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Preservice Physical Education Teacher's Value Orientations across the Student Teaching Semester

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DEDICATION

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ABSTRACT

It is of interest to physical education teacher educators to prepare pre-service teachers (PTs) to promote learning based on the five National Standards for K-12 Physical Education (NASPE, 2013). These National Standards reflect value orientations. However, limited empirical evidence exists that examines what value orientations PTs endorse and how physical education teacher education (PETE) programs influence their value orientations. The purpose of this study was to 1) examine the initial value orientations of PTs at entry into the course of student teaching, 2) describe how their value orientations change/develop and/or are maintained across the course, and 3) explore factors that might influence value orientations as they switch their placement from an elementary to secondary school or vice versa. A mixed method design, comprised of quantitative and qualitative data collection techniques, was used. 14 Participants were all in their final student teaching semester. Participants were asked to complete the VOI-SF for quantitative data across the three terms of the student teaching semester (beginning, middle, and end of the semester). Six out of the 14 PTs were selected to collect data from the qualitative sources including, 1) formal and informal interviews, 2) writing assignments, 3) class observations, and 4) lesson plans throughout the three terms. Descriptive analysis of the quantitative data was conducted to identify PTs' priorities for value orientations across the three terms. Furthermore, a Kruskal Wallis H test was conducted to see if there were any statistically significant changes in PTs' value orientation priorities across the three terms. In addition, the qualitative data provided

deeper insights into the value orientations of the PTs. Qualitative data were analyzed qualitatively using constant comparison (Lincoln & Guba, 1985). Quantitative results indicated that 1) PTs endorsed Disciplinary (DM) and Learning Process (LP) value orientations at entry into the course of student teaching and maintained the DM and LP as higher priorities across the three terms, and 2) their priority for the Social Responsibility (SR) value orientation remained the lowest but significantly increased among the three terms. Qualitative results from four primary themes indicated that 1) PTs mainly advocated DM, LP, and EI value orientations at entry into student teaching, 2) acculturation and professional socialization influenced their initial value orientations at entry, 3) their priorities for DM, LP, and EI were maintained, and their priority for SR greatly intensified across the course of student teaching, and 4) a cooperating teacher and contextual factors, such as student behavior/attitude and learning ability, class schedule, and school levels, were facilitators and/or barriers that influenced PTs value orientations. Implications of this study for physical education teacher education includes (1) recognizing the strong discipline mastery orientation of PETE students and planning the teacher education curricula accordingly, (2) recognizing the role of late field experiences like student teaching in the development of the social responsibility value orientation and (3) recognizing the role of acculturation and professional socialization in the development and maintenance of the disciplinary mastery, learning process and ecological integration value orientations.

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CHAPTER 1

Introduction

Historically, physical education teachers had the power to determine the educational path for their classes by deciding on what is included in the curriculum (Dworkin, 1987). Since there are many curricular options, teachers could select curricular goals for students (Schubert, 1990). Teachers in special content areas, such as art, music, and physical education, have been relatively free from external curriculum forces related to selecting its content and sequence within the district, state, and national standards when compared to teachers in the academic subject areas such as mathematics and science (Kulinna, Brusseau, Ferry, & Cothran, 2010). Thus, physical education teachers' educational values are influential to their curricular decisions (Ennis, 1992a). The reliance on personal beliefs becomes an attitude that is prone to guide teachers' behaviors and decisions on their curriculum practices. Accordingly, teachers' educational belief is likely to influence students' learning experiences that can be connected with the learning outcomes of a given curriculum. Cothran and Ennis (1998) stated that since values are beliefs, used in an evaluative manner and related to preferred educational goals, teacher beliefs indicate teachers' action for achieving their own educational goals. Pajares (1992) also addressed that the educational beliefs of teachers are the best predictors of their curricular decision-making. As indicated, teachers' value orientations as their educational beliefs influence their stated learning goals and expectations for the academic

performance and behavior of students regarding what content is taught, how it is taught, and what extent it is learned (Pajares, 1992).

Statement of the Problem

Since pre-service teachers (PTs) enter into a teacher education program with different types of educational experiences and demographical characteristics, variations in their educational beliefs can be expected. PTs often bring their own preexisting beliefs formed by their experiences within the K-12 educational system into their teacher education program. Such experiences have been referred to as "apprenticeship of observation" (Lortie, 1975). Thus, entering PTs are not an undifferentiated group with different beliefs about the potential of the breadth of learning that physical education needs to encompass. According to Lawson (1983 a, b), the apprenticeship of observation makes teacher candidates who get into physical education teacher education (PETE) bring two different orientations, such as teaching and coaching orientations. Teaching oriented PTs' beliefs are more likely to be influenced during PETE programs instructed by progressive faculty. In contrast, coaching oriented PTs' beliefs are likely to be stable during their PETE, not influenced by PETE faculty. Research indicates that PTs brought well-formed beliefs about teaching and learning derived from life experiences, referred to as acculturation, into teacher education programs (Doolittle, Dodds, & Placek, 1993; Hutchinson, 1993; Zeichner & Gore, 1990; Hollingsworth, 1989). Thus, teacher education research revealed that PTs are active agent of learning, selecting which beliefs they will select and which they will ignore (Doolittle et al, 1993).

To date, there have been mixed results about whether PTs' preexisting beliefs change over their teacher education, referred to as professional socialization (Lawson, 1983a, b). On one hand, teacher beliefs are sometimes changed as they go through their preparation program. For example, Solmon and Ashy (1995) indicated that the value orientations of physical education PTs are not stable constructs. The fluctuated value orientations were influenced and shaped by methods courses and faculty in the teacher education program. Matanin and Collier (2003) reported on data collected across 5 years, suggesting that PTs assimilated program messages into their belief systems about teaching PE related to methods, content, teaching effectiveness, and planning. In contrast, it has also been shown that the preexisting beliefs of PTs aren't easily changed and remain relatively stable across their preparation program (Pajares, 1992; Richardson, 1996; Patton, 2001). This is largely due to the fact that the thousands of hours spent during their K-12 school days outweigh learning experiences during their preparation program (Lortie, 1975).

While there has been a considerable amount of research on value orientations of in-service physical education teachers, relatively little research on PTs' value orientations has been carried out. Inconsistent findings about changes of PTs' value orientations may be due to the limited research. Moreover, those who conducted research for PTs focused solely on describing their value orientations during their programs rather than more deeply understanding what aspects of learning to teach across the teacher education programs appear to influence PTs' value orientations. To date, the majority of research on value orientation in physical education has examined teachers in different countries and settings comparing mediating variables such as gender and years of teaching (Ennis

& Chen, 1995; Ennis & Zhu, 1991). In addition, research comparing teachers' value profiles with their instructional behaviors was conducted (Solmon & Ashy, 1995). However, limited interpretive research has been implemented to explore factors in PETE programs influencing PTs to form their value orientations. Moreover, no study has been conducted to examine the effects of student teaching experiences with workplace conditions on PTs' value orientations.

Significance of the Study

The significance of this study lies in the description and exploration of PTs' value orientations. Given that the previous research revealed inconsistent results regarding whether the beliefs of PTs change, it is important that teacher educators know about what PTs believe about the purpose of physical education regarding student learning. Moreover, the fact that limited research exists on the degree to which specific components influence PTs' value orientations requires curriculum researchers to more deeply understand what facilitators and constraints exist in PTs' learning to teach. Understanding value structures of PTs and possible influencing factors can be important because value orientations influence instructional behaviors and teaching practices (Solmon & Ashy, 1995; Chen & Ennis, 1996). Thereby, this study may enable teacher educators to more effectively organize teacher education programs, especially student teaching experiences, beneficial for PTs in training. Therefore, it is essential that we know (1) how PT value orientations evolve over time in their teacher education and (2) what opportunities and barriers exist during student teaching to influence value orientations of PTs. As such, this study is highly relevant for teacher educators designing curriculum in their physical education teacher education (PETE) programs in terms of

providing PTs with better opportunities to develop their value orientations corresponding to their program goals.

Research Purpose

The purpose of this study was to 1) examine PTs' initial educational beliefs (through the lens of value orientations) about the purpose of physical education that they bring to their student teaching experiences, 2) describe how educational beliefs (through the lens of value orientations) are changed, reinforced, or maintained during their student teaching experience in elementary and secondary schools and 3) explore why PTs change, reinforce or maintain their value orientations as they switch teaching placement from an elementary to secondary school (or vice versa).

Research Questions

1. What value orientation profiles do PTs bring to their student teaching?
2. Do the value orientations of PTs change over the course of a 15 week student teaching experience containing 7.5 week elementary placement and 7.5 week secondary placement?
3. What factors influence PTs value orientations over the course of student teaching?

Hypotheses

1. PTs would have an obvious ranking order of their priority to each value orientation as low, neutral, and high worthy in relation to teaching physical education and accomplishing its goals (Placek et al, 1995).

2. PTs' priority for the value orientation would be changed (Matanin & Collier, 2003; Solomon & Ashy, 1995) or not be changed (Pajares, 1992; Richardson, 1996) across elementary and secondary schools.

   2-1. Preexisting beliefs (e.g., teaching and coaching orientation) formed by their learning experiences in K-12 schools, referred to as "apprenticeship of observation," would influence PTs to change/reinforce or maintain the value orientation they initially bring to their field for student teaching (Lortie, 1975; Lortie 1983 a, b; Pajares, 1992).

   2-2. Preexisting beliefs formed during the PETE program would influence PTs to change/reinforce or maintain the value orientation (Maintain & Collier, 2003) they initially bring to their field for student teaching.

   2-3. Discussions with and feedback from a cooperating teacher (Tsangaridou & O'Sullivan, 1994; Calderhead & Shorrock, 1997) would influence PTs to change/reinforce or maintain the value orientation they initially bring to their field for student teaching.

   2-4. Contextual factors in an educational environment including students (e.g., learning ability, behavior, attitude, etc.) and class schedule (Ennis, 2003; Cothran and Ennis, 1998; Howarth, 2000; Curtner-Smith, 1999, Ennis & Zhu, 1991) would influence PTs to change, reinforce, or maintain their value orientation they initially bring to their field for student teaching.

CHAPTER 2

Literature Review

The literature guiding this study is reviewed with regard to (1) educational beliefs, (2) occupational socialization, (3) dynamical system theory, (4) research on teacher beliefs in the field of general education and physical education, (5) the role of beliefs regarding curriculum decision making, and (6) research on value orientations of physical education in-service and pre-service teachers.

What are Educational Beliefs?

As beliefs have been examined in various fields, the definition of beliefs has resulted in a variety of meanings rather than adopting a specific working definition. Eisenhart, Shrum, Harding, and Cuthbert (1988) suggested that inconsistency of the definitions may be explained by the agendas of researchers and studies. Anthropologists, social psychologists, and philosophers have studied the nature of beliefs to understand it and its effects on actions. Educational beliefs have been defined with considerable agreement among the different disciplines. These beliefs are not necessarily logically formed, but are "psychologically held understanding, premises, or propositions about the world that are felt to be true" (Richardson, 2003, p.2). Sigel (1985) defined beliefs as mental constructions of experience that are held to be true and that guide behavior. Likewise, the beliefs are part of an organized psychological concept different from knowledge, which implies epistemic warrant. The definition of beliefs is

different from the definition of knowledge in studies. Pajares (1992) stated that "belief is based on evaluation and judgment; knowledge is based on objective fact" (p. 313). In addition, Rokeach (1968) was interested in the structures of belief systems which he believed were organized in a psychological but not necessarily logical form. He also mentioned that all beliefs have an affective component capable of stimulating emotion. Teacher beliefs appear to have various natures influencing teaching practices. Rokeach stated the seven interrelated questions asking about the nature of belief systems were:

1. What structural properties do all belief systems have in common, regardless of content?
2. What structural ways do belief systems differ from one another?
3. How are they developed and learned?
4. What motivational functions do belief systems serve?
5. What is the relation between belief and emotion or, in other terms, between cognition and affection?
6. How do belief systems guide perceiving, thinking, remembering, learning, and acting?
7. What conditions facilitate or hinder the modification of belief systems?

As seen in these seven questions, beliefs are considered to point to a broader theoretical framework: This framework focuses particular attention on things that are concerned with the development and modification of teachers' belief systems. Such beliefs play an important role as the most significant predictors of individual changes for

teachers in promoting their learning achieved in a staff development process (Smylie, 1988).

The process of forming educational beliefs. Richardson (2003) suggested three major sources influencing teacher beliefs, including personal life experiences, experiences with schooling and instruction, and experiences with formal knowledge related to school subjects and pedagogical knowledge. In comparison with novices in other professions, those entering a teaching field have had considerable experience through their schooling before entering the profession of teaching. This is because of a phenomenon referred to as "apprenticeship of observation" (Lortie, 1975). The "apprenticeship of observation" leads teacher candidates to bring a set of deep-seated and tacit beliefs about the nature of teaching, learning, and schooling based on their own experiences. The preexisting beliefs that influence how teacher candidates approach their teacher education programs may be somewhat distorted in terms of considering the purpose and role of teaching (Richardson, 2003). Also, it is speculated that the preexisting beliefs make it difficult for teacher education programs to influence PTs' beliefs within the short time they participate in the program because of their strong preexisting beliefs.

Many different life experiences also enable individual teachers to form their own strong and enduring beliefs about teaching and student learning (Richardson, 1996). Ethnic and socioeconomic background, gender, geographic location, and religious upbringing may influence an individual teacher's beliefs on learning to teach and teaching. Richardson (2003) suggested that programs designed to change PTs' beliefs probably should involve them in the field work in classrooms in the form of student

teaching to develop their beliefs on the basis of procedural and practical knowledge through directly experiencing a classroom. Thus, it is accepted that student teachers' learning and their construction of professional identity are influenced by their practical teaching experiences in classrooms (Tillema, 2000). Also, direct teaching experiences impact establishing teaching beliefs and behavioral routines connected with the development of ideas about teaching (Grossman, 1992).

The relationship of beliefs with teacher's actions. Beliefs as cognitive, affective, and behavioral components lead to action when they are strong and activated (Shields & Bredemeier, 1995). Pajares (1992) stated that teachers' belief systems guide and affect their behaviors and decisions related to teaching. Likewise, teacher beliefs are equally likely to influence teachers to determine their behaviors in relation to teaching practice. As beliefs are thought to drive actions, the perceived relationship between beliefs and actions becomes necessarily interrelated. For example, Bussis, Chittenden, and Amarel (1976) studied teachers' beliefs and personal constructions of curriculum and students as the forerunner of actions. Rokeach (1968) suggested that a belief system influencing teachers' actions has several assumptions. First, teacher beliefs differ in intensity and power, which means that some beliefs are held on to more strongly than others. Second, some beliefs are more important than others. Third, central beliefs are more difficult to change than other beliefs. These assumptions imply that individual teachers have different beliefs with different intensity as well as central beliefs. Given this, it is logical to suggest that different PTs are likely to engage in different teaching practices and behaviors in a way that is dependent on their beliefs.

Summary of Educational Beliefs

Educational beliefs are formed by personal life experiences, experiences with schooling and instruction, and experiences with formal knowledge in teacher preparation. As compared to other fields, teacher candidates entering a teaching field bring their strong preexisting beliefs about teaching and learning to teach, influenced by their schooling as K-12 students. In addition, their personal life experiences as well as demographic variables influence their beliefs. Lastly, experiences in teacher education that get teacher candidates involved in learning to teach continues to influence their beliefs. In terms of relationship of beliefs with teachers' actions, various research studies have revealed that teachers' beliefs guide and affect their behaviors and decision making in relation to teaching. Since belief systems are uniquely formed, it is implied that teacher beliefs may result in differing teaching practices and behaviors.

Occupational Socialization

Occupational socialization can provide a logical theoretical basis for understanding teacher beliefs. The theoretical framework of occupational socialization has been utilized to examine how PTs learn to teach and to explain why they teach a certain way to accomplish their learning goals when they enter the workforce. According to Lawson (1986), occupational socialization is a complex and dynamic process. It may initially draw people to enter the field of physical education and later guide their perceptions and behaviors as teachers. Occupational socialization is a process in which an individual learns what behaviors and perspectives are desirable within a professional role (Templin & Schempp, 1989).

In the teaching context, occupational socialization considers interactions between individuals and the social influences and institutions in which people are socialized. Teachers' beliefs, behaviors, and attitudes regarding what is necessary to be a teacher are influenced by the process of socialization (Templin & Schempp, 1989). In addition, the occupational socialization plays a crucial role for teacher educators in giving insights into some factors attracting PTs to the physical education profession, and how the factors influence their professional preparation. Accordingly, understanding occupational socialization processes can help determine what aspects appear to influence PTs' beliefs about teaching physical education. Three different processes of socialization such as acculturation, professional socialization, and organizational socialization are discussed in Lawson's study (1983a, b). The research on socialization was examined to see how physical education teachers form their perspectives about what to teach in their classes and how to teach it. The three phases will be presented to understand possible variables influencing physical education PTs to shape their educational value orientation.

Socialization prior to entering teacher education. Acculturation is referred to as a process that starts at birth and appears to have a strong influence on PTs prior to entering teacher education (Hutchinson, 1993). Likewise, the socialization is related to the background experiences and the expectations that individuals have on entry to their teacher education. PTs' own experiences during acculturation serve to form PTs' beliefs about teaching and learning. The experiences, termed the "apprenticeship of observation" (Lortie, 1975), enable PTs to have two different orientations, such as teaching and learning orientations (Lawson, 1983 a, b). Lawson stated that teaching-oriented recruits entering PETE are more likely to have experienced high-quality PE programs getting

them involved in non-traditional physical activities. In contrast, coaching-oriented recruits are more likely to have experiences in schools in which extracurricular sports were given priority over PE and taking part in traditional sports. In addition, Calderhead (1991) stated that student teachers were likely to hold clear ideas about how teachers interact with their students often based on their own personal experiences as pupils. In terms of background experiences, PTs' own school experiences, like physical education and school sport, as well as life experiences related to physical activity in their own lives were reflected in their decisions on and their approach to teaching. (Curtner-Smith, 1999). For instance, Placek et al (1995) reported that PTs had participated in physical activity programs based on team and competitive sports and fitness rather than individual or non-competitive sports. Lortie and Clement (1975) also stated that "family encouragement is a powerful recruitment resource" (p. 44). As an example of research regarding acculturation, Hutchinson and Buschner (1996) found that teachers, coaches, and parents involved in PTs influence PTs to facilitate their desire to continue their involvement in the field of sports like PETE programs.

Socialization during teacher education. Professional socialization is the process through which PTs develop their values, sensitivities, skills, and knowledge about teaching physical education as most worthy (Lawson, 1983a). A teacher educator should be able to challenge PTs' existing beliefs if they perceive the beliefs to be faulty, otherwise they may leave their teacher education programs untouched (Schempp & Graber, 1992). Matanin and Collier (2003) reported that PTs assimilated program messages into their beliefs about content, teaching effectiveness, and the importance of planning. On the other hand, they tended to reject the philosophy of their program about

assessment of student learning, and emphasized student participation and effort in learning activities rather than holding students accountable for learning. In addition, according to Templin and Schempp (1989), PTs during their teacher education have expectations about their program, curriculum, and teacher educators as well as about their lives as student teachers in a school setting. They also stated that when the expectations of PTs are congruent with those of teacher educators, the professional socialization can be supported, whereas when their expectations are not congruent with each other, the socialization is impeded. Cooperating teachers who have an opportunity to guide a student teacher play a role as an active agent for their student teacher in becoming more reflective about their teaching. The cooperating teacher can encourage the student teacher to develop and retain the capacity to question and change their beliefs and practice when necessary. The relationship between the student teacher and the cooperating teacher is significant for student teachers to effectively learn from the experience in a school. Since student teaching experiences in schools are quite different from learning processes they have commonly experienced, student teachers in learning to teach are likely to be exposed to new types of learning (Calderhead, 1991). As such, the cooperating teacher is likely to appear to have the most influence when they are supportive and constructively critical in relation to offering guidance. Specifically, the cooperating teacher as a mentor can influence the student teacher through a number of ways like showing exemplary lessons, providing discussion based on practice-focused, structuring context, giving emotional support, and devising learning experiences. In addition, during the time the student teacher is in teaching practice, the amount of reflection they undertake on their student teaching experiences in their school can influence their beliefs (Templin &

Schempp, 1989). Research on professional socialization regarding teacher education has focused on identifying PTs' beliefs at different points throughout their preparation program. The fact that some PTs may not be aware of their own beliefs (Kagan, 1992) permits teacher educators to help PTs challenge and become aware of their own beliefs.

Socialization in a school setting. Organizational socialization based on the effect of the workplace is "the process by which physical educationists learn the knowledge, values, and skills required by the work organization" (Lawson, 1986, p. 108). Teachers often do not engage in what teacher educators think teachers should be able to do because of the influence of work organizations on teachers' expectations, role perceptions, and behaviors (Lawson, 1986). This is because teachers' beliefs and practices are influenced by the school environment in which they work. Smith (1995) reported that one beginning teacher found that physical education teachers were not held accountable for student learning, which resulted in the teacher abandoning her initial goals of skill learning and fitness development. Moreover, Stroot, Facucette, and Schwager (1993) examining three beginning teachers found that the teachers experienced reality shock in which their teaching situations are greatly different from those in their practicum setting provided in the teacher education. In addition, the teachers found out that extracurricular activities were more valued than physical education that tended to be ignored as a school subject. Blankenship and Coleman's (2009) study examined beginning teachers' workplace conditions influencing wash-out. This study found various factors contributing to the wash-out such as the lack of facilities and equipment, lack of prestige and respect for physical education, and a particular subculture of students. Lawson (1989) outlined the interactive factors influencing workplace conditions relating to wash-out. The four

categories of elements influencing the socialization of physical education teachers and their teaching practices include political and economic factors, organizational factors, situational factors, and personal-social factors. As many of these possible influences impact across time in a teacher's career, the curriculum value orientation of teachers can change over the time (Curtner-Smith, 1999).

