Aris prompted them to bend their knees, "bent your knees, bend your knees a little bit". The students were working in their own 'self space' doing exactly what they were asked to do.

12:59. Aris stopped the activity. He reinforced the good freezing of students. "Eyes on me please". He said that dribbling has a rhythm and demonstrated the dribbling. "I want you to think of that when you are working". Students started working again. Now they were trying to bend their knees and have a rhythm while doing the tasks.
1:00. He stopped the class again. He demonstrated the correct and incorrect performance of dribbling. Then, he asked students to tell him what they saw. Which way they liked the best, which one was better and why. They discussed for a while what he did correctly and what he did wrong. Students raised their hands and expressed their opinion. Aris elaborated on the students' responses of how they will do the skill correctly.

Then, he introduced the tasks 5, 6, and 7. Sitting on their knees, the students should dribble the ball 50 times with one hand, 50 with the other hand, and 50 by alternating hands. Aris demonstrated what they were supposed to do. He emphasized that they should not start working on the new tasks until they will finish the previous four. Students started practicing again. Some of them continued working on tasks 1-4 while others started working on the new tasks.

1:05. Aris introduced new 'jobs'. As soon as they would finish with tasks 1-7, students should walk around the boundaries and start dribbling with one hand. When they would complete one lap, they should do the same thing with the other hand. Then, they should do the same thing but now they should alternate hands (left-right, left-right). Students went to practice. Some of them were working in the middle of the gym and others outside the boundaries. Everybody however was working on the assigned tasks.

1:07. Aris stopped the activity and demonstrated an incorrect performance of the skill. He walked around the boundaries and dribbled bouncing the ball very high. He asked what did he do wrong. A student said that he should dribble the ball not higher than his waist. Aris, then, gave group feedback on how to dribble correctly. Then, students were asked to continue practicing. Aris went around and observed students, gave feedback, and reinforcement.

1:10. "Freeze". "When I say move I want you to find a self space with your balls". Aris asked students if they remembered the "dribble - trouble game" that they did in soccer. He informed them that they will play the same game. He reminded them the game by telling them what they were doing when he was saying "dribble and trouble" in the soccer situation (he also demonstrated the soccer game). Then, he told students that they will do the same thing with basketball dribbling. When he would say "trouble" they should turn around and start dribbling and when he would say "trouble" they should change directions. Aris asked students if they understood.

The game started. Students started dribbling and when Aris said "trouble" they changed directions. They did that for a few seconds.

1:12. "Freeze". Students stopped immediately. One girl sat down in the floor while holding the ball. All other students were standing (their balls were on the floor) and watched Aris. One boy next to the girl who was sitting in the floor approached her and
advised her to stand up and let the ball on the floor. Aris saw this incident and approached the two students. He said to the girl that the boy was trying to teach her and this is okay, students are allowed to teach each other. Aris told to the girl that the boy wanted her to ignore the ball. He asked the class what they have to do when they listen the word “freeze”. The boy who tried to teach the girl said that they have to freeze, ignore the balls, and listen to the instructions. Aris said to the girl that they are allowed to touch the ball only after he finishes speaking. The girl said that she understood.

Aris started talking to the group. (Note: All students were listening quietly. The girl was also listening but she was shaking her hands forward and backward while he was talking. She was the only student who was doing that, all the others were in “freeze”. This girl was a new student). Aris performed the changing directions game in its easy form (walk while dribbling and change direction). He asked them if this is easy for them how they could make it harder. A student said go faster. Aris said “that’s right go faster. You don’t have to do that. You have to pick the speed that is right for you... You decide”.

Students started the game again. Aris gave them the prompt “trouble”. Some students made the task harder for them.

After a while he stopped the activity again. He asked a student to say “trouble” while Aris will dribble the ball. Aris started dribbling. When the student said “trouble” Aris changed direction, caught the ball, and then started dribbling again. He did that a couple of times. Then he asked the group to tell him what he did. A student said that Aris grabbed the ball and he did not dribble continuously. Aris asked them if they knew what they call that in basketball. He informed them that they call it “double dribbling”. He demonstrated that again. He told them that they were not allowed to do that. Then, they started the game again. Aris was prompting students with the word “trouble” more often now.