Summary of Occupational Socialization

Occupational socialization including acculturation, professional socialization, and organizational socialization is a process in which an individual learns what behaviors and perspectives are desirable within a professional role. The occupational socialization influencing teachers' beliefs, behaviors, and attitudes plays an important role for teacher educators in finding out what aspects appear to influence teacher beliefs.

Dynamical System Theory

Teaching occurs within a complex network of relationships that contains various components facilitating and constraining a curricular process (Ennis, 1992a). Educational environment consists of contextual and instructional conditions that influence learning processes in schools. A dynamical system theory can be defined as a set of components that influences changes in time (Nowak & Vallacher, 1998). Since teacher beliefs can be thought of as a teacher's "ideal" teaching context, we need to understand critical components, such as attractors and constraints, involved in learning and described as a dynamical system (Ennis, 1992b). The dynamical system not only provides insight into constantly changing and evolving educational settings, but also contributes to articulating a framework of critical components hypothesized to influence teachers' intermediate and

long-term decisions on curriculum. Since the relationship of the elements of the dynamical system with teachers' behaviors is nonlinear and not stationary over time, the dynamical system could display qualitatively different patterns that can be caused by abrupt changes (Gernigon, d'Arripe-Longueville, Delignieres, & Ninot, 2004). According to Gernigon, et al. (2004), given variables and natures of goal involvement states toward teaching, a dynamical system perspective may be the most appropriate approach for studying the process of that goal involvement. Ennis (1992b) also addressed teacher beliefs as a strong attractor that can be conceptualized within the process of planning, teaching, and learning in physical education when being monitored under ideal conditions without constraints in physical education viewed as the dynamic system. When the dynamical system theory is applied to an educational ecosystem, learning is affected by a few strong attractors acting within learner, instructional, and contextual constraints (Cziko, 1989).

Both the ideal and the practical perspective are required to be aware of the process of curricular decision making (Ennis, 1992a). The ideal priorities reflect what teachers prefer to teach and provide a set of educational goals. The operational constraints that occur in real settings require a set of compromises from ideal situations that may or may not be educationally acceptable. Teacher beliefs are a major and controlling attractor for teachers' preferred teaching styles that they believe can be the best way to communicate subject matter with students (Ennis, 1992b). Years of teaching experiences and successful teaching experiences encourage teachers to develop attractors for effectively teaching their students in their own lessons. In contrast, teachers sometimes feel constrained by external factors like a state or district policy, and choose different content goals from

what they prefer to teach. Thus, we can identify some factors influencing instructional and curricular decisions that tend to differ by ideal and real situations. Application of the dynamical approach to social psychology provides outcomes regarding the ebb and flow of variables such as self-concept (Vallacher, Nowak, Froehlich, & Rockloff, 2002). In addition, a major determinant of the behavior of the dynamical system at a given time is its own historicity (Fortes, Delignieres, & Ninot, 2004). Psychological states undergoing short-term variations may require researchers to examine how the recent course of actions can influence decision on particular learning goals. For example, under teachers' ideal conditions, teachers may prefer to teach social interactions in their classroom through providing students with skill practices and fitness content as a means to accomplish their learning goal based on the social interaction. However, in reality, state or school district policies requiring K-12 students to promote fitness levels are likely to make teachers feel constrained in their ideal educational plan pursuing different goals from social interaction. Thus, it is important for theoretical and applied subject of research to identify the nature of the attractor and constraint. According to Nicholls (1989), the probability of adopting educational goals results from the interaction between dispositional factors as cognitive-developmental and situational factors as social-environmental. Linear statistical techniques as a quantitative method such as hierarchical regression analysis are not appropriate to examine more than two factor interactions because the quantitative ways cannot account for the complex interactions that can lead to goal involvement (Gernigon et al, 2004). Instead, the interpretive research paradigm has been required to examine larger, more complex sections of an educational ecosystem (Ennis, 1992a). Accordingly, in the dynamical system as complex and nonlinear in relation to interactions among

educational elements, qualitative studies (e.g., in-depth interviews) seem more suited to explore possible factors influencing goal involvement states in order to account for resultant phenomena when compared to quantitative methods (Gernigon et al, 2004).

Summary of Dynamical System Theory

The dynamical system theory is based on an educational ecosystem in an operational setting that occurs within a complex network of relationships that contain various attractors and constraints. Such factors influence a process on curricular decision and teaching. Teachers' intermediate and long-term decisions on curriculum in the complex and nonlinear dynamical system result from interaction between dispositional and situational factors. Accordingly, qualitative methods play an important role in identifying interactions among a number of possible factors that happen within the complex educational process to account for resultant phenomena.

Research on Teacher Beliefs

Pajares (1992) suggested that teacher beliefs need to be a central topic of education research. Understanding the beliefs of PTs and teachers is essential for improved professional preparation and better decision making for teaching performances. Researchers need to more deeply examine the structure and functions of teacher beliefs (Nespor, 1987). This section will review existing research on the subject of teacher beliefs. This literature base has undergone a considerable shift from positivist approach to a more hermeneutic approach using qualitative methodology (e.g., interviews, observations, etc.) (Doyle, 1990).

The field of general education. Along with the assumption that changing beliefs of PTs is difficult due to the strong preexisting beliefs, literature on teacher education has been interested in factors influencing PTs to form and change their beliefs through teacher education programs (Wideen, Mayer-smith, & Moon, 1998; Richardson & Kile, 1999). A teacher's perspective on teaching and learning is formed from beliefs. According to Shields and Bredemeier (1995), individual teachers hold their own beliefs, attitudes, and values that inform the way in which they plan and implement the curriculum. Pratt (2002) also supported this by stating that the perspectives of teachers are a unique blend of beliefs, intentions, and actions. One research study investigated the character and content of PTs' beliefs including the relationship between the personal history-based beliefs they brought to their course on teaching and the principles of reading and writing (Holt-Reynolds, 1992). This study found that PTs consider learning as an issue of motivation. This enabled them to place a strong emphasis on selecting learning experiences interesting to students. In the subject of mathematics, Peterson, Fennema, Carpenter, and Loef (1989) examined relationships among teachers' beliefs about pedagogical content knowledge and students' learning achievement. Their study revealed that teachers with a cognitively based perspective influenced their students to achieve higher scores on problem-solving compared to those with a less cognitively based perspective.

A number of studies have examined differences in PTs' beliefs depending on whether they were elementary or secondary majors. For example, Book and Freeman (1986) revealed that PTs in the elementary level were more child-oriented than those in the secondary level who were more interested in their subject matter content. Also,

elementary PTs were more tolerant toward affective behavior problems in students than secondary PTs. In addition, research about differences between nontraditional and traditional PTs in their beliefs has increased. Powell and Birrell (1992) found the majority of nontraditional PTs pursued their teaching around their experiences with their own children to provide better education aligned with student needs. On the other hand, traditional PTs stated that their conceptions of teaching were related to their former schooling experiences. More specifically, Kyle (1993) revealed that nontraditional PTs appeared to better understand the complexities of teaching and learning compared to traditional PTs. For example, the traditional PTs did not indicate student needs (caused by the academic diversity in the classroom) caused them to adapt instruction and materials for different students as compared to nontraditional PTs.

In terms of research on changes in teacher beliefs, Richardson and Kile (1999) examined changes in beliefs of traditional and nontraditional PTs enrolled in a first semester teacher education course. They found that PTs' orientation toward teaching shifted from traditional beliefs emphasizing the student role for learning to a more constructivist theory of learning emphasizing the teacher's role for improving student learning. There is also considerable research that found that changing PTs' beliefs and conceptions about teaching and learning to teach in their academic programs is difficult. For example, Olson (1993) reported that PTs' beliefs and conceptions about good teaching did not change during the course of their teacher education programs. According to Weinstein (1989), PTs as unrealistically optimistic believe that there is not much that they can learn in their academic courses, except in student teaching. A cooperating teacher was found to be the most influential factor in affecting the change of beliefs in

PTs (Borko & Mayfield, 1995). In addition, Feiman-Nemser, McDiarmid, Melnick, and Parker (1989) analyzed entering PTs' essays at the beginning and the end of their introductory education course. In the beginning, their beliefs about teaching were straightforward (e.g., PTs perceived teaching as simply telling students). On the other hand, by the end of the course, they realized that teaching was more complicated than they initially perceived as they had become aware of complex issues in a learning environment.

The field of physical education. In the belief systems physical education teachers have toward curriculum, research has attempted to determine the priority views of physical education important to achieving student learning. Kulinna and Silverman (2000) assessed four important priorities of student learning outcomes to teachers. They found that physical education teachers believed that physical activity leading to fitness is a more prioritized learning outcome than self-actualization, motor skill development, and social development. Similarly, O'Sullivan (2005) reported that many PTs perceived that teaching students to promote their levels of motor skills is a more dominant view to accomplish the purpose of physical education than any other. In addition, studies in physical education teacher education have examined the influence of programs on teacher beliefs held by student teachers. For example, Kulinna, Silverman, and Keating (2000) examined the relationship between teachers' belief systems toward physical activity and fitness and what is actually taught in their classes. This study did not find a significant difference between high physical activity and fitness belief systems and low physical activity and fitness belief system groups in instructional behaviors related to class time spent in moderate and vigorous physical activity and fitness activity. Matanin and

Collier's (2003) research study conducted with three PTs throughout a 4-year physical education teacher education revealed two main different results, (1) the PTs assimilated program messages into their beliefs about teaching physical education related to elementary content, teaching effectiveness, and planning lessons and (2) PTs were less likely to assimilate program messages about class management and the purpose of physical education because of the impact of their own biographies. In addition, this study indicated that PTs' K-12 school experiences as a student and their lived experiences play an influential role in forming their educational beliefs.

Summary of Research on Teacher Beliefs

Research on teacher beliefs in the field of general education have been interested in what make PTs form and change their beliefs through teacher education programs in addition to examining the effect of teacher beliefs on what they plan and how they implement curriculum. In the field of physical education, research on teacher beliefs has examined a priority to their views of physical education as important in achieving student learning based on the three learning domains. In addition, researchers are interested in looking at the alignment between teacher beliefs and what they taught. Longitudinal study is encouraged to researchers interested in teacher beliefs across a teacher education program to see if PTs' beliefs are influenced by their program. Studies in both general education and physical education support the notion that teacher beliefs are complex and may or may not be easily changed or impacted by the teacher education program.

Role of Beliefs in Curriculum Decision Making

The majority of research in physical education on teacher beliefs has been captured under the umbrella of value orientations. The value orientation in the field of physical education articulates the role of educational beliefs in curricular decision making in K-12 schools. The value orientation is referred to as teachers' beliefs system forming their values about what content is taught, how it is taught, and to what extent the content is learned (Pajares, 1992). Thus, the value orientation is comprised of a belief structure or philosophical position that can be defined operationally in an educational environment and seen as teachers' perspective on teaching (Ennis, Ross, & Chen, 1992). The perspective on teaching is referred to as an interrelated set of beliefs and intentions that gives direction and justification to teacher actions along with curricular decision making, goals for student learning, and academic and behavioral expectations for success (Ennis et al, 1992).

Value orientations. Ennis and her colleagues in the field of physical education investigated the theoretical framework of educational value orientations providing a lens to view teachers' beliefs on teaching and learning. Value orientations reflect teachers' educational beliefs about what students should learn, how they should engage in the learning process, and how learning should be assessed (Ennis, 1992, 1994; Jewett, Bain, & Ennis, 1995). Ennis and Chen (1993) and Jewett, et al. (1995) presented five value orientations, including disciplinary mastery, learning process, self-actualization, social responsibility, and ecological integration. These value orientation impact curricular planning and decision making in physical education as they lead to different educational priorities. Value orientations provide insight into the nature of various learning goals and

practices based on the NASPE standards for K-12 physical education. The key features of each of the five value orientations are outlined next (Ennis & Chen, 1993; Jewett, Bain, & Ennis, 1995; Ennis, 2003).

Disciplinary mastery (DM). This orientation referred to as academic discipline involves a traditional approach to curriculum development where students are taught for subject matter mastery. In physical education, teachers with the DM prioritize educating students to promote their proficiency of physical skills and fitness as well as their understanding of rules and strategies of content in order to promote performance proficiency through subject-centered curriculum. The learning content leads to more complex movements, such as those used on dance, swimming, gymnastics, team sports, and fitness activities. In addition, DM advocates emphasize physiological and biomechanical knowledge. They also advocate for a health-related fitness curriculum in which students learn components and principles associated with moderate to vigorous physical activity and the value of a healthy active lifestyle. The DM orientation, the most traditional of the other value orientations, exerts an influential power in physical education and physical education teacher education programs. This is because physical education mainly requires students to engage in various physical activities to promote their movement and sports skills and health-related exercise knowledge.

Learning process (LP). This orientation as student-centered learning highlights learning principles for students to learn application of knowledge and systematic learning progressions beyond learning skillful performance. Thereby, the LP orientation helps students apply the learning principles in learning new knowledge and skills. In physical education, teachers who place a high value on the LP orientation attempt to make

learning environments interesting and enjoyable by letting students learn how to learn and apply knowledge as central to the content of physical education rather than letting them learn just what is taught. Such learning opportunities permit students to apply their prior knowledge to new learning concepts/problems. As such, physical education teachers who favor the LP perspective have a tendency to focus on teaching problem-solving skills. For example, LP advocates attempt to challenge students to create their own plays using the soccer skills and strategies they have learned instead of just explaining or demonstrating a set play for soccer. In other words, teachers with the LP orientation create effective environments for student learning by letting students think about how and why certain movements or fitness activities lead to particular results.

Self-actualization (SA). Curriculum based on the SA orientation is directed towards the individual learner as a humanistic or student-centered approach in a way that builds positive self-esteem, a sense of efficacy, and an enjoyment in learning. The plan to nurture personal growth of students is the ultimate goal of their physical education. The individual student is responsible for identifying his or her own goals, for developing personal uniqueness, and for guiding personal learning. Physical education teachers who advocate the SA orientation attempt to develop students' characteristics and abilities in being self-directed, responsible, and independent by considering individual needs and interests. Thus, SA advocates focus their attention on shaping a curriculum that entices uninterested, unmotivated, or disruptive students to engage them in physical activity. The teachers with SA often serve sport skills and fitness content as a means to enhance the student's self-concept, self-responsibility, self-confidence, and concern for others rather than achieving motor skills and fitness as the primary goal of curriculum (Hellison, 1985).

Social responsibility (SR). The SR orientation evolved from the social reconstruction orientation in the original value orientation theoretical framework. The SR was hypothesized to be more consistent with stated goals of teachers with a high priority for social curriculum than the social reconstruction. The curriculum based on the SR orientation is directed toward the needs of society beyond individual needs. The curriculum dealing with social problems will emphasize the enhanced awareness of social needs and students' role as a change agent. SR advocates develop strategies to create a better environment that emphasizes equity and social justice to contribute to social change. In this orientation, physical activities and sports are recognized as a means to help students learn to align their individual needs with the needs of their society. Thus, teachers who place a high value on the SR orientation devote tremendous amounts of time preparing students to enhance their positive social interaction, cooperation, leadership, teamwork, and respect and caring for others. As an example of this orientation, students are placed in learning situations encouraging them to develop leadership ability and make responsible and responsive decisions as they develop definitions of fairness, equity, and empowerment. The issues of diversity based on gender, race, class, and equity are central to the curriculum of this orientation. The SR advocates create learning situations in which students must work cooperatively to achieve success in physically and morally challenging situations.

Ecological integration (EI). This orientation is based on a holistic approach for a balanced curriculum that provides relatively equal considerations for the needs of the learner, the subject matter, the educational context, and social concerns. The EI orientation encourages students to search for their personal meaning through participating

in a broad range of physical activities, mastering movement knowledge, and enhancing sensitivity to their own life. As such, the value orientation of EI basically overlaps the value orientations of SA and SR in respect to fulfilling individual human potential and social change (Jewett & Ennis, 1990). Teachers with the EI orientation focused more attention on maintaining a balance between student needs, group needs, and subject matter demands to integrate subject matter, the personal development of their students, and the attainment of identifiable socio-cultural goals as equally important within curriculum. In addition, the teachers with the EI are more frustrated with time constraints imposed on physical education. Primarily, EI advocates select their instructional content of sports, physical activities, and health-related exercises in a way that satisfies the interests and needs of students in particular social and development contexts. EI advocates in their physical education, for example, are likely to develop confidence and appreciation of group support by meeting the challenge of survival and adventure sports in the outdoors (Jewett & Ennis, 1990). In addition, they attempt to structure group interaction in a way that alleviates the issues of diversity such as sexism and racism.

Value orientations sharing common components. A pattern of relationship among the five value orientations is identified as negatively correlated between subject oriented values (DM/LP) and social oriented values (SA/SR/EI). Researchers investigating the educational value orientation labeled the DM and LP orientations as content-related and the SA, SR, and EI orientations as affective-related (Ennis, Rose, & Chen, 1992; Behets, 2001). The emphasis of the SA, SR, and EI orientations is basically focused to develop student learning based on affective and social behaviors. On the other hand, the DM and LP orientations direct attention to enhancing knowledge about the

subject matter of physical education such as sport skills, motor abilities, and physical fitness. Overall, each value orientation indicates that teachers' particular beliefs about the purpose of physical education influence the implementation of curriculum and the achievement of student learning.

The evolution of value orientation inventory (VOI). The instrument to assess value orientations in physical education, referred to as a value orientation inventory (VOI), requires respondents to rank order on each of five items in each set according to their priorities (1 = highest priority; 5 = lowest priority) to examine teachers' value profiles reflecting their preference. The composite score from each of the five value orientations represents a respondent's value profile. Results of research using the VOI (Ennis, 1992a; Ennis & Zhu, 1991) determined that physical education teachers have strong value priorities and identify curricular goals consistent with their beliefs. The VOI has evolved across time by revising statements and changing social reconstruction to social responsibility to organize more representative value orientation profiles. Ennis (1988) developed the original value orientation inventory (VOI) specific to physical education in terms of utilizing terminology and referring to content based on physical education. As she sustains her research line on the value orientation, she and her colleagues have organized the three different inventories as follows.

Original VOI. Ennis and Hooper (1988) developed the original VOI consisting of 75 decision statements designed into 15 five-statement sets. Each statement in the sets represents one value orientation. The VOI was organized to elicit physical educators' educational values by having teachers prioritize a set of curricular decisions. The VOI representing the five orientations including social reconstruction was limited to be

congruent with the social reconstruction orientation. Ennis et al (1992) identified that socially oriented physical education teachers with social reconstruction strongly advocated social goals such as cooperation, participation, teamwork, responsibility, and respect for others rather than addressing social justice, equity, or social reform. In this form, the research tool failed to identify social goals of the teachers consistent with the social reconstruction focus. This led to development of the second version of the VOI.

VOI-2. The second version of the VOI, referred to as VOI-2 (Ennis & Chen, 1993), replaced the original VOI by creating 90 statements arranged into 18 five-statement sets with each item representing one of the five value orientations. In addition, the VOI-2 replaced the social reconstruction value orientation in the original VOI with the social responsibility orientation. Ennis (1994) research using the definition of social responsibility rather than social reconstruction led to a more consistent theory-practice match as they found that secondary physical education teachers with social reconstruction orientation mentioned responsibility, cooperation, teamwork, and participation based on SR orientation rather than addressing issues of equity, social change or justice. Like the original version of VOI, the VOI-2 used a forced-choice format, requiring respondents to rank each item in a set from 1 to 5. Scores from each orientation ranged from 18 to 90, with higher scores reflecting a higher priority for items in that orientation.

VOI-short form (VOI-SF). Chen, Ennis, and Loftus (1997) organized VOI-SF, consisting of 50 statements organized into 10 five-statement sets, to refine the VOI-2 by eliminating the weak representative statements rated low in the 90-statement VOI-2 by school-based teachers who highly valued the respective value orientations. The VOI-SF

used for this study will be addressed in detail on the section of data collection in the chapter three in order to identify what it is and how it is used.

Research on the Value Orientation of Physical Education Teachers

Value orientations of inservice teachers. As Ennis and her colleagues have been in the line of research on value orientations, they have found physical education teachers consistently had high and low priorities for curricular goals (Chen & Ennis, 1996; Ennis & Chen, 1993; Ennis, 1992a; Ennis, Mueller & Hooper, 1990). According to Ennis (1992a), physical education teachers aligned their value orientations with their content and implementation decisions. Research on value orientation has also examined what factors appear to influence physical education teachers' value orientation (Ennis, 1994; Ennis, 1996; Ennis & Chen, 1995; Ennis & Zhu, 1991) as well as the consistency with which value orientations appear between the United States and other countries (Banville, Desrosiers, & Genet-Volet, 2002; Chen, Lui, & Ennis, 1997).

Chen and Ennis (1996) examined the influence of the value orientation of physical education teachers on the curricular goals and content they selected. The study examining two secondary physical education teachers with different orientations revealed that they established their curricular goals and emphasized the aspect of content corresponding to their individual value orientations pursuing LP and SR, respectively. Both teachers viewed motor skills as a means to accomplish their goals of physical education. The teacher with LP emphasized breaking down movement skills for learning, whereas the teacher with SR emphasized teaching social responsibility through physical activities. In addition, Ennis (1992a) investigated how differently three teachers with

different orientations operationalized their curriculum. For instance, one teacher with DM and LP focused on demonstrating tasks and providing specific skill-related feedback for students. Another teacher with EI focused on creating a supportive social environment. The other teacher with SA and SR as a high priority (and LP, DM, and EI as a low priority) taught content to develop student autonomy and social responsibility.