11:15. Aris told them that now he wanted them to not just change directions but to completely reverse the direction when they would listen the world “trouble”. He showed to the students what he meant. After that they started practicing again.

1:16. “Freeze”. He started dribbling and a student was asked to say “trouble”. When, Aris changed direction he also changed the hand he was dribbling with. He did that in a slow motion and asked students to tell him what did he do differently. A boy said that he changed hands. Aris elaborated on that. He pointed out that now he wanted them not only to change directions but also to change hands too. He asked them if they knew why did he do that. He told them that “because is easier for me, it allows me to change direction quickly”. He demonstrated the task again. Then, he asked the students to try to do that. Students practiced the new task for a while.
1:18. Students were asked to say goodbye to their balls and go and sit close to Aris in front of the wall. "Eyes on me, you have a couple of things to do...". Aris threw the ball against the wall, let it bounce on the floor, and caught it in the correct way (bounce pass). Then, demonstrated the incorrect way of catching the ball (i.e. scooping). He asked the students what was wrong with the second way of catching the ball. They said that he scooped the ball and he wasn’t allowed to do that. Aris demonstrated again the correct way of catching the ball and told them that they have to do it 50 times. He provided cues “wall- floor- hands”, “wall -floor- hands” etc. Then, he demonstrated another task. He went close to the wall and threw the ball on the wall and caught it (chest pass). He did that a few times and then informed students that they should do this 50 times. Before let students to go and practice, Aris reexplained their “ two jobs”. He gave cues again (i.e. “push the ball”, “wall -floor- hands”, “wall hands” etc.) and said to the students that they should finish with the first job (bounce pass) before they start the second job (chest pass).

Students were asked to go and start their jobs. They spread out in front of the walls and started practicing. He went around observing the students, giving cues, feedback, and reinforcement.

1:20. Aris stopped the activity. He asked students what is something that they were always allowed to do without asking. A student said that they are allowed to do the task easier or harder. Aris elaborated on that. He said that they are always allowed to do the task easier or harder. You don’t have to ask for permission to do that. “It’s your right to do that. That’s how you learn”. Then he praised the students “you did a very good job today” and asked them to return the balls.

1:23. Students started returning the balls. A couple of students threw the balls rather than taking them to the baskets. Aris saw them and asked everybody to freeze. He asked one of the students who threw the balls what is the best way to put the balls away. The student said to put the ball in the basket rather than throw it. Aris said that “ the most important thing that I can teach you is to know what to do, when to do it, how to do it in the best way, and then you do it all the times. If you know the best way to do the job then do it.” Students were asked to continue putting the balls away. When they finished they sat in a self space.

1:25. Aris told them that they will play a chasing game. He gave balls and cones to some students. They started playing the game. Two or three times Aris asked them to give the balls and cones to somebody new.

1:30. Students returned the balls and cones and lined up to go to their classroom.
APPENDIX G
MEMBER CHECK INVITATION
June, 1993

Dear “.....”,

Enclosed you will find a copy of your case study. It includes analysis of the data you provided to me through the interviews and my observations during your teaching as well as my interpretation of the results. Once more, I would be indebted to you if you would give me your feedback and reactions as soon as possible.

Please feel free to correct inaccurate information. Also, if you feel uncomfortable with any of the biographical information included in this document, I will be happy to revise it. You are also welcome to add information and make comments to further clarify or better reflect your viewpoints. As you will notice, I have used a pseudonym instead of your actual name. Please, let me know if that is a concern for you or if you would like me to use a different pseudonym.

Finally, I would also like to have, in written format if possible, your reactions to my interpretations of the data and the results. In places in the document that you want to make comments to my descriptions and interpretations, please mark them and write your reactions and interpretations. Please, feel free to provide any further thoughts or feelings that you may have about this document.

All suggested changes relevant to the interview transcripts or to your biographical data as well as your comments or reactions to my interpretations will be incorporated on the final dissertation document. As a reminder, all documentation you have provided or you will provide to me will be kept confidential. Your identity will not be revealed in my dissertation or in any articles that may be written after the dissertation is completed.

Thank you again for your invaluable collaboration. I learned a great deal from your teaching and as a result I respect your work very much.

Sincerely,

Niki Tsangaridou