In addition, research examining 10 high school teachers explored their goals for student learning and expectations for academic performance and student behavior in order to understand the role of value orientations in curricular decision making (Ennis et al, 1992). In this research, interviews were conducted with each teacher and their students. Results indicated that the five teachers with DM and LP orientations tried to engage their classes in developing skill and fitness along with their comments in class reflecting their goals and expectations. Furthermore, their instruction was often teacher-directed to accomplish their own learning goals, which made their students able to articulate specific content goals. On the other hand, the five teachers with EI and SR emphasized social and behavioral expectations for their students as they stressed the importance of participation and cooperation in their classes, which made their students able to articulate the importance of cooperation rather than articulating content goals. Particular value orientations also influences the way teachers plan their lessons (Ennis et al, 1990). Ennis and her colleagues revealed that teachers with weak DM and strong SR orientations contained more varied opportunities for students to share decision making with peers than did other teachers.

In studies examining factors that appear to influence teachers' value orientations, researchers have examined social contexts like the school district (Ennis and Chen, 1995)

as well as demographic variables of teachers (Ennis & Zhu, 1991; Curtner-Smith & Meek, 2000; Behets, 2001). Ennis and Chen (1995) found that teachers in urban school districts advocated SA and SR as a higher priority than those in rural school districts. On the other hand, teachers in rural school districts placed a higher priority on DM and LP than those in urban schools. This demonstrated that school settings influence teachers' curricular decisions. In addition, studies have shown mixed outcomes relative to the relationships between the value orientation and teacher demographic variables such as gender, age, race, activity backgrounds, and years of teaching experience. Ennis and Zhu (1991) found there was no significant effect of teaching experience, gender, and race of teachers in the United States on their value orientations. In a study on teachers in England, similarly, there was no relationship between teaching experience and gender and their value orientations (Curtner-Smith & Meek, 2000). In terms of teachers' activity backgrounds, their research found a significant effect on their value orientations. On one hand, Behets (2001) research found that years of teaching experience influenced inservice teachers in Belgium to develop their value orientations. However, gender did not appear to influence their value orientations. Value orientation research has been also conducted that compares the United States and other countries such as China and Canada. Banville et al (2002) compared the value orientation of teachers in Quebec, Canada, and the United States. The study showed that the teachers in Quebec advocated DM as a high priority and SR as a low priority. On the other hand, the teachers in the United States gave a high priority to SR and a low priority to LP. In addition, Chinese teachers appeared to have LP and EI as high priorities while American teachers showed SR as a high priority (Chen et al, 1997).

Value orientation of PTs. In terms of research on PTs in physical education, there have been relatively fewer studies of PTs' value orientations than those of in-service teachers. Researchers have mainly examined how PTs' opportunities of learning to teach during their teacher education program influence them to change their value orientations as they identified entry and exit value orientations (Solmon & Ashy, 1995; Timken & van der Mars, 2009). For example, Solmon and Ashy (1995) revealed they brought well-defined value orientation to field-based experiences and their value orientation changed over the semester. The researchers found that PTs increased their priorities to DM and LP based on content-related orientations, and also decreased their priorities to SA, EI, and SR based on the affective value orientations. These outcomes indicated that value orientations primarily advocated by PTs seem to be opposite from those of inservice physical education teachers mainly advocating SR, SA, and EI. They concluded that the PTs were likely to have been influenced by their course instructor who had a high priority for DM and a low priority for EI. Unlike the study reporting the change of PTs' value orientations, Patton's (2001) study using VOI-SF found that their value orientations were relatively stable during a methods course and their priorities for the DM, EI, LP, and SA orientations did not change.

In addition, Timken and van der Mars (2009) attempted to explore the effect of case methods as a way to change PTs' value orientation. The case methods dealing with the context of school culture took place in a methods course during a semester. The cases were basically about the theme of either SR or DM for PTs divided into two groups, namely the DM group and SR group to focus on only one of two orientations. The DM group consisted of PTs who advocated SR as a high priority for them to read and discuss

cases based on DM. In contrast, the SR group consisted of the PTs who displayed DM as a high priority for them to focus on reading and discussing cases oriented toward SR. This made the research identify whether PTs shift their value orientation toward the case theme they have learned. As the result of group mean data on value orientations, PTs seemed to be influenced by the case theme to develop their value orientation toward the case theme they took during the semester. As a result, the research concluded that case methods played an influential role for PTs in forming their value orientations. In addition, Sofo and Curtner-Smith (2010) revealed that PTs with teaching orientations were much easily changed during PETE, whereas PTs with coaching orientations remained unaltered.

There have been research studies that have found mixed results. First of all, in terms of the relationship between PTs' value orientation scores and interview data, there was inconsistency and consistency between value orientation scores and interview data. Timken and van der Mars (2009) revealed inconsistency between VOI-2 scores and interview data for the SR group of the case method study. On the other hand, Patton (2001) revealed that there was consistency between PTs' VOI-SF scores and their interview data. Second, a few value orientation studies have examined the compatibility of PTs' value orientations with national curricular goals for physical education. These showed mixed results as well. Meek and Curtner-Smith (2004) showed no compatibility between the value orientations of PTs attending one university in England and the National Curriculum for Physical Education (NCPE) in England. On the other hand, Behet's (2001) study reported that Belgian PTs' value orientations were compatible with their national curriculum in physical education. This study showing compatibility of PTs' value orientation to the curriculum also recognized that the field of physical education in

Belgium was endorsing the new concept of physical education followed by the national curriculum. The finding of the Meek and Curtner-Smith study (2004) might indicate that the PTs did not follow official policy of the NCPE when employed in their teaching field.

Summary of Value Orientation

Value orientations as educational beliefs influencing teachers' curricular decision making in physical education have been examined by Ennis and her colleagues. Value orientation is related to what content teachers teach, how it is taught, and to what extent it is learned. There have been five value orientations, the DM, LP, SA, SR, and EI, which impact curricular planning to accomplish learning goals in physical education. The five orientations can be divided into two groups (SA, SR, EI and DM, LP) as common themes about orienting the purpose of physical education. VOI has evolved from the original version and VOI-2 to VOI-SF as Ennis and her colleagues have used the VOI in the line of research on value orientations.

Research on value orientations of inservice teachers has examined more various aspects of value orientations than research for PTs. For example, researchers on inservice teachers examined the consistency between teachers' values and their content and implementation decisions to identify the role of value orientations for student learning and expectations. In addition, researchers are interested in finding factors influencing teachers' value orientations as well as consistency between the United States and other countries in their value orientations. When it comes to research for PTs, researchers have mainly investigated the effects of learning opportunities to teach (e.g., case methods, field-based experiences, methods course) on their change of a priority to value

orientations. PTs increased their priority to DM and LP in contrast to inservice teachers advocating SR, SA, and EI.

Review of Literature Summary

The research questions are established as follows:

1. Do the value orientations of PTs change over the course of a 15 week student teaching experience containing 7.5 week elementary placement and 7.5 week secondary placement?
2. What facilitators and/or constraints are placed on the value orientations of PTs over the course of a 15 week student teaching experience?

The review of literature discussed above is related to the research questions for this study. Curriculum value orientations as teacher beliefs guide the way in which curriculum is delivered and decide on content students are taught. Research studies on teacher beliefs and value orientations have indicated changes influenced by various factors such as personal life experiences, experiences in K-12 schools as students, and learning experiences to teach during teacher education. Beyond the research, this study will explore the effect of the school levels on their changes of priorities to value orientations. In addition, the literature review in the occupational socialization and dynamical system theory discuss possible contextual factors that occur in educational settings related to the second research question (aspects that appear to influence PTs' value orientations). To date, there have been few studies of PTs' value orientations. Moreover, the studies examining PTs' value orientations solely focus on describing their value orientations during their programs rather than more deeply understanding what

aspects of learning to teach across the teacher education programs appear to influence PTs' value orientations. This suggests that curriculum researchers need to engage in deeper and more various approaches to research on value orientation of PTs.

CHAPTER 3

Methods

Participants

Participants in this study were physical education majors who enrolled in the course, titled "Directed Student Teaching in PE" as their required course to graduate from their teacher education program offered by the University of South Carolina. Participants were assigned to elementary and secondary schools to instruct physical education classes for several grade levels within each school across the whole spring semester, 2015. They switched either from elementary to secondary school or from secondary to elementary school when going through the middle of the semester. Each placement is approximately 7.5 weeks long. 14 participants enrolled in the course. And they were asked to complete VOI-SF in the beginning, middle, and end of the course of a 15 week student teaching experience. 6 out of the overall participants (3 females and males) were purposefully selected for the qualitative study. I took account of their initial responses to the VOI-SF to select participants who advocated DM and LP orientations as relatively high as well as those who advocate SA, SR, and EI orientations as relatively high. Ennis and Chen (1993) suggested that teachers often place a priority on more than one category. Two combined totals for each participant were calculated. This sampling strategy allowed this study to examine PTs who advocate subject-oriented values of DM and LP and learner/social values found in SA, SR, and EI (Ennis, Rose, & Chen, 1992; Solmon & Ashy, 1995). In addition, I took account of gender to examine how male and female PTs

perceive their value orientation influenced by student teaching experiences. Lawson (1983 a, b) noted that different types of activities and sports experienced by male and female physical education teachers may account for some differences in their perceptions toward the purposes of physical education. Specifically, male teachers are much more likely to be conservative and focus on teaching traditional forms of competitive sport.

IRB protocol. The ethical consideration for this study was considered by obtaining approval from the Institutional Review Board (IRB). Before starting to collect data, permission from the potential participants was gained by asking whether they are willing to take part in the process of data collection on VOI-SF and formal interviews. Consent forms for VOI-SF and formal interviews were obtained from all participants in the first orientation as a required part of their student teaching during the first week of the spring semester, 2015. At the end of the first orientation day, I informed them of the overall study protocol to ask them to participate in the study. I asked them to sign in on the consent form(s) depending on the nature of their participation. Participants elected to be a partial participant (completing the VOI-SF only three) times) or a full participant which includes participating in three formal interviews as well as completing the VOI-SF three times.

Data Collection

This study employed a mixed method using quantitative and qualitative data collection techniques. The quantitative data were used to describe PTs' value orientations and the trends of their value orientations across the course of student teaching. Following

subsections describe what instruments were used and how to collect data using the instruments.

Quantitative data. VOI-SF (Chen, et al, 1997) was used to examine how PTs prioritize the five value orientations and whether these value orientations change over the course of a 15 week student teaching experience (7.5 weeks elementary placement and 7.5 weeks secondary placement). See appendix A for a copy of the VOI-SF tool. The VOI-SF consists of 50 items across the 10 sets that each of five items under each set representing one of the five value orientations. The items unlabeled are randomly arranged in each set. Participants will rank order each of the five items in each set according to their priorities ranging from 5 (highest priority) to 1 (lowest priority). By doing so, the composite scores from each value orientation range from 50 to 10, reflecting a priority for items in one of the value orientations. Likewise, the composite score gained from each value orientation represents the value orientation profile of participants. Data gained from the VOI-SF showed participants' initial value orientation as preexisting beliefs formed by their past K-12 physical education experiences and learning experiences during their PETE program. From there, this study identified how their value orientations evolve as they experience student teaching in elementary and secondary schools.

When it comes to procedure of the VOI-SF data collection as paper and pencil based, the participants were asked to complete VOI-SF at the beginning, middle, and end of the semester. It approximately took 15 minutes to complete the inventory. The first administration of the inventory took place on the second day of the scheduled student teaching orientation in Blatt Physical Educayion Center (BPEC). The second

administration of the inventory took place in the BPEC at the mid-point of the semester at the conclusion of their first placement. The third administration of the inventory took place in the BPEC during the final meeting at the end of the semester.

Qualitative data. A number of techniques, such as formal and informal interviews, writing assignments, observations, and written documents, were used to gain further insight into PTs' value orientation and explore what aspects of student teaching experiences influence their value orientations throughout the two different school levels.

Formal interviews. Three formal semi-structured open-ended interviews with the six selected participants were conducted across three times at the beginning, middle, and end of the student teaching semester. The formal interviews were conducted by asking pre-designed questions, but also left room for expansion to more deeply explore participants' responses. The interview questions have been pilot tested with four doctoral students majoring pedagogy and experiencing student teaching in their undergraduate PETE programs. For the detailed interview questions, see appendix B. First interviews in the beginning of the semester were to examine how their initial beliefs at entry into student teaching are formed. The first interviews were asked to describe their experiences during their K-12 school and during teacher education program as well as state some factors influencing their PE career decisions, their expectations about student teaching experiences in an elementary and secondary school, and their belief about the main purpose of physical education. In the end of each of first and last placements, the interviews were to examine what aspects of student teaching experiences PTs view as most and least important about the purpose of physical education. Overall, they were

asked to describe what they have experienced in each placement in relation to variables established on hypotheses.

In terms of procedures of the formal interviews, the first interview took place in BPEC on the second day of the scheduled first orientation prior to starting for student teaching. The second interview took place in BPEC at the midpoint of the semester at the completion of their first placement. The third interview took place in BPEC at the completion of the last student teaching placement. Each interview took approximately 30 to 40 minutes. The interviews were audio recorded to and transcribed.

Informal interviews. The informal interviews were intended to help this study gain additional data that would help conduct second and third formal interviews in terms of having further interview questions related to the research questions of this study. Specifically, I attempted to look for some instances of how various value orientations of PTs are played out in an authentic setting and negative and/or positive experiences in their teach lesson influencing their value orientations. Informal interviews were conducted through the two post-observation conferences in each placement to ask about what I observed during their teach lesson. Data from these informal interviews will be collected in school sites as what is normally required for student teaching. I conducted informal interviews after observing teach lessons in each placement. All of formal interview data were recorded and transcribed.

Observations. This study conducted two lesson observations for each full participant in each placement to take anecdotal field notes of what I observed taking place in lessons without evaluating. The anecdotal field notes were taken by recording each participant's instructional behaviors related to teaching practices that shed light on

the value orientations. In addition, the anecdotal field notes were taken about the date and time of the occurrence as well as class materials and student and teacher behaviors that may influence their teaching practice. The sheets of paper that allowed me to conveniently and quickly record factual observations were used. Data from observations helped shape the focus of formal and informal interviews as well.

Written documents. Two lesson plans in each placement were collected as a hard copy and electronic file prior to the time to implement lesson to identify what they plan to teach and/or assess students. Lesson plans were helpful sources as additional data for conducting the qualitative research in observing lessons and conducting formal and informal interviews.

Writing assignments. This writing assignments being done in the PEDU 446, titled "Physical Education Curriculum", were collected from the 14 full participants across the same periods as being done of formal interviews and VOI-SF to additionally examine the nature of the belief system shifting. This assignment consists of the five questions each at entry into student teaching and in the completion of each placement. The participants were asked to basically write up their beliefs about the purpose of K-12 physical education and their learning experiences that might influence their value orientations. For the detailed questions on this assignment, see Appendix C.

Data Analysis

Quantitative data. I analyzed VOI-SF data by summing individuals' ranking scores across 10 sets in each value orientation to rank its order as their priority at entry into student teaching in each placement, in the middle of the course switching their

placement, and the end of the course. In addition, this study computed group mean and standard deviation of the composite scores in each orientation across placements from elementary to secondary school (and vice versa). Furthermore, the composite scores of each value orientation for each of five selected participants were graphically plotted. Graphical analysis as descriptive statistics revealed trends of the data to more clearly view the changes of their priorities. In addition, I computed the number and percentage of all individual participants showing a high, neutral, and low priority for each orientation across the three times of the course to identify whether those priorities change across the course or not. To be classified as high, neutral, or low priority, the following steps were conducted. First, composite scores ranging from 10 to 50 were summed across the 10 sets for each participant. Second, the means for each value orientation for the entire sample were determined. Third, the cut-off for each value orientation for the entire sample was calculated as follows: Neutral (within .6 standard deviation below and above the mean for the sample); High priority (above .6 standard deviation of the mean); and Low priority (below .6 standard deviation of the mean).

Furthermore, the Kruskal Wallis H test as a rank-based non-parametric test was conducted to determine if there are statistically differences among the three terms in PTs' value orientations. Since this study uses the ordinal dependent variable based on a ranking of value orientations as well as examines the small sample size for a quantitative study, non-parametric statistic was used to obtain more applicable quantitative results. The analysis for quantitative data was employed using SPSS statistical program.

Qualitative data. The constant comparison was used to analyze all coding data (Lincoln & Guba, 1985). The constant comparison using the open, axial, and selective

coding is concerned with the inductive generation and suggestion of categories with comparison of all data collected. The process of constant comparison stimulated thought that leads to both descriptive and explanatory categories emerging in the data analysis (Lincoln & Guba, 1985). First of all, the data from the interviews, writing assignments, field notes, and lesson plans were analyzed using the open coding to initially categorize data based on the emerging themes related to each research question to reduce data to a small set of the four main themes for this study. Second, the axial coding was used to code more closely precise and specific themes (Strauss & Corbin, 1990) by identifying connections amongst the categories to involve putting data together to code comment themes and properties across the categorized data. Third, the categories and interrelationships were combined to extract a storyline illustrating sub-themes under each theme. Likewise, data analysis in interpretive description was conducted through the two main tasks such as identification of themes within coding categories and identification of themes across categories (Knafl & Webster, 1988).

Trustworthiness of Qualitative Data

This study took a couple of steps to increase the trustworthiness of data as reliable and valid during the process of data collection and interpretation. First, triangulation defined as the process of cross checking theories or data (Patton, 2002) was conducted for data credibility by comparing data across independent sources, such as the interviews, field-notes from observations, writing assignments, and lesson plans, to support findings. Second, a member check after being done of the interview transcripts was conducted with each PT involved in the interviews. This enables this study that can be affected by researcher bias to establish confirmability (Guba & Lincoln, 1989). For the member

check, I asked each participant to review each interview transcript after each interview to clarify statements, see whether they agree with the transcribed statements, and add anything that they think might be missing. In addition, I shared major interpretations of data with them in order to provide a confirmation of the analysis. The member check helps this study reduce misinterpretation and confirm the validity of the investigator's research approach to PTs' value orientations (Guba & Lincoln, 1989). In addition, I as a researcher spent enough time in school setting where PTs were placed over the 3 months observing and interviewing participants. This prolonged engagement as a credibility technique permits this study to develop in-depth understanding (Patton, 2002).

Relationship of Researcher to the PTs

As a qualitative study requires researchers to serve as the primary instrument, it is important for readers to be aware of me as a researcher for this study. I am a doctoral student majoring physical education pedagogy who has been interested in physical education teacher education curriculum. I took charge of collecting and analyzing data gained from the PTs as participants for this study. I as a teaching assistant in their physical education teacher education program have made a relationship with most participants through elementary and secondary methods course and physical activity courses. The relationship with them formed prior to collecting data would get involved in collecting and analyzing qualitative data. I focused on maintaining objectivity in the process of collecting and analyzing qualitative data without my subjective perspective toward participants.

CHAPTER 4

Results

The purpose of this study was to (1) examine PTs' initial value orientations about the purpose of physical education that they bring to their student teaching experiences, (2) describe how their value orientations change or are maintained throughout the elementary and secondary student teaching placements and (3) explore factors influencing their value orientations as they switch their placement from an elementary to secondary school or vice versa. Data were analyzed with the quantitative and qualitative methods of analysis. In the first section of the results quantitative data are analyzed to determine what value orientations student teachers brought into their student teaching, and how they developed, maintained, or changed their value orientations during their student teaching experience. In the second section of the results qualitative data are analyzed for the six full participants to identify acculturation and professional socialization influences on their value orientation. Furthermore, the qualitative data were analyzed to see how they maintained, developed, or changed their value orientation and possible facilitators and/or constraints influencing their value orientations across elementary school and secondary school student teaching placements.

Quantitative Data

RQ 1: PTs' Value Orientations at Entry into the Student Teaching

Table 4.1 Mean and Standard Deviation for the Five Value Orientations at Entry into the student teaching and Frequency and Percentage of PTs with High, Neutral, Low Priorities for each Value Orientation(N=14)

Priority to each value orientation		M	SD	N	%
DM		36.64	5.75		
	High			5	35.71
	Neutral			7	49.99
	Low			2	14.28
LP		32.21	5.71		
	High			4	28.57
	Neutral			9	64.27
	Low			1	7.14
SA		28.00	4.31		
	High			1	7.14
	Neutral			9	64.27
	Low			4	28.57
EI		29.52	4.18		
	High			1	7.14
	Neutral			10	71.41
	Low			3	21.42
SR		23.28	5.62		
	High			0	0
	Neutral			8	57.13
	Low			6	42.85

The first research question was aimed at identifying student teachers' priorities across the value orientations as they entered their student teaching experience. Mean scores and standard deviations for initial value orientations across the 14 PTs are presented in Table 4.1. The number and percentage of PTs with high, neutral, and low priorities for each value orientation are also shown. PTs brought DM as the highest priority as they entered student teaching. In contrast, the lowest priority was given to SR. The value orientations given a high priority by the greater number of PTs were DM (n=5)

and LP (n=4). In contrast, SR was given a low priority by the greatest number of PTs. EI was the value orientation given a neutral priority by the greatest number of PTs.

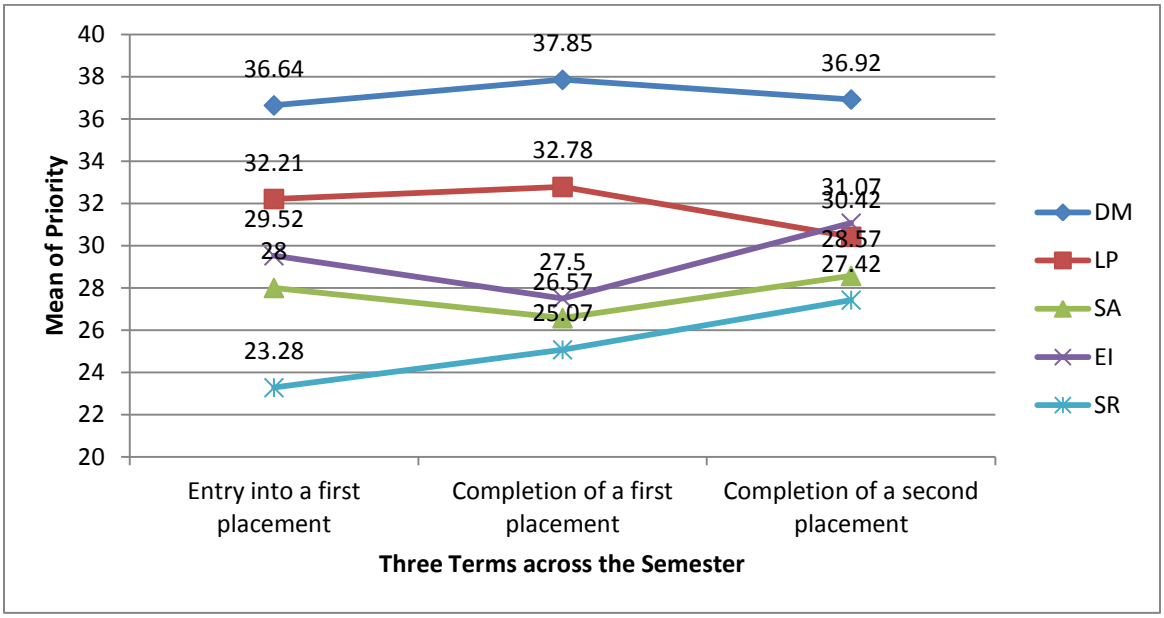

Figure 4.1 Mean scores for each value orientation at entry into the first placement, at completion of a first placement, and completion of a second placement (N=14)

RQ 2: Trends in PTs' Value Orientations

The second research question was aimed at investigating how PTs change or maintain their value orientations throughout the student teaching experience.

Changes in PTs' value orientations. Mean scores for each value orientation across three points in the semester (entry into first placement, completion of first placement and completion of second placement) are shown in Figure 4.1. DM was established as the highest priority value orientation at the start of the student teaching semester. This high priority did not change over the course of the semester. In addition, SR was still the lowest value orientation at the end of the semester, but had been consistently developed from the beginning to end of the student teaching experience.

A Kruskal-Wallis H test on ranks was used to determine if any significant differences occurred in each value orientation across the three test administrations of the VOI. In table 4.2, the mean rank and the value of chi-square along with a significance level is presented. This test revealed that there was a statistically significant difference in the SR among the three test administrations, $x^2(2) = 9.839$, $p = .007$, with a mean rank SR score of 16.25 for the initial term, 18.46 for the second term, and 29.79 for the last term. With the significant resulting change in the SR value orientation, a pairwise comparisons post hoc analysis was conducted using the Mann-Whitney test. This post hoc test was used to determine if there were any significant differences in the SR value orientation across and between the three terms. Post-hoc test results revealed there were significant differences in the mean ranks of the SR value orientation between the entry into first placement and the end of the second placement and between the completion of the first placement and the completion of the second placement. The difference (adj. $p = .01$) between the beginning (mean rank=16.25) and end (mean rank=29.79) of student teaching experiences appeared to be greater than the difference (adj. $p = .043$) between the completions of first (mean rank=18.46) and second placements (mean rank=29.79). However, no significant difference was found in the mean ranks between the entry into fist placement and the completion of the first placement.

Data from the 14 PTs were next grouped by placement order (those participants switching placements from elementary to secondary school and those switching placements from secondary school to elementary school) were grouped for analysis. This grouping was used to determine if there were similarities or differences in the change in value orientations between the group switching from elementary to secondary school

placements at mid-point in the student teaching semester and those switching from secondary to elementary school placements at mid-point in the semester.

Table 4.2 Mean Rank of the Overall Participants for Value Orientations at Entry into a First Placement, at Completion of a First Placement, and at Completion of a Second Placement (N=14)

Category	At entry into first placement (1)	At completion of the first placement (2)	At completion of the second placement (3)	Value of Chi-square (df)	Level of Significant Difference (p-value)	Post-hoc pairwise comparisons (adjusted p-value)
	Mean Rank	Mean Rank	Mean Rank			
DM	20.50	22.54	21.46	.194 (2)	.908	
LP	21.89	23.18	19.43	.681(2)	.711	
SA	25.14	20.64	18.71	2.039(2)	.361	
EI	24.68	18.64	21.18	1.723(2)	.423	
SR	16.25	18.46	29.79	**9.839(2)**	**.007**	**1 < 3 (.010)** **2 < 3 (.043)**

Table 4.3 Mean Rank of the Participants Switching from Elementary to Secondary School for Value Orientations at Entry into a First Placement, at Completion of a First Placement, and at Completion of a Second Placement (N=9)

Category	At entry into first placement (1)	At completion of the first placement (2)	At completion of the second placement (3)	Value of Chi-square (df)	Level of Significant Difference (p-value)	Post-hoc pairwise comparisons (adjusted p-value)
	Mean Rank	Mean Rank	Mean Rank			
DM	12.00	15.83	14.17	.588 (2)	.588	
LP	15.61	16.36	12.53	.674(2)	.484	
SA	15.61	14.72	11.62	.540(2)	.540	
EI	**17.11**	**7.89**	**16.00**	**6.187(2)**	**.042**	**1>2 (.038), 2<3 (.048)**
SR	10.44	14.61	19.94	**5.901(2)**	**.049**	**1<3 (.045)**

Table 4.3 indicates that nine PTs that switched placements from an elementary to secondary placement experienced a significant change their EI and SR. According to the results of Kruskal-Wallis H test, there were significant differences in EI [$x^2(2) = 6.187$, p = .042] and SR [$x^2(2) = 5.901$, p=.049] among the three different terms. According to the pairwise comparisons post hoc analysis, the significant differences in EI were found between the entry into (mean rank=17.11) and middle of the student teaching (mean rank=7.89) along with adj. p-value, 038, and between the middle (mean rank=7.89) and end of (mean rank=16) the student teaching experience with adj. p-value, .048. In terms of SR, the significant difference (adj. p-value=.045) was found only between the entry into (mean rank=10.44) and end of (mean rank=19.44) student teaching experience.

Table 4.4 Mean Rank of the Participants Switching from Secondary to Elementary School for Value Orientations at Entry into a First Placement, at Completion of a First Placement, and at Completion of a Second Placement (N=5)

Category	At entry into first placement (1)	At completion of the first placement (2)	At completion of the second placement (3)	Value of Chi-square (df)	Level of Significant Difference (p-value)
	Mean Rank	Mean Rank	Mean Rank		
DM	8.30	6.60	9.10	.824 (2)	.662
LP	7.10	6.40	7.10	1.022(2)	.593
SA	10.2	6.70	7.1	1.858(2)	.395
EI	**8.0**	**10.5**	**5.50**	3.159(2)	.206
SR	6.60	6.10	11.30	4.137(2)	.126

In contrast, Table 4.4 indicates that there was no significant difference for the five PTs that started in a secondary placement and switched to an elementary across the three terms for each value orientation. Interestingly, as opposed to the result of the mean ranks of EI for nine PTs [mean rank: (1) 17.11-> (2) 7.89-> (3) 16], the mean ranks of the five

participants for EI [mean rank: (1) 8.0-> (2)10.5-> (3) 5.5] started increasing from the entry to the middle of student teaching, and then decreasing from its middle to the end. In addition, the significant value of the difference (p = .126) among the three terms in SR was still found as the lowest among the five value orientations. This finding mirrors the result of the 14 PTs overall.

Table 4.5 Mean Rank of the Partial Participants for Value Orientations at Entry into a First Placement, at Completion of a First Placement, and at Completion of a Second Placement (N=8)

Category	At entry into first placement (1)	At completion of the first placement (2)	At completion of the second placement (3)	Value of Chi-square (df)	Level of Significant Difference (p-value)	Post-hoc pairwise comparisons (adjusted p-value)
	Mean Rank	Mean Rank	Mean Rank			
DM	10.81	14.75	11.94	1.326(2)	.515	
LP	14.00	12.38	11.13	.678(2)	.712	
SA	14.06	12.63	10.81	.857(2)	.652	
EI	**15.63**	**8.88**	**13.00**	3.741(2)	.154	
SR	8.44	11.81	17.25	**6.343(2)**	**.042**	**1<3 (.038)**

Table 4.5 indicates that there was no difference across the three terms in the value orientation of the eight partial participants of this study (i.e., those participating only in quantitative data collection phases of the study). This data used to compare trends with the six full participants of this study (those participating in both the quantitative and qualitative data collection phases of the study) is shown in table 4.6. Overall, the full participants had similar trends as the partial participants. However, the significant difference (p = .042) among the three terms [adj. p-value: .038, (1) < (3)] in SR of the partial participants was found unlike the full participants when no significant difference

was shown. In addition to the result of SR, a remarkable difference between the full participants and the partial participants in the mean rank of EI was found as follows. As opposed to the result in the mean ranks of the partial participants for EI [(1)15.46->(2) 8.88->(3) 13.00], the mean ranks of the full participants started increasing from the entry to the middle of student teaching, and then decreasing from its middle to the end [(1)9.83->(2)10.08->(3) 8.58].

Table 4.6 Mean Rank of the Full Participants for Value Orientations at Entry into a First Placement, at Completion of a First Placement, and at Completion of a Second Placement (N=6)

Category	At entry into first placement (1)	At completion of the first placement (2)	At completion of the second placement (3)	Value of Chi-square (df)	Level of Significant Difference (p-value)
	Mean Rank	Mean Rank	Mean Rank		
DM	10.33	8.17	10.00	.576 (2)	.750
LP	8.50	11.17	8.83	.893(2)	.640
SA	11.58	8.50	8.42	1.383(2)	.501
EI	**9.83**	**10.08**	**8.58**	.274(2)	.872
SR	8.67	7.00	12.83	3.813(2)	.149

Overall, the two different groups of the full participants, starting from elementary to secondary and vice versa, exhibited the trends of the value orientations that showed no significant differences among the three terms in all value orientations. In the group (E-S), EI decreases then increases, in contrast EI of the other group (S-E) increases then decreases across three points in the semester. In the group (E-S), SA increases then decreases, in contrast SA of the other group (S-E) decreases then increases. These trends are visually presented in figure 4.2. Thus, the trends of the mean ranks among the three

terms in SA and EI were found as opposite between the two groups. In contrast, similar trends of the mean ranks are found in DM, LP, and SR among the three terms.

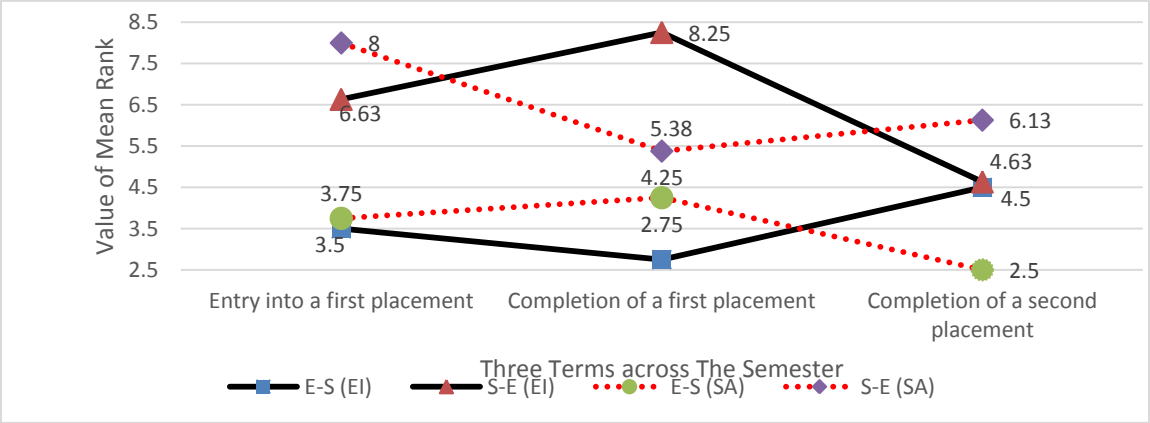

Figure 4.2 Trends of mean ranks in EI and SA between the group of the full participants from elementary to secondary (E-S, n=2) and the one from secondary to elementary (S-E, n=4) at entry into the first placement, at completion of a first placement, and completion of a second placement

Changes in priorities of the PTs for each value orientations. The frequency and percentage of PTs with high, neutral, and low priorities for each value orientation at entry into student teaching, at completion of a first placement, and at completion of a second placement are presented in Table 4.7. The priority data suggests that PTs shifted their priorities for the value orientations (except for DM which was maintained as a priority throughout) as they switched their placements.

As discussed earlier, the initial value orientations, DM (n=5, 35.71%) and LP (n=4, 28.57) were high priorities given by the greatest number of PTs at entry into student teaching. The number of PTs who gave a low priority to the affective value orientations, such as SA (n=4, 28.57%), EI (n=3, 21.42%), and SR (n=6, 42.85%), was greater than the number of PTs giving a low priority to the DM (n=2, 14.28%) and LP (n=1, 7.14%) at entry. SR appeared make the greatest gain as a high priority. The number

of PTs assigning a high priority to SR greatly increased throughout the three terms (From n=0, 0% to n=4, 28.57%). And their number assigning a low priority to SR greatly decreased (From n=6, 42.85% to n=1, 7.14%). LP was a low priority given by the greatest number of PTs at completion of each placement (n=5, 35.71% at each of middle and end of semester). A high priority at completion of a second placement given by the great number of PTs (n=6, 42.85%) was still DM. In addition, EI (n=10, 71.41% at entry; n=9, 64.27% at middle; n=10, 71.41% at end) and SA (n=9, 64.27% at entry; n=12, 85.69% at middle, n=8, 57.13% at end) were maintained as the neutral priorities that most PTs had in each of the three terms.

Table 4.7 Frequency and Percentage of PTs showing High, Neutral, and Low Priorities for the Each Value Orientation at Entry into Student Teaching, at Completion of a First Placement, and at a Completion of a Secondary Placement (N=14)

Priority to each value orientation	At entry into student teaching		At completion of a first placement		At completion of a second placement	
	N	%	N	%	N	%
DM						
High	5	35.71	4	28.57	6	42.85
Neutral	7	49.99	9	64.27	6	42.85
Low	2	14.28	1	7.14	2	14.28
LP						
High	4	28.57	3	21.42	1	7.14
Neutral	9	64.27	6	42.85	8	57.13
Low	1	7.14	5	35.71	5	34.71
SA						
High	1	7.14	2	14.28	3	21.42
Neutral	9	64.27	12	85.69	8	57.13
Low	4	28.57	0	0	3	21.42
EI						
High	1	7.14	1	7.14	2	14.28
Neutral	10	71.41	9	64.27	10	71.41
Low	3	21.42	4	28.57	2	14.28
SR						
High	0	0	3	21.42	4	28.57
Neutral	8	57.13	7	49.99	9	64.27
Low	6	42.85	4	28.57	1	7.14

Changes in priorities of individual PTs for each value orientation. The previous section presented group data relative to trends in the value orientation priorities. The priorities given to each value orientation by the individual PTs across the three terms are presented in Table 4.8. The second column of the table identifies if the ST switched from elementary to secondary school (E-S) or secondary school to elementary school (S-E).

Table 4.8 Individual PTs' Priorities for the five value orientations at Entry into a first placement, at completion of a first and second placement (N=14)

Participant	Switched Placement	DM			LP			SA			EI			SR		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	E-S	H	H	H	N	L	N	N	N	N	N	L	N	L	N	N
2	E-S	L	H	N	N	L	L	N	N	N	N	L	L	N	H	N
3	E-S	H	N	N	N	N	L	N	N	L	N	L	N	L	N	N
4	E-S	N	N	H	N	N	N	H	H	H	N	N	H	L	L	L
5	E-S	N	L	L	H	N	H	L	N	N	N	L	N	N	H	N
6	E-S	L	N	L	N	N	L	N	N	H	N	N	N	L	N	N
7	E-S	H	N	N	H	N	N	L	N	N	N	N	N	L	N	N
8	S-E	N	H	H	H	H	N	N	N	N	N	N	N	N	L	H
9	S-E	N	N	N	L	L	L	N	N	N	N	N	N	N	N	H
10	E-S	N	H	H	N	L	L	N	H	H	N	N	N	N	N	H
11	S-E	H	N	H	H	N	N	N	N	N	L	N	N	N	N	H
12	S-E	H	N	H	N	N	N	L	N	L	L	N	L	L	L	N
13	E-S	N	N	N	N	H	N	L	N	N	N	H	N	N	H	N
14	S-E	N	N	N	N	L	N	N	N	L	N	N	H	N	L	N

Note. 1= Entry into a first placement, 2= Completion of a first placement, 3= completion of a second placement, E-S=Moved from elementary to secondary school, S-E=Moved from secondary to elementary school, H=High priority (above .6 SD of the mean), N=Neutral priority (within .6 SD below and above the mean), L=Low priority (below .6 SD of the mean)

Four PTs (#1, 9, 13, and 14) out of the overall PTs exhibited stable profiles for DM throughout the three terms. Only one PT (#1) who exhibited a consistently high priority appeared in DM and the other three (#9, 13, and 14) had a consistently neutral priority to DM. Moreover, five PTs (#6, 7, 8, 9, and 10) exhibited a consistently neutral

priority to EI. In addition, the table 9 indicated that SR was the least stable value orientation. Only one PT (#4) maintained a low priority for SR throughout the three terms. Further inspection of the individual data revealed that five of the six full participants (#9 to 14) exhibited a stable neutral priority for at least one value orientation excluding SR. The remaining participant (#9) exhibited a stable neutral priority to the DM, SA, and EI as neutral and LP as low. All of 6 exhibited the least stable priority to SR.

Summary of Quantitative Data Results

PTs brought DM as the highest priority and SR as the lowest one at entry into their student teaching semester. Across student teaching experiences in elementary and secondary placements, DM was maintained as the highest value orientation, whereas SR remained the lowest. Only SR showed a significant difference across the three terms. More specifically, the difference was found in SR between the entry into and end of the student teaching (entry < end) and between its middle and end (middle < end). Although the changes were significant the overall priority for SR was low for the participants in this study.

The group of the nine PTs who switched from and elementary to a secondary placement at mid-point in the semester exhibited a significant difference in EI and SR across the semester. More specifically, the significant difference in EI was found between the entry into and middle of student teaching (entry > middle) and between its middle and end (middle < end). In terms of SR, the significant difference was found between entry to student teaching and the final term. In contrast, the group of the five PTs, who switched from a secondary to an elementary placement at mid-point in the semester, showed no

significant difference among the three terms in any value orientations. However, EI of the five PTs started increasing from the entry to the mid-point then decreasing in the final term as opposed to its result for the nine PTs. In addition there was significant difference among the three terms in each value orientation for the group of the six full participants. A significant difference, however, was found in SR of the eight partial participants. The trends of each value orientation for the full participants across the three terms were similar with the group of the partial participants, except for EI. The EI of the full participants started to increase through the first placement, and then decrease through the second placement. The opposite trends of SA and EI among the three terms were also found between the two groups of the full participants by the placement order.

In terms of priorities (e.g., low, neutral, and high) the number of PTs who advocated DM and LP at entry as the highest was greater than the number of PTs who advocated SA, EI, and SR. Moreover, the increased number of PTs showing a high priority to SR and their decreased number showing a low priority to SR across the three points in the semester were greater than their number in the other four value orientations. A high priority given by the greatest number of PTs in the end of student teaching was still DM.

When looking at changes in priorities of the individual PTs for each value orientation, DM, SA, and EI as neutral priorities and LP as a low priority were stable throughout the three terms. In contrast, PTs' priorities to SR were the least stable value orientation as their student teaching progressed. In addition, all of the six individual full participants exhibited stable priorities for at least one value orientation excluding SR. No one of them exhibited a stable priority to SR.

Qualitative Data

The purpose of the qualitative data for this study was to more specifically examine (1) how PTs' value orientations develop/change or are maintained throughout the student teaching experience from the point of view of the participants and (2) explore some possible facilitators and barriers that may assist in changing and/or solidifying their value orientations.

When it comes to the coding process, open coding, axial coding, and selective coding was applied to the data. First of all, open coding initially grouped similar comments to form categories based on emerging themes related to each research question in order to reduce data to a small set of the four main themes for this study. Second, in the process of axial coding, connections were made amongst categories to involve putting data together to code common themes and properties across categorized data. Third, the categories and interrelationships were combined to extract a storyline illustrating sub-themes under each theme. Likewise, data analysis in interpretive description was conducted through the two main tasks such as identification of themes within coding categories and identification of the themes across categories (Knafl & Webster, 1988).

The coding process led to the emergence of four primary themes (e.g., acculturation, professional socialization, value orientations, and organizational socialization). The codes that contribute to each theme can be found in Appendix F. First of all, the acculturation theme that emerged captured biographical profiles of PTs in terms of their positive and negative past K-12 PE experiences, the content and instructional methods they experienced, as well as, the teaching and coaching orientations

of PTs. Second, the professional socialization theme captured the coursework and instructors that PTs encountered in their teacher education program prior to the course of student teaching in relation to their value orientation. Collectively, the first and second themes identify how PTs' past experiences, prior to student teaching, influenced them to form their value orientations. Third, the value orientations theme with sub-themes (DM, LP, SA, EI, and SR) captured value orientations that the individual PTs endorsed in each of the three periods in order to identify how they maintain, develop and/or change value orientation across the course of student teaching. Lastly, the organizational socialization theme that emerged discusses cooperating teachers, student behavior/attitude and learning ability, class schedule, and school levels in order to explore as potential facilitators or barriers to PTs' value orientations.

Theme 1: PTs' Acculturation

As discussed in in chapter 2, PTs' experiences prior to teacher education programs have been found to influence how they react to their program and develop their preexisting belief about the purpose of physical education. Past experiences serve as a form of occupational socialization. Theme one sheds light on the occupational socialization the PTs in this study underwent and how this socialization potentially impacted their VO system at entry into student teaching. This section will discuss sub-themes such as 1) PTs' positive and negative past K-12 PE experiences related to content and instructional methods their teachers presented and 2) teaching and coaching orientations based on their career decisions. .

K-12 physical education experiences. PTs addressed how they experienced their past K-12 physical education as a student. More specifically PTs interviewed discussed how the content and instructional methods they experienced in their own K-12 education were influential at entry into the teacher education program.

Content. Most PTs reported having had positive, fun and beneficial content during their school physical education. For example, the participant one enjoyed various games they played in elementary PE.

> Well, in elementary school at least we had a really fun time, she [PE teacher] had a lot of games and things organized for us, but a lot of times it was our personal choice. She would give us a ton of ideas, or a ton of different games and we got to choose which ones we wanted to play until we got bored (Formal interview, Entry).

In addition, PTs had a variety of opportunities to experience games and sports throughout K-12 physical education. For example, the participant two described the following k-12 content.

> In elementary school, I know we did a lot of game play like throwing and catching and the scooter games and we always had fun games on Friday….and in the middle school we did a variety of games, we did archery outside, softball outside, then we did adventure ed. So we had ropes courses and she did different things with obstacles in the gym, so it was a bunch of different activities that were new and kind of really exciting (Formal interview, Entry).

PTs also reported content being positive if it gave them a chance to engage in a new physical activity. The participant six described his secondary school PE experience in getting to learn rules about particular sports that made him to get close to sports as follows.

> I know I learned rules. It just kinda what's going on tennis games……..that was a first time I really got tried out and finally knew the rules. I actually enjoyed watching tennis because I knew the rules (Formal interview, entry).

In contrast, PTs also addressed some negative K-12 PE experiences they encountered in terms of content. The expressed dislike when they struggled to learn motor skills or saw lower skill peers hardly joining a game. The participant six recounted how he got bored of some content due to the lack of his skill level:

> Some day when I……basketball, for example, we just worked on dribbling. I couldn't dribble well enough and when I was challenged like I guess my PE teacher could have told me to just keep dribbling with "off-hand" as well. I got bored with the content (Formal interview, Entry).

The participant one also indicated content not being differentiated for a particular student, especially those with lower motor skill levels than other peers. The following excerpt illustrates the negative experience in his high school.

> Once we got to high school, that's when it kind of changed a little bit. That's where more of the weeding out of people that weren't as good at other sports. Kids that weren't good at other sports were weeded out a lot because we just played basketball every day. (Formal interview, Entry)

In addition, some PTs were satisfied with content they got to work. However, they got disappointed when their teacher did not meet their expectations for learning. The participant five mentioned about her positive and negative experiences in high school PE classes. She was exposed to content emphasizing the importance of nutrition and physical activity to lead healthy lives. She recounted her learning experiences in high school as both positive and negative:

> I remember that we were supposed to log in our journals what we were eating and what we were doing in terms of exercise. I guess it was good in the aspect that it starts getting you to think about what you were doing. But the teachers never went back and used the information we collected to help us analyze how well we were eating or if we were getting enough physical activity time… (Formal interview, Entry).

Thus, PTs were concerned about content conducive to motivating all students to engage in physical activities and promoting their motor skills and cognitive knowledge as important student learning based on DM, LP, and EI value orientations.

PE teachers' instructional methods. PTs described their past K-12 experiences in relation to the instructional methods displayed by their past physical education teachers. The PTs in this study liked to have their PE teacher explain more specifically how to perform a task and why it is important to them, as well as, pay a lot of attention to them so as to help them improve their motor skills. The participant one, for example, recounted his PE teacher putting lots of effort into teaching learning principle as follows: "Not just saying 'take 3 steps here', he was able to tell you why you needed to 'step over here', and 'do this and do that'. It kind of made me have an enjoyment, more of an enjoyment of the sport" (Formal interview, Entry). When it comes to teacher' attention to students, the participant four, for example, vividly expressed it was his PE teacher who got him interested in sports:

> My fifth grade PE teacher, he, um…everybody else in the class was really good at shooting basketball, I was not. I was doing the granny shot. He took the time to take me to the side of the class or away from everybody else some kind of teach me how to do free throw and stuff like that. My favorite moment in PE just is just him just taking the time to show me how to do motor skills……beforehand I was not competent enough to play with others. But now I for him teaching me have that skill enough and I can play it with my friends stuff like…(Formal interview, Entry).

In contrast, PTs had some negative experiences with the respect to the past instructional methods they encountered from their teachers in physical education. They expressed discontent with the attitudes of teachers. For example, teachers' lack of concern and strictness negatively impacted their desire to be physically active during

class. For example, the participant five stated that her secondary school PE teacher did not care about her classes.

> We didn't really learn basketball, we just played it. It was kind of just roll the ball out. If you wanted to play basketball, its fine, if you want to sit, its fine, as long as you dress out you're good. So I didn't really learn anything (Formal interview, Entry).

The PTs expressed discontent with their teacher's strict management protocol. For example, the participant three recounted that:

> If we got trouble in classroom…….in elementary my PE teacher, he would just automatically sit us out for the rest of time. We weren't even allowed to watch you, we had faced the corner (Formal interview, Entry).

Overall, PTs recognized their past PE classes as good or poor, depending on how fun, meaningful, varying, and beneficial their PE teachers' instructional methods are for them to engage in learning specific content, enhancing motor skills, and taking part in a variety of recreational activities. Likewise, PTs were concerned about content and instructional methods that can be beneficial for students in terms of achieving student learning based on DM, LP, and EI through physical education.

Teaching orientation. When data about PTs' career decisions were examined many participants embraced what Lawson (1983a, b) called a "teaching orientation". A "teaching orientation" means they didn't want to coach but rather teach quality physical education and learn to teach quality physical education. The three PTs revealed that their focus was on creating a learning environment that led children to be physically active and enjoy physical activity. The participant one, for example, addressed that:

> But from the teaching aspect I still do want to be a teacher, I don't want to strictly be that, just the weight lifting coach or blah, blah, blah. I want to still be able to

> teach everyone the fundamentals of the sports they are playing and teach them new things (Formal interview, Entry).

The participant three also stated:

> I want to be able to create that environment kids enjoyed it and concreate passion for the young ages so that they don't view it negative later on like even if they are not athletic or not into sports I want to really show them that they feel better when they're active. And even if it's not their favorite thing, we can find a lot of different ways for them to try things like…I don't wanna be particularly stuck on one sport like I was in high school……to me help them create a better physically active lifestyle through physical education (Formal interview, Entry).

Like the participant one and three, the participant two with a teaching orientation wanted to put effort into educating students to realize the importance of physical activity. The participant two also reported the influence of PE teachers on student learning. She, for example, illustrated her PE teacher as follows.

> I truly looked up to my elementary PE teacher and want to be that influential in a child life. I love physical activity and all the benefits it gives to us so I would like to show children how fun it can be, and how great you feel after it. Being a good teacher and impacting a few students lives would be life changing for me to accomplish (Formal interview, Entry).

Coaching orientation. The other three PTs interviewed entered their student teaching with a coaching orientation. I discriminated between those with weak, moderate, and strong orientations by carefully reviewing qualitative data about acculturation. A strong coaching orientation was defined as those who prefer to coach school sports to teach physical education. Those who at least entertain the idea of teaching provided it did not interfere with their coaching their coaching were categorized as a person with a moderate coaching orientation. Those with a weak coaching orientation put almost as much emphasis on teaching as coaching. Based on the review of the data, I determined one PT with a weak coaching orientation entered into the student teaching. And the other two PTs brought a moderate coaching orientation to their student teaching. No PT with a

strong coaching orientation to the entry into student teaching was found. The participant four and five demonstrated their weak coaching orientations. First of all, the participant four recounted:

> Especially high school PE teacher and my coaches…..and I liked all sports and I always enjoyed being with them and playing sports. Like I said, my top two reasons would be to give back and make an impact like my PE teacher and coaches had on me on to kids' lives, and to be able to coach. I like coaching as well (Formal interview, Entry).

Second, the participant five stated that

> If you're in PE you most likely are going to be into coaching something whether you like it or not. It's kind of like one of those things, that's kind of associated with us as PE teachers. So I feel like that's a good ground work and good basis for what we are going to be doing with our career (Formal interview, Entry).

Like the two PTs stated above, they appeared to put their effort into getting students to be physically active and promote motor skills through coaching as well as teaching, and were not far from where PTs with a teaching orientation position. The participant six appeared as a person with moderate coaching orientations. He demonstrated his moderate coaching orientation by stating:

> I started loving to coaching. And…...after…..really didn't see much of the PE part until I was in the program here [teacher education]. I have coached in baseball. And I would like to continue coaching when I get a teaching job. So, um…..i will have to say coaching got me in the PE (Formal interview, Entry).

Summary of Theme 1: PTs' Acculturation

The PTs exhibited high expectations for content and instructional methods in physical education as they experienced their past K-12 physical education. They felt content and instructional methods should lead K-12 students to engage in various physical activities, develop motor skills, and learn specific content beneficial for a

physically and mentally healthy life. The PTs' past experiences in K-12 physical education play an influential role for PTs in developing their initial value orientations, such as DM, LP, and EI, at entry into the course of student teaching.

Three of the six full participants brought their teaching orientations into the course of student teaching. In addition, two of them had weak coaching orientations and the other one with moderate coaching orientations were found. However, no PT with strong coaching orientations was found in this study.

Theme 2: PT's Professional Socialization

Interview data revealed that a great deal of professional socialization occurred during the teacher education program that influenced PTs beliefs about the purpose of physical education. This echoes the literature on the professional socialization (Lawson, 1983a).

Teacher education program. According to occupational socialization, physical education teachers develop their values, sensitivities, skills, and knowledge about teaching throughout their teacher education program. The PTs in this study were influenced by the coursework and teacher educators they have had in their program. They were also heavily influenced by courses that taught them to how to develop content and pedagogical knowledge. The participant five, for example, identified biomechanics as a course that played a beneficial role for her in developing her discipline knowledge helping her to become a better physical education teacher.

> Biomechanics for example, I didn't really like it because I didn't see why I needed to take it to be a PE teacher. I felt that it was more athletic training, and looking back I am able to realize. I am able to break down a skill even better and

> to know why these are the most important cues. And so, I feel like biomechanics is a good one because you are able to break the skill down and understand why the cues are, you know the most important. 190 [course name], because it introduces you to cues and understanding what skills to teach and the difference between open and closed skills, it's just the beginning of everything (Formal interview, Entry).

For the participant five this biomechanics class prepared her to be able to more effectively develop students' motor skills. As another example of the importance of learning experiences in the teacher education coursework, the participant two was influenced by courses that taught her how to develop motor skills:

> 190 [course number] was an introduction to lesson plans and body movement and to look for different cues of skills, which is obviously something that is so helpful because we are going to have to break down the skill for students. So that class was the first class where it really focused on looking at a skill and saying, 'ok, this is how you throw', but you need to know how to make it easier for them (Formal interview, Entry).

Most PTs in this study identified the methods courses they took as the most beneficial learning opportunity of the teacher education program. These courses taught them the pedagogical skills necessary for effective teaching and gave them exposure to children and young adults in school settings. The following extracts offer examples of how methods courses prepared them to be a successful teacher:

> I couldn't do anything with skills If I wasn't taught in methods. How to set up lesson plan and how to deliver that. So it is like, I learned specific things in skills courses and methods taught me how to make those more detail to present those in a correct way to refine them. If you need it, you know, make them harder easier stuff like that (Participant 3, Formal interview, Entry).

> The practicum, the elementary and secondary methods, because actually got to lesson plans and go out in the schools and work with the kids. They gave me ultimately hands on experience. It got us used to planning for grade levels of kids and planning for their different skill levels and different actions we were going to see there (Participant 2, Formal interview, Entry).

> As far as putting more emphasis on fitness in the later years of education, I feel that my experiences in practicum classes like the secondary methods molded my

> belief that this is when the students should be taught different types of exercise, because many of them are running out of time as far as playing sports and receiving the health benefits of physical activity in this fashion (Participant 6, Writing assignment, Entry).

Thus, PTs demonstrated the beneficial role of coursework that enabled them to effectively design and teach psychomotor tasks to students.

In addition to coursework, professors/instructors also influenced the PTs to understand lesson objectives, how to implement their lessons to accomplish the objectives, and design appropriate content for a physically active lifestyle. Following excerpts are examples illustrate the role of the instructors/professors in helping to develop their beliefs relative to physical education:

> There were plenty of times where the PE students complained on what we were going to be learning that day, but through the ways the instructor taught me to be able to personalize and keep it interesting proved to me that their learning outcome was higher. Not only were the students learning the skills quicker, but they wanted to continue to play or learn more about the skills (Participant 1, Writing assignment, Entry).

> We always discussed how to teach kids how to be independent with their own physically active lifestyle. That is the overall goal we are learning in this department we want, like, to me, we wanna teach these kids how to be physically active and how to lead a physically active lifestyle. That has been reiterated to us constantly in this program (Participant 3, Formal interview, Entry).

Thus, PTs indicated that their learning experiences based on DM, LP, and EI during the teacher education program prior to student teaching were influential to them in terms of what types of student learning should be accomplished in physical education.

Summary of Professional Socialization of PTs

PTs had mainly developed their abilities to teach motor skills and learning principles to K-12 students while attending their teacher education program. They were

prepared to do so through skills courses, discipline courses, and methods courses to design and implement physical education based on DM for teaching motor skills and LP for teaching learning principles. In addition, they were influenced by instructors in their teacher education to promote motor skill development and learning principles in order to create a learning environment based on EI where students are motivated to search for their personal meaning like a physically active lifestyle.

Theme 3: Stories of Maintaining, Developing, and Changing VOs

Qualitative data collected across the three terms were examined to answer the two research questions. The first question was designed to explore PTs' core value orientations at entry into student teaching experiences. The second one was to examine how PTs' value orientations changed over the course of the student teaching semester. In this theme, I analyze the stories of PTs to determine their initial value orientations, and then how they maintain, and develop, or change their value orientations. I present this data by each full PT.

Participant 1's story. In the beginning of student teaching, the participant one with a teaching orientation endorsed DM and EI combined as his primary value orientations. Following extracts are typical of his early statements indicating DM along with EI:

> So I feel like that kind of comes natural too as you, as you get your skills better you can understand the process of everything and you can get along with other people just because people are up to your same ability or playing level, they'll be able to take you in (Formal interview, Entry).
>
> A unit designed to reach this objective would consist of a series of skills to help build the motor learning for the student. It would also include a number of assessments to ensure that even with motor competence, cognitively they are there……. Along with this, being able to personalize and figure out what makes

> the students actually enjoy and want to continue to play or progressively get better will help when reaching the objective (Writing assignment, Entry).

These statements show that he initially brought his belief that physical education is for students to develop their motor skills based on DM that might permit students to search for their personal meaning that more actively engages in physical activities for their physically active lifestyle based on EI.

At the completion of his first placement at a high school, he demonstrated that his priority to DM was reinforced throughout the first placement.

> I think for student learning, going back to what my philosophy has always been, starts from psychomotor and trickles down. Because being at this placement I realized that people can… It's like set in stone for me what I've thought, that people can understand what you're saying but just because they understand doesn't mean they can physically do it (Formal interview, Middle).

After observing his teach a volleyball lesson, he stated that he is so glad to have low skilled students improve their skill levels and engage in actively performing tasks with their peers and participate in the game.

> I think it was crazy how their skills, I'm not going to say they're elite players now, but how they went from being really low level to… I'll actually give them a really high level by the end of our unit. They were up there where they could just play and keep going, getting three hits on each side. It was actually really, really impressive (Informal interview, First placement at high school).

According to a field note behind his volleyball unit lesson (Field note, First placement at high school), he only emphasized his expectations for the psychomotor lesson objective and missed stating other two cognitive and affective objectives during the set induction, and also spent some time personalizing the relevance of the psychomotor objective to a physically active lifestyle. The psychomotor objective was for all students to play a modified game of volleyball while executing all three shots such as

bump, set, and spike, at least one version of the serve and rotating through the positions at least once during full game play (Lesson plan, First placement at high school). Thus, he attempted to achieve competent motor skills of all students proficiently executed to enjoy playing a volleyball game.

He also perceived EI as significant student learning that needs to be achieved in an environment that provides equal opportunity for all. He stressed the connection between competent motor skills and physically active lifestyle indicating the importance of DM along with EI.

> Being able to demonstrate the knowledge and skills to achieve and maintain a health- enhancing level of physical activity and fitness….this is important to me because it shows me that the student can obtain their lifelong physically active lifestyle (Writing assignment, Middle).

Thus, he maintained his priority to EI along with developing student motor skills that might play a crucial role in helping students lead a physical active lifestyle.

In the end of student teaching, he maintained his priority to DM along with EI. He addressed a unit he would like to design that exemplifies his priority:

> There could be a few days on weight training to begin to show the students how to properly train their bodies, as they are beginning to build muscle and this also allows time to work on important things such as proper fundamental technique (Writing assignment, End).

In addition, he addressed the main purpose of physical education based on DM along with EI as follows:

> Physical education students should learn knowledge and develop motor skills that help lead on to a physically active lifestyle and new friendships. We [PE teachers] need to allow for students to begin to be exposed to all new types of games and sports that can trigger them into making changes for the better life (Formal interview, End).

As the student teaching progressed throughout the semester, he was more likely to state the importance of EI that emphasizes a balance between student needs, group needs, and subject matter.

> It's like that gives you a chance for everyone to be successful, it gives, you know, somebody doesn't particularly like to get down and dirty and something. They can be a scorekeeper and equipment manager, and something and get a grade that way and be successful and still contributing to their team. Now, they are still learning about the sports. They are so required to actually do physical activity in it (Formal interview, End).

> I still believe that elementary kids should be taught fundamental skills for varying sports to engage them in sports activities for their spare time…for example, for instance, for my soccer lesson, I don't want to focus on one thing per one day, I was able to incorporate each individual skill at several work stations for dribbling, passing, and shooting and all this (Informal interview, Second placement at elementary school).

Thus, he presented certain instructional methods that encourage the students to engage in learning activities that might lead into physically active lifestyle. In addition, during a lesson observation on his fitness unit for 5th grade, he spoke with students about the positive effect of fitness development on their health (Field note, Second placement at elementary school).

His priority for SR was developed in the second placement at elementary school. He spoke of the need for respect and responsibility in physical education:

> With the different responsibilities in sports education model, students will feel and become more appreciative and will be more successful because their main focus might not be on being physically better than the next person in their class, it could be on showing the most respect and having the most responsibility on your team as the leader so on (Writing assignment, End).

He clearly stated his affective objective related to SR on his lesson plan for the fitness unit: "Students will be able to work in groups, respect, and encourage each other by giving positive feedback and supporting one another (Lesson plan, Second placement

at elementary school).” Moreover, he implemented his lesson to accomplish the affective objective during the lesson by stopping the class and then reminding them of that they are supposed to encourage with each other by complimenting their peers on their performances and cheering them up (Field note, Second placement at elementary school).

In summary, his priorities to DM and EI were maintained and solidified across his teaching placements. In addition, his priority to SR was developed as his student teaching progressed.

Participant 2’s story. In the beginning the participant 2 with teaching orientation indicated the views of DM and LP along with EI that pursue the purpose of physical education aiming at helping all students lead a physical active lifestyle through competent physical movement. She, for example, made following statements that illustrate her priorities to DM, LP, and EI value orientations.

> Building off of their fundamental skills throughout lessons is really important and to be specific with what you want them to learn. So we’re working on a certain skill and we are doing this because it’s going to help us dribble better and then they practice ……because it’s pretty much fundamental for any movement that they’re going to continue to do until they’re older (Formal interview, Entry).
>
> This is extremely important in the learning process because it allows tasks to be modified to best fit these needs of individuals. That way, each student can succeed at their own rate and through a variety of goals…….. It’s very important that teachers understand their students to help them assist in the process of learning. Teachers need to also display different teaching techniques such as direct styles and indirect to target every student (Writing assignment, Entry).

Thus, she believed that developing student motor skill levels enables them to be physically active and teachers should be able to plan and implement lessons that consider individual student needs for all students to develop motor skills for various sports.

In the middle of student teaching, she solidified her priorities to DM and LP by stating that different grade level students should learn a different set of motor skills as follows.

> Elementary students should be learning basic skills, and become proficient in locomotor movements. Middle school students should be learning about different sports and be able to complete modified games. They begin to learn strategies and incorporate the basic skills from elementary school into game play. High school is where students learn how to execute full game play proficiently. They know the rules, concepts and strategies and can transferring knowledge from one sport to another. We as teachers need to make that transfer happen. I personally as a teacher would base my curriculum around the aspect of fitness, having students physically fit with testing data at each level and incorporating that concept of fitness into everything they do (Writing assignment, Middle).

During a sixth grade lesson, she never stopped moving around the class to monitor students performing cross-fit fitness warm-up in each station to encourage them to perform correctly. She also spent much time refining student performance. Sometimes, she joined the students to not only demonstrate fitness performances, but also encourage them to perform the fitness tasks (Field note, First placement at middle school). Likewise, she was very enthusiastic when teaching students the correct way to perform motor tasks.

In addition, she stressed the effect of various opportunities for students to engage in physical activities on them searching for their personal meaning like a physically active lifestyle. The following statement illustrates her priority to EI.

> I think it is important to show a lot of activities even if it's just unit on fitness and just teaching them different fitness things they can do at home or outside. I think it is important to give them as much information about activity as you can (Formal interview, Middle).

She also expected that content taught in physical education needs to influence students to get involved in various physical activities for them to lead a physically active lifestyle. According to her lesson plan for 6th grade basketball unit, her task progressions

were well organized in order for students to develop a motor skill dribbling a basketball, and then apply it into competitive game-play, called "dribble tag knock-out", for fun (Lesson plan, First placement at middle school). Thus, her priority to EI creating learning environments encouraging all students to search for physically active lifestyle through participating in various physical activities and mastering movement knowledge was solidified as the secondary placement progressed.

In the end of student teaching, she maintained DM along with EI. The following two statements illustrate her priorities to DM and EI that emphasize the importance of developing students' skill development in order for them to lead a physically active lifestyle.

> We give students the basic skills to movement that they will utilize throughout their lives. Movement is the essential skill that a person carries out daily. Also, by giving students the skills of a variety of activities, they will be comfortable and knowledge to continue activities of interests throughout their life (Writing assignment, End).

> Well, elementary school they really just need as much practice as they can with….skills and just things like striking..throwing, running, loco-motor movement……they really need psychomotor to help them with those fundamentals, so they can be successful when they move to secondary school (Formal interview, End).

In addition to DM and EI, she developed her priority to SR as important student learning in physical education. She implemented her lesson asking students to cooperate with team members in the game called, battleship. During the game, she emphasized the importance of cooperation with team members to make better game performance. She stopped the game and let the students have a discussion to share their cooperative strategies their team conducted with opponents. She led students to give applause to others sharing their strategies (Field note, Second placement at elementary school). She

stated that "I think elementary kids need to develop their personality like consideration, cooperation, respect, things like that, prior to moving to secondary school…Cooperative learning and time to discuss ideas with others helpful to develop their movement skills and also become well-rounded people (Informal interview, Second placement at elementary)."

The following extract is another example illustrating the significance of SR.

> In the secondary level, students become independent and can take on roles individually as they work together. The sport Ed model would be a great way for students to take on responsibility within a team but ultimately take on positions they have never done before. It will totally encompass them in a sport and get them excited about the games. They also need to take on leadership roles and express themselves and feelings through journals or projects. It is important to instill expression in them so that they can handle their own conflicts and express how they feel about activities (Writing assignment, End).

The reason why she adopted the sport education model is for students of all skill level to be able to engage in motor skills and to promote leadership, responsibility, and cooperation during physical education. She also stressed SR as follows:

> Student learning should be respect, developing skills and basic fundamentals, and should be responsibility within a variety of different activities, working together well by understanding others with diversity differences. They should be accustomed to team work and know how to work with a diverse group of individuals as well as have the knowledge about activities they want to continue to pursue (Formal interview, End).

In summary, her priorities for DM as a mean to accomplish student learning based on EI were maintained and solidified as her student teaching progressed. In addition, her priority to SR was developed across the three points in the semester.

Participant 3's story. In the beginning, the participant 3 with a teaching orientation was more likely to advocate LP, EI and SA value orientation that emphasize the importance of teaching students how to apply learning principles in learning new

knowledge and skills. In other words, she believed that teaching learning principles plays a crucial role for students in enhancing their self-confidence rather than centering on achieving just motor skills as the primary goal of physical education. For example, she addressed the importance of teaching students learning principles related to fitness development to help them realize how to independently set up their activities for their physically active lifestyle:

> A unit demonstrating the 5 components of health related physical fitness would be the first thing that would need to be covered. Teaching the students about the importance of the heart, flexibility, the muscles, and the body make-up will lead into learning what exactly makes the students happy (Writing assignment, Entry).

> I like to teach the kids how to set up and establish on their own games, the stuff. And to me, that's more that's what I really would like to focus on teaching them how to be more independent setting up their activities and understanding why they should do that rather than just sit down and talk. PE contributes to a school day and to child life, it just provides a chance, it gives them a chance to experience something new. It gives them, it opens them up to other things, um…. new sports new information, new ways to…….go about their day. It will lead into learning what exactly makes them happy and physically active (Formal interview, Entry).

In addition, her response to the question about the most important student learning in physical education hinted at a priority for EI:

> I believe that students should learn how exactly to begin a physically active lifestyle. In order to do this, a physical education teacher should teach what it means to be physically active, what it means to be healthy, how to achieve both of the previously mentioned things, and also, physical education teachers should help to guide their students into learning what excites them so that they may be tempted into continuing these physical activities that they enjoy (Writing assignment, Entry).

In the middle of student teaching, she maintained her priority to EI throughout the first placement at elementary school. In other words, she strongly believed that physical education should help students to be exposed to a variety of physical activities for them

to search for their own personal meaning like physically active lifestyle. The following two excerpts illustrate her belief about EI value orientation:

> Students should learn what their passion is in physical education. Meaning they should be exposed to as many different sports, fitness activities, outdoor activities, etc in a physical education setting so that they may learn what they are passionate about. Students are more likely to continue with physical activities outside of the classroom if they find something they enjoy. With the main reason for education students on physical education is to promote a physically active lifestyle, this passion that they find will help kick start that (Writing assignment, Middle).

> I want to teach them how to find the personal enjoyment on their own without me having to tell them….I want them to get the personal enjoyment out of it, not necessarily perfecting a certain skill. If you're enjoying being active you're going to eventually perfect that skill if you keep doing it the correct way, practicing the correct way (Formal interview, Middle).

She established teacher objectives for a lesson in a gymnastics unit at elementary school as follows: (1) The teacher will be able to keep the students motivated and engaged in class by always having them moving and doing various fun activities, (2) The teacher will be able to circulate around the class and effectively supervise the students as they perform the actions asked of them in small groups (Lesson plan, First placement at elementary). Likewise, she attempted to help students to be interested in physical activities and perform a correct way to practice learning tasks for finding personal enjoyment. This suggests she used her priority for LP as a means to help students lead a physically active lifestyle based on EI. In addition, she stressed the variety of content and its details for elementary students to mastering sports and fitness skills as possible as they can, prior to entering into secondary levels. Likewise, she believed that competent skill development of elementary students for various sports helps them to deepen their skills in secondary schools that might encourage them to lead a physically active lifestyle.

> They [elementary students] deserve equal presentation of every skill we could possibly give them being physical activities, sport activities, outdoor recreational

> fitness activities, and things like that. Starting in middle school and high school I would specialize more (Formal interview, Middle).

She also stressed the importance of being able to perform motor tasks for a physically active life rather than knowing just why and how to play as follows:

> Knowing what workout to complete and why to complete it is great but if a person if physically unable to complete it then they are not leading a physically active lifestyle, which is the ultimate goal (Writing assignment, middle).

> I would like to present sport skills and fitness skills to kids. Like station works, for example, you get about 3 minutes at each stations. You have jump ropes, you have the balance beam, you have the pull-up station, you have a basketball station, you have a scooter station, and you have a punching bag station. They just have fun and get a little bit of everything. Its promoting physical fitness, just different ways to be active and enjoyable that will get you physically fit (Formal interview, Middle).

Thus, she developed her priority to DM required to accomplish EI. She regarded EI as the important value orientation that needed to perform motor tasks based on DM. The following except hints at her concern for EI:

> I would like to mix it up between fitness and sport skills rather than focus only on sport skills where, "this week we are going to do soccer, this week we are going to do basketball, this week we are going to do pickle ball", and only focus on that. I don't want to just focus on sport skills, I don't want them to just focus on being physically fit, I don't want them to be 'busy, happy, good', I want them to get it all as best I can (Formal interview, Middle).

In the end of student teaching, she was more likely to advocate her priority as EI by considering breath over depth:

> I wanna cover as much as I can and expose them to as many sports rather than staying in same one and going so into it and, you know, get in everything so specific, so intense with one sport (Formal interview, End).

Moreover, she addressed that physical educators need to create learning environments where all students, including lower skilled and lower motivated students,

are provided with equal chances to engage in learning activities. She noted two teacher objectives on her lesson plan for a team handball unit that exemplifies this:

(1) The teacher will be able to keep the students motivated and engaged in class by always having them moving and doing different fun activities.

(2) The teacher will be able to circulate around the class to effectively supervise low motor skilled and less motivated students and provide them with appropriate feedback as they perform the actions asked of them in small groups (Lesson plan, Second placement at middle school).

In addition, she stressed the importance of the equal learning environment for active involvement of all students as follows:

> It's like that gives you a chance for everyone to be successful, it gives, you know, somebody doesn't particularly like to get down and dirty and something. They can be a scorekeeper and equipment manager, and something and get a grade that way and be successful and still contributing to their team. Now, they are still learning about the sports. They are so required to actually do physical activity in it (Writing assignment, End).

She mentioned about sport education model as their preference to conduct their own PE lessons. In addition, she recounted SR as important student learning in physical education.

> I would do seventh grade volleyball then. 7th grade volleyball…and I did it..I like the idea of sport education model with volleyball, only because, you know, you can assign roles and responsibilities very well with that between the laps, line judger, score keepers (Formal interview, End).

> During the class, I found students meeting my expectations for the affective objective that asking them to encourage with each other and respect to the opponents during the game-play. I actually like to hear them providing some positive feedback like good job, and see them making high fives with teammate and shaking hands with opponents after the game (Informal interview, Second placement at middle school).

Overall, the participant three's priorities for EI were maintained across the three periods in the semester. Her priority to DM was developed rather than LP as a means to accomplish EI in the first placement at elementary school. In addition, her priority to SR was developed as her second placement at middle school progressed.

Participant 4's story. In the beginning, the participant four with a weak coaching orientation stressed the importance of EI that provides K-12 students with various opportunities to engage in physical activity, influencing them to lead a physically active lifestyle. The following statements illustrate his belief about the purpose of physical education:

> My goal would be to kind of give being exposed to students to variety of not just sports, but physical activity in general throughout the year or semester or however long I have the students to help them find something they enjoy doing because if they enjoy, they are more likely to be physically active lifelong (Formal interview, Entry).
>
> The units I would include in a Physical Education program would be short units to expose students to as many sports and activities as possible. The first half of the school year or semester would consist of more traditional sports such as basketball soccer, football, badminton, and the second half of the year would consist on non-traditional sport and activities. Some of the non-traditional activates include outdoor activities, archery, disc golf, and low ropes course (Writing assignment, Entry).

At the middle of the student teaching semester, EI was still his highest priority. In addition, he developed DM along with EI as follows.

> Having a variety of motor skills and stuff like that…… at the elementary level you want to expose them to as many motor skills as possible so that when they get to the middle school they have a good base to build on when they start doing sports and stuff like that. If you give kids a variety, of that variety they should be able to find something they really enjoy doing or are really good at. And again that will lead to the eventual goal of living a physically active lifestyle (Formal interview, Middle).

> Students should be able to be exposed to a variety of basic motor skills as well as learn some basic knowledge of fitness concepts in order to live a physically active lifestyle. The units I would like to design focus on 3 different areas such as team sports, cooperative games and leisure sports (Writing assignment, Middle).

As those two statements indicate, he believed that it is through developing students' proficiency of physical skills and fitness to encourage them to be physically active in their life. In addition, he perceived the significance of SR to meet his goal of physical education based on EI as important student learning. In other words, he believed that physical education should prepare students to enhance their social interaction, teamwork, cooperation, etc. in order for them to lead a physically active lifestyle. The following statement exemplifies how he perceived SR.

> Physically active lifestyle is to give students, kids, the health benefits they need because we do have a lot of problems with diseases and obesity and stuff like that in the country and the recommendation is 90 minutes of PE a week and you have 60 minutes a day. So obviously to meet that requirement and again PE gives students a chance to interact socially and work together as teams in ways that they can't in a normal classroom setting, it's never time to work together with their bodies or an object like a ball and work together as teams and stuff like that. So I think there is a huge social aspect that PE provides that is important for our students at an elementary level to be socialized (Formal interview, Middle).

In addition, his priority to SR was also shown during observation on his lesson and in the lesson plan. He implemented his lesson that centers on asking the students to cooperate with each other in game-play, called "Crossing the river" in the end of the lesson. He led the fourth grade class to have a group discussion about possible strategies, and presented the importance of communication and cooperation for good teamwork (Field note, First placement at elementary). Throughout the lesson, he wanted the students to respect others sharing their opinion and promote the spirit of cooperation. His lesson objectives for an affective domain consisted of respecting others and cooperating with each other as follows:

1. Students will demonstrate positive behavior to on each other by giving one good feedback statement about another peers balance.

2. Students should be able to work cooperatively (working without arguing, communicate with a partner in a positive manner, respecting others) partner to think of ideas and perform task performances during the gymnastics and cooperative game.

In the end, he established a priority to EI emphasizing the learning environments where all students are motivated in actively participating in class.

> PE curriculum should be a rather inclusive one to motivate all of them to engage in learning activities and teach a variety of different motor skills and games through leisure activities because it shows me that the student can physically obtain life-long physical activity (Participant 4, Formal interview, End).

Likewise, he suggested that teaching students to promote motor skills and fitness through playing various games and sports was to promote active lifestyle and fitness. He also argued that physical education should enable all students to both get fit and healthy through learning content knowledge that they need to develop for their physically active lifestyle.

> I believe students should learn in Physical Education at least 2 sports/and or physical activities that they are competent and enjoy in so they can do it as a lifelong activity. I also believe student need to know what is considered a healthy weight, activity level heart rate and cholesterol level for their age……I would also incorporate a daily fitness activity so student can reach the recommended amount of vigorous daily physical activity (Writing assignment, End).

As his student teaching experience progressed, he presented specific ways physical education should engage in for students to lead their physically active lifestyle. Lastly, he mentioned about SR elementary students should be taught in physical education prior to entering into a secondary school. The following extract illustrates his priority to SR:

> I feel like we as PE teachers have to put our effort into teaching elementary kids affective learning like respect and caring for others stuff like that before they move to secondary schools…....because at high school they are already set in their ways and less likely to change. (Informal interview, Second placement at high school).

He had the overall lack of appropriate behaviors student had for him during his teach lessons. He had 3 to 5 students who often didn't want to do what they are supposed to do during the lesson for a soccer unit. During the game play, three female students and one male did not engage in playing the game, but just chatted with each other and look around the class playing the game (Field note, second placement at high school).

In summary, the participant four brought his priority for EI into the course of student teaching. As his student teaching progressed, he developed DM as a means to accomplish his goal of physical education based on EI. In addition, his priority to SR was developed as important student learning that prepares students to show appropriate behaviors like respecting others.

Participant 5's story. In the beginning, the participant five with a weak coaching orientation was typical of her early statement indicating DM and LP, which advocated mastering students' motor skills through emphasizing learning principles related to motor tasks. The following two statements illustrate her belief at entry into student teaching:

> I have this high expectation for my students and I want them to be perfect before I move on to the next level. So for example, when we are working on the fundamentals and working on dribbling, I don't want to move on to switching back and, you know, crossovers until they can master dribbling with their dominant hand and dribbling with their non-dominant hand… I would make them recite cues. I would make them answer questions about why it was important. Stuff like that. Trying to get their mind thinking about the 'why' aspect, they can transfer that to other sports and be able to learn from it (Formal interview, Entry).

> You can apply this to any sports unit, for example ultimate frisbee. The main focus would be on the students learning the basic skills and techniques for those

> skills. After they learn the basic skills and progress through game stage one, we would work on combining skills. Once the students are able to combine skills, we would work on offensive and defensive strategies and then we would progress to modified and full games (Writing assignment, Entry).

As the statements indicate, she believed it is important that students proficiently develop fundamental skills through performing task progressions from simple to complex in terms of helping them apply those skills in learning new knowledge and skills through game-like situation.

In the middle of student teaching, she maintained her priorities to DM and LP, which appeared to be consistent with those in the beginning. Indeed, she put efforts into teaching isolated motor skills as well as presenting learning principles and rules for volleyball in middle school. For example, she stated:

> I wanted them to get into overhand serving, I wanted them to get into controlling….their passes or serves. Um…but we didn't get into those. So, they learned how to underhand serve, learned how to set and how to bump, learned rules of game, learned how to play in a game situation, learned game, modified games (Formal interview, Middle).

According to a field note during an observation of one of her volleyball lessons, she demonstrated high confidence in her task presentation skills (e.g., demonstration, use of cues, use of examples/non-examples). She spends enough time to fully let the students understand how to correctly perform psychomotor tasks and why those are important. She engages in checking for understanding after visual and verbal instructions (Field note, First placement at middle school). In addition, she demonstrated a variety of pedagogical skills that promote learning for motor skills:

> I wasn't giving the kids ample enough time to actually practice before I offered a refinement. And so I would let them practice for about a minute and then I offered a refinement, that wasn't enough time to actually get the hang of it. So, I am

> waiting longer now before I offer a refinement..…to actually let them get an enough practice time before I offer the refinement (Informal interview, First placement at middle school).

As the statement shows, she was greatly concerned about the learning time allowing students to practice motor skills as much as possible. In addition, she developed EI value orientation as important student learning for students to pursue their personal meaning like healthy and physically active life through promoting motor skills. The following statements illustrate EI:

> The most important thing for students to learn in physical education is how to get healthy and live a healthy life. Every unit that physical education teachers teach can apply to this objective and teach towards the intended outcomes. For example if you are teaching a volleyball unit, you can incorporate ways to play this outside of school and why it is good to stay physically active. In a health unit, you can teach towards eating healthy and making sure you get all of the necessary vitamins and minerals your body needs as well as ways to live a healthy lifestyle (Writing assignment, Middle).

> You get so many benefits from physically active lifestyle….like obesity rates go down, you know, you are happier, you don't get tired as much. There are numerous benefits that I could just keep naming and naming, there is social benefit……you know…..you get to hang out with your friends you get to do something that you enjoy together you get to be outside sometimes you get to enjoy the sunshine. Just numerous different things and I want kids to be able to achieve that. (Formal interview, Middle)

She included a paragraph on her lesson that clearly stated how to personalize the relevance of the motor skills for students' lives:

> I know a lot of y'all are excited to play a real game of volleyball with a net and everything but how many of y'all think it would be fun to play a game where all you do is chase the ball and no one can actually pass the ball? It doesn't sound too fun to me and believe me, I know from experience. It is no fun to play volleyball when the people you play with don't know how to pass or really play the game. That is why we are leaning the fundamentals of passing and setting before we start getting into game play (Lesson plan, First placement at middle school).

As she got through the student teaching in her second placement at elementary school, she maintained her priorities to DM/LP along with EI. In other words, she believed that it is through teaching students' motor skills and teaching learning principles in a variety of game-like situation that they can lead a physically active lifestyle. Following extract exemplifies her belief based on DM, LP, and EI:

> I would love to do like adventure educational course. Because I teach more towards affective domain, still keeping them involved and actively engaged…learning about physical education in outdoor, you know, stuff like that……I would like to teach things like volleyball, golf, and, I guess I would include a team sport and individual sports to realize you don't always have to have someone else in order to be physically active you can do by yourselves if you want to. It depends on the school that you are teaching at and the students at that school (Formal Interview, End).

Particularly, her priority for SR in the end was getting prominent. The SR value orientation can be easily noted in the last writing assignment PTs completed in their curriculum class taken concurrently with student teaching: "The most important thing for students to learn in physical education is how to be socially responsible and become a good person who follows rules and demonstrates good behavior (Writing assignment, End)." The following also exemplifies importance she placed on SR in her teaching:

> If I need to emphasize one and the other, one…..one specific thing I will, I want them to grow as people and I want to help them grow into good people and become the people (Formal interview, End)

Thus, she strongly believed that physical education should contribute to the humanistic education that builds students' charter like social responsibility, respect to others, etc.

In summary, the participant four maintained her priorities to DM and LP value orientations, and developed EI value orientation as the student teaching progressed. In

addition, she developed her value orientation of SR across student teaching at second placement in elementary school progressed.

Participant 6's story. The participant six entered student teaching with a moderate coaching orientation and endorsed DM and LP at entry into student teaching. The following excerpts are examples of these priorities at entry to student teaching:

> If I teach why in a cognitive part, they can apply that to their psychomotor domain. So, as long as I give them good demonstrations and tell them how to do it and then I tell them why. I feel like telling them why is more cognitive so I feel like really telling them why is the biggest part (Formal interview, Entry).

> The unit based on emphasizing why would be structured with a main focus on a skill in the beginning of a lesson, which progresses through different small sided games until games more representative of sports that use the skill can be played towards the end of the unit (Writing assignment, Entry).

Thus, at entry into student teaching he believed it was important for students to understand learning principles if they are to develop competence in motor skills.

At midpoint in the semester he maintained his priorities for DM and LP, and developed EI. He stated the following in the middle of student teaching:

> I believe that some motor skills and competency and….um…so…I would say motor skills and competency, but also teaching them how to um….along with that content as far as um….how to play a game, strategy, tactics, and things like that…….. if the goal is to produce active life styles and active movers and I really believe you have to be competent and you have to be good at sports with high motor skill levels to enjoy it. And if you don't enjoy it, you are not going to keep doing it…….give them value and help them to enjoy being fit, find the value of being fit, and help to motivate them to be fit and healthy (Formal interview, Middle).

He also addressed that "It's gonna be important to create more varying content….like playing fun games, you know, to motivate all of them to get involved in

class (Informal interview, First placement in high school)." This statement supports his beliefs about the DM and LP along with EI.

> I believe pretty strongly that if one perceives himself to be competent in a sport, he will enjoy playing that sport. This has proven to be true with the students I have taught at my current placement. I believe that the best way to accomplish these…this learning objective is to build a base set of skills early in the students' physical education that can transfer and apply to a multitude of different sports and activities (Writing assignment, Middle).

Thus, the participant six perceived developing motor skills and learning principles as a means for students to achieve their physically active lifestyle for health and enjoyment. In other words, he believed that students should be competent in motor skills that help them actively participate in various sports and physical activities.

In the end, the following statements showed that he maintained his priority to DM and LP. The following three excerpts illustrate his priorities for DM and LP:

> Teaching the cues where we can get the kids to practice… if they know the cues and then what we are hoping is that they can take those cues and apply them to their own practice (Formal interview, End).
>
> Physical education teachers should focus on producing students that feel competent in performing physical activity or exercise, whether it be in the competitive sports setting or exercise for fitness and health benefits. I believe the best way for this to be accomplished is to push more of the knowledge surrounding the movement or activity, to help the students to become more autonomous and be able to make their own adjustments and decisions (Writing assignment, End).
>
> For the next class, I will focus more attention on helping them [students] understand what adjustments can be made in the process of the skill or task to improve the performance some examples asking them to interpret the motor performance (Informal interview, Second placement at elementary).

Thus, he consistently believed that helping students understand the principle and concept of motor skills and fitness plays a crucial role for them in promoting those motor skills and fitness.

In summary, the participant six maintained his priorities for DM and LP across the three terms in semester. In addition, he developed EI across the first placement in high school.

Summary of Theme Three: Stories of Maintaining, Developing, and Changing VOs

In terms of initial value orientations, PTs in this study exhibited high priorities for DM and/or LP at entry into student teaching. At the same time, those with a teaching orientation and one PT with a weak coaching orientation also exhibited their priorities for EI value orientations that can be taught through focusing on teaching students content based on DM and LP as the most. They frequently referred to "physically active lifestyle," "enjoyment/fun through playing various games" (linked with EI), "promoting motor skills and fitness" (linked to DM), and "understanding learning principles" (linked to LP). When compared to those with weak and moderate coaching orientations, those with a teaching orientation were more likely to regard EI as important to student learning at entry into student teaching. Overall, PTs tended to overlook SR as the purpose of physical education for student learning at the start of the student teaching semester.

The PTs maintained or reinforced their priorities to DM and/or LP along with EI by mid-point in the semester. At midpoint they consistently described that physical education should contribute to "physically active lifestyles as active movers", "enjoyment", "physical health/non-obesity" (linked to EI), "competence", and

"development of motor skills" (linked to DM). In addition to those value orientations, one PT who started for student teaching in the Title 1 elementary school began to stress SR as necessary student learning as a means to accomplish the purpose of physical education in relation to physically active lifestyle connected with EI.

In the end of student teaching, PTs maintained or developed their high priority for DM and LP along with EI regardless of a coaching or teaching orientation. All PTs, excluding one PT with a moderate coaching orientation, had consistently developed SR as important student learning in physical education. With this said SR still remained the lowest priority. They consistently described that physical education should focus on "team work", "working with diverse group", "responsibility", and "social interaction." The one PT with a moderate coaching orientation was more likely to solidify his high priority to DM and LP. Overall, priorities of PTs with teaching orientations and weak coaching orientations for SR appeared to be consistently higher in the end of the second placement than the beginning and end of the first placements.

Theme 4: Organizational Socialization

Qualitative data were used to answer the research question three that centered on factors in the school settings during student teaching that might influence PTs' value orientations. The PTs reacted positively and negatively to everyday occurrences during student teaching. Thus, some of what occurred during the student teaching semester served as a facilitator and some of what occurred during student teaching served as a barrier to the PTs value orientations. Specifically, PTs discussed cooperating teachers,

personal teaching and learning experiences, student behavior/attitude and learning ability, facility and equipment, class schedule/size, and school level as shaping their value system.

Cooperating teachers. PTs had an assigned cooperating physical education teacher in each of elementary and secondary placement. The role of the cooperating teacher was to guide the student teaching experience in terms of content, instruction, assessment and assimilation into the school and everyday teaching. The PTs clearly recognized the role of their cooperating teacher in helping to plan and implement their lessons. The participant two stressed the influence of her cooperating teacher on planning and implementing content:

> My cooperating teacher based her units on fitness and was an advocate for improving student's fitnessgram scores. She collected data on her students and then tailored the warm up stations to target those areas that really needed improvement for most. I think her structure, management and over curriculum plan was truly amazing and worked so well. I would like to simulate a curriculum like hers based on fitness to improve student's scores and build on their confidence so they are strong, fit and enjoying PE (Writing assignment, Middle).

> They never put them down or anything, and always encourage their skill levels, and used good feedback to help them get better because they really did want them to get better. Um……they also do a lot of research and data team collection so, it just shows their passion and they do research outside….they gave me a lot of good information and different technique to do and games to play…..(Formal interview, Middle).

At the elementary placement, the participant three also addressed that she was greatly influenced by observing her cooperating teacher presenting tasks during a lesson she observed. The cooperating teacher actually played an influential role in reinforcing her belief about promoting kids' motor skills through effectively modifying content for students at various grade levels:

> Seeing the way my co-teacher could present the same task to a Kindergartner as he would a 5th grader and to be able to change and modify it to fit the two

> different developmental levels. I never thought I could ever do that. He showed me how, he showed me that passing to and from with a partner in a soccer game can work with a kindergartner just as well as it can with a 5th grader. It blew my mind, I never thought that it could happen. That was, learning how to modify or tailor tasks around their developmental level while doing the same task (Participant 3, Formal interview, Middle).

In addition, the participant four mentioned about how beneficial and negative it was to have a cooperating teachers working with him in the elementary and secondary placement. The following statement illustrates the influences of his cooperating teachers in his words:

> He [a cooperating teacher at Title 1 elementary school] would always, like, give me a lot of ideas like modifying games to help motivate kids to engage in class, "oh hey, I just saw you teach your lesson, why don't you try this next time for better class management", or "hey, your overall unit is going good, but lets add this in or take this out". But, He [a cooperating teacher at the high school], he just kind of let me have at it and didn't really give me too much feedback on content or overall unit development or overall content (Formal interview, End).

Thus, his cooperating teacher at the elementary school taught him how to create learning environments where all students are motivated to engage in class activities. This influenced the development of his EI value orientation. In contrast, the cooperating teacher at the high school level who let him select content he wants for student learning did not influence him to develop EI value orientation. The participant four appreciated talking to his cooperating teachers about how to teach students in order to accomplish affective learning objectives based on EI and SR value orientation. He stated that "He [his cooperating teacher] and I always talk about how to effectively manage the class to engage all students in learning tasks and how to execute affective teaching during task performances (Informal interview, First placement at elementary school)." The participant five who had same cooperating teacher as the participant four also mentioned about the cooperating teacher as follows:

> I saw him [her cooperating teacher] presenting things like reaching some personal level and learning about what to do to be a good person and how to act and how to follow directions. He talked about better ways…….I could teach affective domains like cooperation, respect, and things like that…….He had a lot of great ideas about affective learning tasks (Informal interview, second placement at elementary school).

Thus, the participant five who worked with the cooperating teacher on teaching in the affective learning domain was influenced to develop her value orientation of SR centering on teaching cooperation, respect, etc. She also stated that observing lessons by her cooperating teacher at her middle school placement was influential. Through these observations, she realized that physical education teachers should put more effort and contribution to beneficial student learning like the development of motor skills and fitness. The following statement is an example illustrating her experiences in observing PE teachers.

> A lot of times they would just let the kids play "capture the flag" as the cooperative learning and then they would just have them go dress out at the end, there is no closure, there is no like what best, what strategy is the best for your team, like what did you learn from this like.....There is nothing of the sort, so kind of, just take a step back and …….They view free day, the kids view free days as a chance to, you know, do what they want and have fun and not learn anything like motor skills and fitness. And that has been reinforced in the PE teachers at the middle……. Observing the teachers do cooperative learning. It again, is not a least learning experience because I am seeing what not to do. Again, I am learning through their…through them doing something they're not supposed to do (Formal interview, Middle).

In addition, the cooperating teachers allowed PTs to reinforce their value orientations as they directly saw and experienced the benefit of a certain project corresponding to their value orientations. The participant one, for example, described his cooperating teacher at elementary school who contributed to increasing the level of physical activities of students:

> So it was really good to see somebody that cares about the physical aspect of the job…….. He had so much on his plate that he was able to show me how he was able to divide it out to each person and give people responsibilities and give me a new aspect of the CSPAP (Comprehensive School Physical Activity Program). It was really good to see that it is possible to do that and to have a successful PE program in your school setting versus one or the other. I only want to gear it towards this right here (Participant one, Formal interview, End).

As an another example illustrating the effect of a cooperating teacher on PTs' value orientation, the participant two described her cooperating teachers at both placements who had a positive impact on her DM value orientation focusing on fitness development:

> The two placements I had, the cooperating teachers there were very fitness involved. I saw them conducting the very beneficial fitness warm-up they worked on, cardiovascular they worked on, flexibility, muscular strength, muscular endurance. We often talked about how to get our students involved in fitness development. I just realized I will teach toward psychomotor domain and give them more fitness aspect. So, it was nice to see them they do that in the school they do that in the school and they are fitnessgram they….up to date on all my scores making them sure they are healthy, things like that. I was….I know going into it that I like teaching toward fitness and then my two placements just like reassured that kids really need that fitness aspect (Formal interview, End).

Contextual factors. PTs experienced a number of contextual factors in their schools that served as a barrier or a facilitator to their value systems. The contextual barriers and facilitators in this study included student behavior/attitude, learning ability, class schedule and size, facilities and equipment and school level.

Student behavior/attitude. PTs belief system was influenced by student behavior and attitude while participating in class. As illustrated by the following comments, two PTs placed in the title 1 school (Participant 4 and 5) were concerned about class behavior and attitude their students shown during their lessons.

> I have got difficulty trying to deal with kids at the elementary [Title 1 school]. Having them acting out…., so I set them against the wall after verbal warning.

> They weren't even doing that, they were screaming and making a spectacle of themselves (Participant 4, Formal interview, Middle).

> At the Elementary, there were numerous behavior and social responsibility issues. Every time the students didn't do what they were supposed to do or broke the rules we would come into the middle of the gym and discuss what went wrong, why it is important to fix the issue(s), and how we could fix the issue(s). This definitely opened my eyes to teaching towards the affective domain and made me rethink what a "win" really was in PE (Participant 5, Writing assignment, End).

> You see these kids, you are in first, second, kindergarten, third, fourth, fifth, and they are fighting with each other, they say awful things to each other. So, you can make a difference and change one kid…..change a life why wouldn't you do it. Make them a better person and makes the world a better place (Participant 5, Formal interview, End).

Thus, the student misbehavior influences PTs to recognize that physical education should contribute to personality education based on the SR value orientation that prepares students to enhance their positive social interaction, cooperation, and respect and caring for others. According to a field note taken in observing the participant four's 4th grade class in the title one elementary school, he presented a task for gymnastics and let the students begin to practice. However, he found he often had to stop the class and readdress his expectations for student behavior. This prevented him from being able to implement the planned tasks or accomplish its lesson objective (Participant 4, Field note in first placement at elementary school). In addition, he encountered a number of high school students showing misbehaviors like disrespect to him as their teacher:

> As far as the high school I had a lot of negative behavior and a lot of push back because the culture for that school, the PE program was kind of show up and more roll out the ball and let them do whatever they want. Then I came in and tried to actually teach them and have more structured lessons and I got a lot of push back. The students didn't want to do what I wanted them to do and they also disrespected me a lot….(Participant 4, Formal interview, End).

In addition to disrespect from students, inappropriate attitudes toward participating in physical education were found. The participant six, for example,

frequently dealt with a few male students and a number of female students who were off task for the majority of the lesson such as just standing with cross-arms or chatting with other peers during task performances (Field note in first placement at high school). These negative experiences PTs encountered in high school influenced the development of the EI value orientation centering on creating learning environments that help motivate all students toward higher levels of participation.

In contrast, some PTs had positive experiences. For these PTs their students were respectful and helpful to the teacher, as well as, proactive and enthusiastic toward taking part in PE class. Students' positive behavior allowed the PTs to pay more attention to presenting psychomotor learning tasks to the students. Following excerpts from several secondary placements exemplify the positive influence of good student behavior and attitude on PTs advocating DM and LP value orientations:

> It was just I could tell them at a pretty high level and they knew what I meant and what I expected. I will say, the only thing that I didn't expect was help with equipment setup and pre-class setup and post-class take-down, they were all really helpful with that…… I wasn't expecting that at all, I really thought it was going to me doing all work and stuff (Participant 1, Formal interview, Middle).
>
> There were you know, cooperating, cooperative, they were…enthusiastic…they just love PE overall. And that was great because they made it easy for me to work with them to focus on teaching psychomotor task performances (Participant 5, Informal interview, First placement at middle school).

The participant five also mentioned about her students showing appropriate and enthusiastic behaviors that influenced her to plan and implement her lesson mainly based off of teaching motor skills. The following statement illustrates how students' behaviors influenced her to focus on student learning based on DM value orientation.

> At the middle school, there were hardly any issues with kids acting out or causing a distraction so I geared my teaching towards mainly psychomotor with

> an emphasis on the cognitive domain and touched on the affective domain a little throughout my units (Participant 5, Writing assignment, Middle).

During an interview, the participant five commented on how good student behavior and enthusiasm allowed her to accomplish her learning goals for DM value orientation:

> All kids were very excited and enthusiastic.....…They seem to be ready all the time to engage in what I am trying to present..……so, I just focused on considering safety and moving around the class to provide some positive and congruent feedback to promote their skills (Informal interview, First placement at middle school).

Student learning ability. The skill level of students PTs found in t heir school negatively impacted their ability to plan and implement their lessons. PTs viewed student skill level as barrier to what could be accomplished. As PTs encountered low skilled students at secondary schools, they realized that elementary physical education teachers need to more focus on promoting students' motor skills, and secondary physical education teachers need to create more equal learning environments where all students are motivated and actively involved in class activities. PTs encountered low skilled students that passively took part in class. For example, the participant six stated that:

> There were a lot of students that I watched that weren't competitive and a lot of them may be because their ability level is lower. So, they couldn't find…..they couldn't be competitive because they knew that they weren't good at sports. So, I think… to appeal to them more because a lot of motor skills, you would hope they develop them earlier PE..um…and elementary and middle school (Formal interview, Middle)

> I need to figure something out….for low motivated and skilled students to at least move their feet and be active like giving high efforts. So….i need to learn how to effectively plan and implement lessons along with interesting content to students (Informal interview, First placement at high school).

In addition, PTs perceived student learning ability as a barrier to reinforcing student learning for DM along with EI. The following two statements exemplify the

importance of promoting skill levels of all students with diverse skill levels to create equal learning environments that encourage them to lead a physically active lifestyle as follows.

> I am gonna always get exposed to all different types of kids…all different types of background to learning level development and manner levels……So, that's going to be really important to know how to equally teach all of them being such different skill levels……To me, it's just big positive general aspect for everything for what they are doing for their entire life (Participant 3, Informal interview, first placement at elementary school).
>
> After she built up the confidence and worked on accuracy and ball control, it ended up working. Her teammates were excited she was able to play and she was beyond excited she could participate without being the person who couldn't hit the ball and her teammates getting onto her about being unsuccessful. This let me know that knowing the correct way to execute the skill will always get the job done (Participant 1, Writing assignment, Middle).

In addition, the participant five discussed the positive influence of student skill levels on planning and implementing content: "They (6 to 7th graders) have higher and enthusiastic skill…...skill levels for volleyball, and so you are able to do a lot more with that" (Formal interview, Middle). High skilled students allowed her to present more difficult and complex learning environments based on DM value orientation where they can master motor skills. The participant one also addressed the positive impact of student high learning ability of fitness in the high school on developing the DM value orientation:

> I like to see them physically and cognitively understanding fitness content. During the lesson, they [9th grader] seemed to be, you know, very competent and enthusiastic in fitness development……..Actually, it allows me to enjoy working out with them and…… teaching them how to develop fitness levels based off of all fitness components in more details (Informal interview, First placement at high school).

Class schedule. PTs recognized class schedule as a factor that influenced their DM and LP value orientation. For example, the participant three demonstrated the impact of the class schedule on her developing the DM value orientation:

> With 5 days in a row their memories are a lot better building on from one day to another they are able to progress their skills a lot better because they aren't having to think back to "hey, a week ago this is what we covered, how did she teach us how to pass a soccer ball or how did she teach us to do a forward roll". They know because they just did it yesterday. The class schedule…..that blew my mind, to promote their skills based on one specific unit (Formal interview, Middle).

The following excerpt also illustrates her priority for DM: "I wanted to expose the students to as many skills in gymnastics as I could in 5 days (Participant 3, Writing assignment, Middle)." Thus, the class schedule at the elementary school offering five days physical education classes in a row per a month influenced her to develop DM value orientation centering on developing students' motor skills.

In addition, the participant six addressed that an elementary class schedule that allowed him to meet a class once a week made it more likely for him to contribute to student learning based on LP for DM:

> Because I only see them once a week for 50 minutes and on a good day they get 30 minutes of real practice time, 20 minutes with a real opportunity to respond with all the management, transitions, and things like that. So, is that… that's not enough time on its own to get them better skill-wise, so you got to stress cognitive and getting them to understand the critical elements and cues and also stress getting them to practice outside of class (Formal interview, End).
>
> I believe that a more emphasis should be put on the cognitive domain. With the limited amount of time in the class, it is unrealistic to expect that high levels of performance in motor skills can be reached through the time in the class alone, but putting an emphasis on the cognitive domain to allow the students to take the cues and critical features home to practice on their own, where the amount of time needed for developing good technique does exist (Writing assignment, End).

Thus, the limited amount of time allowing students to practice skill performances during class influenced PTs to regard the LP value orientation centering on teaching learning principles as a better way for students to enhance motor skills.

School levels. PTs demonstrated a distinction among school levels in terms of the learning objectives students should achieve. For example, the participant two suggested different content and different learning goals each school level should attempt to achieve as follows.

> As far as what students should be learning, that depends of the age level of the students. Elementary schools should focus on basic skills for various sports, grahams wheel, and cooperative games to get them ready to play sports with high level of competence and thinking about cooperation and strategy. Middle school level takes the basic skills and implements them into various modified sports games for students to find their interest. Students in middle school are exposed to a great deal of content serving different aspects of their life, physically, mentally and socially. At the high school level, students experience full game play and a more intense environment of sport for everyone to get motivated into and involved in physical education (Writing assignment, End)

Likewise, the participant two indicated that elementary physical education needs to provide students with the opportunity to develop their motor skills. On the other hand, she felt that middle school physical education needs to provide modified games for students' physical, mental, and social development, and that high school physical education needs to focus on creating equal and balanced learning environments for everyone. The following statements specifically exemplify what and how PTs would like to teach at different levels:

> In an elementary setting I would expose the students to as much as I could….in order to develop motor skills of a variety of activities. Same with middle school. At this age children need as much exposure to new motor skills as a physical education teacher can give them. In high school I would give surveys to the students to poll their interests and groups students with like interests into classes so that the instruction can go into more depth and be more specialized to better refine the things that these students like (Participant 3, Writing assignment, End).
>
> In secondary I would do surveys to poll student interests and I would have them placed into groups or classes based on those interests. I would have like interests

> together rather than not similar interests. So if this group enjoys basketball and soccer and volleyball and all of that, I would have them in this class. I'm not saying, leave all the other skills out, but we would focus more on them because they are more likely to stick with that later on in life……. I would not do that in elementary. In elementary you need to get an equal…because you don't know what your likes and dislikes are yet. You know, the elementary teacher is there to promote and teach you and present different skills and you can learn what you like and don't like. You've got to learn through experience, you can't just say, "I don't like volleyball because that's a girls sport". So I would never do that in elementary (Participant 5, Formal Interview, End).

Thus, PTs were more likely to help elementary and middle school students develop motor skills. In contrast, they were more likely to plan high school physical education lessons based on content chosen by students. They suggested this way might help high school students with a low motivation keep getting involved during class. Thus, PTs in this study believed that the purpose of physical education varies by school level.

In addition, the participant four mentioned that the affective learning domain, particularly based off of a SR value orientation, needs to be taught at the elementary school rather than the secondary school level. This is because of elementary students in the period of mental growth to develop affective aspects, such as cooperation, leadership, respect, teamwork, and social interaction, into their secondary school. The following exemplifies this:

> I felt like at an elementary school you can really, you know, teach to that affective domain, you know, and encourage respect toward the teacher and stuff like that versus high school where they are already set in their ways and less likely to change (Participant 4, Informal interview, Second placement at high school).

The PTs believed that elementary physical education needs to be more focused on a DM value orientation embedded in developing fundamental motor skills for varying content and sports. In contrast, secondary physical education, especially high school,

needs to be more concerned about the EI value orientation that creates a learning environment that is motivating to students through new, interesting, and fun activities. The participant four, for example, stated that

> Unlike elementary kids, they [high schoolers] can't really focus on one thing, or they can but they choose not to focus on one specific task that you give them and I think it's very boring to give them just 1 task of the day that I want them to accomplish. So after I realized that, after one or two lessons of me realizing that they weren't staying focused the entire time. I was able to realize that I needed to give them more options or more opportunities to do things, that way they could be more successful. And they could continue on and have fun with learning (Formal interview, End).

Summary of Theme 4: Effects of Student Teaching Experiences on PTs' Value Orientations

PTs beliefs were influenced by how their cooperating teachers worked with them. First of all, being able to directly observe cooperating teachers' instructional methods and content greatly influenced PTs' value orientation. Second, having a chance to plan and implement content and methods they observed their cooperating teacher influenced their value orientations.

Contextual factors, such as student behavior/attitude and learning ability, class schedule, and school levels, influenced PTs' value orientations. In terms of student behavior, PTs' negative experiences with students not following class rules and disrespecting teachers made them realize the importance of teaching affective learning based on SR value orientation. Thus, creating learning environments that promote teaching respect and caring for others was important. In addition, students' negative attitudes toward participating in physical education seemed to influence PTs to develop the value orientation of EI related to motivating off-task students to engage in class

activities. In contrast, positive experiences in which students were respectful, cooperative, and enthusiastic during class allowed PTs to focus on motor skill development related to DM value orientation.

PTs encountered many low skilled students in their classes. This strengthened PTs' value orientation of DM about the necessity of teaching motor skills to elementary students. The fact that the lower skilled secondary students have a lower motivation than other high skilled ones into class involvement made PTs realize the importance of (1) creating more equal learning environment and (2) providing more varied and interesting content for students.

The class schedules for physical education, providing students with five days during a week per a month, influenced PTs to reinforce a DM value orientation. In addition, another class schedule allowing students to have the short amount of time in a class to practice skill performances for mastering motor skills influences PTs to solidify a LP value orientation centering on teaching learning principles. With regard to school levels, PTs suggested content that should be planned and implemented by considering each school level. Elementary students need to be more taught for DM developing motor skills and fitness and SR enhancing students' respect and caring for others, whereas the secondary levels need to be more taught for EI creating equal learning environments where all students are motivated and engaged in class activities.

CHAPTER 5

Discussion

The purpose of this study was to (1) examine PTs' initial value orientations about the purpose of physical education that they bring to their student teaching experiences, (2) describe how their value orientations are maintained/changed and/or developed across the course of student teaching, and (3) explore factors influencing their value orientations as they switch their placement from an elementary to secondary school or vice versa.

The quantitative findings related to research question one indicate that for the PTs in this study DM and LP were consistently high priorities and SR was the lowest priority at entry into student teaching. The qualitative results not only support the quantitative results, but also suggest the PTs studied believed DM and LP are crucial to accomplish affective learning. In addition, learning related to EI could be enhanced by integrating them into motor related tasks. Both the quantitative and qualitative results of this study established SR as the lowest priority at entry into the course of student teaching.

The quantitative results of research question two report a statistically significant difference in the SR value orientation across the three terms of student teaching (middle<end, entry<end). No significant difference was found in DM, LP, SA, and EI. The qualitative results indicate that the PTs with teaching orientations and weak coaching orientations were more likely to develop their priority to SR throughout the teaching placements. The one PT with a moderate coaching orientation maintained his priority to

DM and LP and developed a priority toward EI. All PTs maintained their priorities to DM and LP along with EI regardless of teaching and/or coaching orientations.

The qualitative results of the research question three indicate that PTs' value orientations were influenced by several factors related to organizational socialization that were encountered during the student teaching semester. PTs' cooperating teacher and contextual factors (i.e., student behavior/attitude and learning ability, class schedule, and school levels) mattered to the PTs in terms of maintaining and developing/changing their priorities to value orientations.

This chapter discusses findings from this study that are consistent with the literature, novel findings, implications for physical education teacher education (PETE), the limitations of this study, and directions for future study.

Findings Consistent with Existing Literature: Discussion and Implications

Acculturation and professional socialization. The qualitative results indicate that acculturation and professional socialization were key factors that contributed to PTs' initial value orientations of DM and LP along with EI at entry into student teaching. Namely, PTs' past experiences in K-12 physical education as well as learning experiences in their teacher education program influenced their initial value orientation priorities. According to work by Hutchinson (1993), Lortie (1975), Hutchinson and Buschner (1996), and Curtner-Smith (1999), past K-12 acculturation experiences like physical education or school sport were reflected in PTs decisions about their approach to teaching prior to entering teacher education.

With regard to effects of professional socialization on PTs, Lawson (1983a) stated that teachers develop their values, sensitivities, skills, and knowledge about teaching physical education and what they perceive as most worthwhile through acculturation. Like previous research by Matanin and Collier (2003), the PTs in the current study experienced acculturation related to their preexisting beliefs about the purpose of physical education. Their beliefs were also influenced by professional socialization as they assimilated program messages about student learning and achievement into their belief system during the teacher education program. The qualitative results of this study indicate that their preexisting beliefs and teacher education program messages were congruent with each other with respect to DM, LP and EI. At entry into student teaching the PTs studied believed that physical education should encourage K-12 students to promote physical fitness and movement. These three value orientations are encompassed within the National Standards for K-12 Physical Education authored by NASPE (2004) and now endorsed by Shape, America (2013). According to the standards, the overall goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence (related to DM and LP), necessary to participate in various types of physical activities, to enjoy a lifetime of healthful physical activity (related to EI). Thus, the goal statement shows that student learning related to EI could be achieved by developing learning achievement based on DM and LP.

Implications. Based on the importance of acculturation and professional socialization to the belief system of the PTs in this study, the following implications for PETE can be offered:

1. PETE faculty should be aware of the effects of acculturation and professional socialization on PTs' value orientations. Teacher educators might need to place increased emphasis on selected value orientations within the teacher education program to assure that prospective teachers are prepared to design and implement a balanced curriculum based on the five national standards for K-12 physical education (SHAPE America, 2013).
2. PETE curricula may need to specifically and consistently discuss the importance of presenting learning content regarding the affective value orientations (e.g., EI, SR, and SA), based on national standards three, four, and five for K-12 physical education (SHAPE America, 2013).

DM as the highest priority. Most PTs in this study prioritized DM value orientation as the top priority across the student teaching semester. This finding is consistent with O' Sullivan (2005) who found that PTs primarily thought the purpose of physical education was to teach motor skills. The PTs in this study advocated DM based on the NASPE Standard Two (2008) for initial PETE stating that "Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness." This standard is linked to the content knowledge of teacher candidates articulated in the Council for the Accreditation of Educator Preparation (CAEP) standard for teacher preparation (2013) which states that "The teacher should understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for

learners to assure the *mastery of the content*." Accordingly, PTs need to develop strong content knowledge that includes an in-depth understanding of physical skills and fitness.

Implications. Based on the results of the core value orientation, the following implications for PETE are made:

1. PETE faculty should reflect on the most efficient way for PTs to develop pedagogical skills that help them achieve student learning based on DM. In addition, PETE curricula should provide PTs with exposure to diverse content courses to assist in developing depth and breadth of content knowledge.
2. PETE faculty designing curriculum in PETE should be aware of the core value orientations PTs espouse. This will allow teacher educators to provide PTs with useful guidance in developing their value orientations in a way that is compatible with their program goals and aligned with the national standards.
3. PETE faculty should provide learning opportunities in the teacher education program that will allow PTs to realize the importance of affective learning related to teamwork, respect and caring for others, cooperation, etc.

Trends of value orientations across student teaching. As the student teaching semester progressed, the PTs in this study greatly increased their priority to SR although it still remained the lowest priority at the end of student teaching. At the same time PTs maintained DM and LP along with EI. The PTs in this study consistently stated that developing student motor skills and presenting learning principles are necessary for students to lead physically active and heathy lifestyle. Moreover, most PTs realized that SR is significant to student learning and that they should focus on teaching students to develop respectful, responsible, and caring behaviors for others. These trends are similar

to Patton (2001) who found that PTs' value orientations related to DM, EI, LP, and SA were relatively stable during a methods course. In terms of SR value orientation, Solomon and Ashy's (1995) study found that PTs' value orientations could be altered. This study supported their findings since the PTs' priority to SR significantly increased. The SR value orientation is important and supported by the national standards. National Standard Four suggests "The physically literate individual exhibits responsible personal and social behavior that respects self and others" (SHAPE, America, 2013). PTs should consider this standard when planning student learning.

Implications. Based on the results of the trends of value orientations, the following implication for PETE is made:

Student teaching is potentially a prime time for strengthening PTs commitment to the SR value orientation. Time needs to be provided for PTs to discuss learning related to the SR value orientation and plan effective learning experiences related to this value orientation (e.g., creating respectful, responsible, and inclusive learning environments for everyone).

PTs with teaching and coaching orientations. Excluding the PT with a moderate coaching orientation, the PTs in this study generally perceived SR as the course of student teaching progressed, as important content for learning that aims at educating students to be socially well rounded people while engaging in physical activity. Sofo and Curtner-Smith (2010), found the value orientations of PTs with teaching orientations and weak to moderate coaching orientations were influenced by the secondary methods course and early field-based experiences, whereas strong coaching-oriented PTs remained

unaltered. The finding in this study related to the ongoing development of SR value orientation supports the work of Sofo and Curtner-Smith (2010) that shows PTs' value orientation could be influenced by teachers' orientations toward teaching or coaching. The value orientations of the moderate coaching-oriented PT were not greatly influenced by student teaching experiences at all. In contrast, the teaching-oriented and weaker coaching-oriented PTs were influenced by student teaching experiences to develop their value orientation of SR.

Implications. Based on the results of teaching and coaching orientations, the following implication for PETE is made:

PETE faculty should be cognizant of PTs' orientations toward teaching and coaching. This will enable PETE faculty to prepare PTs, particularly those with stronger coaching orientations, to design and implement content consistent with SR and national standard four.

The effect of cooperating teachers. PTs' cooperating teachers played an influential role in helping PTs promote student learning. PTs had a chance to observe their cooperating teachers' teach lessons and discuss teaching content and strategies with them. Most cooperating teachers frequently discussed with PTs how to motivate students and develop motor skills and fitness. In contrast, PTs reported that cooperating teachers seldom discussed teaching for affective learning tasks with the exception of one elementary cooperating teacher who consistently emphasized the importance of affective learning objectives. The two PTs who had this affectively orientated elementary cooperating teacher tended to develop their priority to SR more than the other four PTs.

This result echoes findings in the previous study conducted by Sofo and Curtner-Smith (2010) which revealed a positive correlation between the value orientation profiles of PTs and their instructors in PETE.

Implications. Based on the effect of cooperating teachers on PTs belief system, the following implication for PETE is made:

Teacher educators designing curriculum in PETE, particularly the course of student teaching, should be aware of core value orientations of student teachers and cooperating teachers prior to their student teaching. In doing so, teacher educators can make student teaching placements in a way that allows for the development of selected value orientations. This could be done to strengthen PTs existing value orientations or consciously arranged to promote new value orientations.

Novel Findings

Intensified SR. One novel finding of this study is that the PTs studied were likely to strengthen their priority for SR as they switched their student teaching placement from an elementary to a secondary school. The strengthening of the SR value orientation resulted from the misbehavior and disrespect for the teacher and class rules that PTs experienced in the school setting. PTs often expressed they encountered misbehavior and disrespect in the secondary physical education setting unlike the elementary setting. In addition, they considered elementary students in a period of personality development. The experiences with secondary students showing misbehavior and disrespect influenced PTs to perceive the affective value orientations, particularly SR, as significant for learning in elementary students. They believed the SR value orientation should be taught

in the elementary school to prepare elementary students to show appropriate behaviors and respect for others as they later enter secondary schools. Thus, the different experiences in elementary and secondary schools appeared to influence PTs' value orientations for SR. The National Standard Four for Physical Education (SHAPE America, 2013), states "The physically literate individual exhibits responsible personal and social behavior that respects self and others." This supports the importance of student learning based on SR. Accordingly, PETE faculty who teach elementary methods courses might need to take more class time to discuss strategies for achieving student learning related to a SR value orientation through a variety of physical movement.

EI is more important at secondary level. Both the quantitative and qualitative results indicated that the school level of placement influenced PTs' value orientations. PTs were more likely to solidify their priority for EI after experiencing student teaching in secondary placements when compared with student teaching experiences in elementary placements. As they encountered large numbers of poorly motivated students in secondary physical education, they placed greater importance on creating a fun and equal learning environment in hopes of getting secondary students involved in class activities. In contrast, PTs focused their attention on teaching elementary students to develop motor skills and learning principles of various sports and physical movement based on DM and LP since they found elementary students to be more highly motivated to participate in class activities. The National Standard Three for Initial PETE (NASPE, 2008) states "Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students." As the standard relates to EI value orientation, PETE

faculty who teach secondary methods courses need to discuss with PTs how to effectively create active, fair, equitable learning environments that motivate students to participate. This requires PETE faculty to prepare PTs to plan and adapt their instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Intensified DM and LP. Positive student behavior and attitudes (like being respectful during class) influenced the PTs to maintain their value orientation of DM and LP. In addition, having the opportunity for PTs to promote motor skills of low skilled female students influenced the PTs to develop DM value orientation. Most PTs also addressed the effect of different class schedules for physical education on student learning. Some schedules provided for PE five days in a row once a month. This type of physical education immersion class scheduled in a week influenced PTs to focus heavily on DM for intensively developing a motor skill level. On the other hand, another class schedule that allowed PTs to meet with a class once a week made it more likely for them to contribute to student learning based on LP for DM. They believed that due to the limited contact time (once a week) it was beneficial to focus on teaching learning principles to develop motor skills. PTs found it important to have enough time to teach experiences related to LP because students could be instructed on how to apply physical education content to their daily life in the outside of school. This behooves PETE faculty teaching methods courses to provide the PTs with much time to actually work in practicum settings where they spend ample time practicing how to teach, what to teach and how to manage for student achievement based on DM and LP value orientation.

Integrated learning. The PTs in this study perceived DM and LP as contributing to student learning centered on EI. In other words, they believed that it is through promoting students' motor skills and fitness levels that physical education encourages all K-12 students to lead a physically active lifestyle. Thus, they believe that promoting students' motor skills and fitness levels enables them to search for personal meaning relative to physical and mental health as they lead a physically active lifestyle. PETE should prepare PTs to develop content and pedagogical knowledge to create learning environments that "support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation" as delineated in the CAEP Standard One (2015). This type of learning of learning is an example of integrated learning. PETE faculty designing curricula might do well to recognize the potential for actively helping PTs design learning experiences that integrate goals related to DM and LP in ways that promote EI.

Limitations

The following limitations need to be considered in reviewing the results and implication of the findings in this study:

1. External validity: The low number of participants examined for this study limits generalizing the findings of this study to all populations of physical education PTs.
2. Reliability: The self-reported quantitative and qualitative data has the potential for limited reliability. In terms of the VOI-SF instrument PTs were asked to complete across the three terms, they may or may not have given

accurate responses. There is always the chance participants fabricate or skew their answers. In addition, the qualitative data on the formal interview have a potential limitation if the PTs were not always truthful talking about their perceptions.

3. Internal validity: PTs who know they are participants in this study, or who are aware of being observed, may react differently in their responses and/or behaviors.
4. Observational data from lessons taught and informal interview data on observation days were intermittently collected throughout the student teaching experiences.

Directions for Future Research

This study demonstrated some factors that could occur before and/or during the course of student teaching that influenced PTs to change, develop, and/or maintain their value orientations. While the results of this study are promising, further research is needed.

Relative to the effect of a cooperating teacher on a PT's value orientation, studying the value orientation priorities of cooperating teachers with the VOI-SF instrument would be warranted. This would allow for an informative qualitative investigation of the congruency or change of PT and cooperating teacher value orientations during student teaching.

Future research might also examine the similarities and differences between the value orientations of elementary and secondary physical education teachers. Studies such

as this are needed to expand the finding that revealed PTs are more concerned about EI for secondary physical education students and about SR for elementary students. This type of study might allow researchers to learn more about the impact of school level on teachers' value orientations.

A final suggestion for future study involves examining how elementary and secondary methods courses in PETE influence PTs' value orientations. The results of this study revealed that the SR value orientation intensified for elementary physical education students. An intervention study designed to examine the impact of a methods course that specifically addresses the SR value orientation on PTs' priorities for the SR, would be informative. In addition, since increasing EI was noted in secondary physical education students, future research regarding a secondary methods course is needed to examine the effect of content for learning to teach in a secondary methods course on PTs' priority for EI.

Summary

PTs' core value orientations at entry into the course of student teaching affected by acculturation and professional socialization were DM and LP along with EI. The DM value orientation appeared to be the highest priority of PTs throughout the course of student teaching as a means to encourage students to search for their personal meaning (like a physically active lifestyle based on the EI value orientation). Thus, PTs consistently addressed integrated learning that aimed at EI through developing their skills and competent physical movements based on DM and LP. The priorities for the initial core value orientations were maintained and developed across the course of student

teaching. In addition, the value orientations of DM and LP were intensified as PTs faced positive student behaviors and attitudes and different class schedules for physical education. In addition, a cooperating teacher who emphasized student learning played an important role for PTs in developing value orientations consistent with their observation of and discussions with their teachers. As their student teaching experiences progressed, the SR value orientation of PTs with teaching and weaker coaching orientations was developed as they encountered various learning and teaching situations in their schools, particularly secondary schools where misbehavior and lack of respect was high. Thus, school levels influenced PTs' value orientations. PTs believed that the value orientation of SR should be heavily taught in the elementary school to develop well-rounded students that would later enter secondary schools. In addition, they believed that EI value orientation should be considered important for student learning in secondary students showing little motivation for class activities.

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APPENDIX A: PHYSICAL EDUCATOR VALUE ORIENTATION INVENTORY (SHORT FORM)

Below you will find groups or sets of statements that describe goals for students in physical education. Because of limitations in class time, facilities, equipment, and scheduling, etc., we often have to make hard choices about which goals are most important for students in our physical education classes.

Please read the statements in each set and rank them from **5 (most important)** to **1 (least important)**. Although some statements in the various sets may seem similar, they express different goals that physical educators believe are important.

Directions:

1. Carefully read all of the statements in each set before answering.
2. Consider the importance of each statement to you when planning and teaching students in your physical education classes.
3. Assign your priority (5 to 1) by ranking each statement.
4. Place a "5" next to the statement that **MOST** important in your planning and teaching, a "4" next to the statement that is second most important and so on through number "1" which is the statement of **LEAST** importance when compared to the others.
5. **PLEASE GIVE EACH STATEMENT IN THE SET A *DIFFERENT* NUMBER (5- 1) EVEN WHEN THIS IS DIFFICULT. The inventory cannot be scored if a set has two l's or three 2's, etc.**

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET I:

1._____ I teach students to try new activities to find ones that they enjoy.

2._____ I teach students how to break down movement, skill, and fitness tasks to emphasize the most critical components for learning.

3._____ I teach students to work together to solve class problems.

4._____ I plan so that students are practicing skills, games, or fitness tasks.

5._____ I teach students to take responsibility for their own actions.

SET II:

6._____ I plan so that classes reflect an emphasis on social interaction, personal success, and effective performance.

7._____ I teach students to select goals consistent with their unique abilities.

8._____ I teach students to apply skills in appropriate game and exercise situations.

9._____ I teach students to think carefully about the rules to be sure that all students have an equal chance to play.

10._____ I teach students games, sport, and fitness activities so they can participate with others.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET III:

11._____ I require students to spend class time practicing games, skill, and fitness activities emphasized in the daily objectives.

12._____ I challenge students to learn new things about themselves.

13._____ I teach students the basic concepts necessary for effective performance in games, sport, or fitness activities.

14._____ I balance my curriculum so that students learn about their own capabilities as well as the capabilities of others.

15._____ I teach students to develop their own rules that are fair and safe for all.

SET IV:

16._____ I plan so that students exercise at optimal frequency, intensity, and duration levels to improve their fitness.

17._____ I sequence tasks so that students can understand how each physical activity contributes to their fitness or skill performance.

18._____ I encourage students to experience new activities that they have never tried before.

19._____ I teach students to create a better class environment by talking through problems rather than fighting.

20._____ I plan classes so that students can select from different activities to find those that are meaningful to them.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET V:

21._____ I teach students to perform exercise skills and movement fundamentals correctly.

22._____ I create a class environment where students can feel physically and emotionally safe.

23._____ I point out to students ways in which a new skill is similar to a skill they have already learned.

24._____ I teach students to try difficult tasks to better understand their own abilities.

25._____ I guide students to assume responsibility within our class community.

SET VI:

26._____ I teach students to use skills learned in class to help their team.

27._____ I teach students about the positive effects of exercise on their bodies.

28._____ I urge students to be patient with others who are learning new skills or strategies.

29._____ I teach students to use many forms of feedback to improve their movement, skill, and fitness performance.

30._____ I reward students who try to perform even when they are not successful.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET VII:

31._____ I teach students skills so they will enjoy playing sports and games.

32._____ I teach students to work positively with other students of different sexes, races, or abilities.

33._____ I teach students to solve problems by modifying movements and skills based on the demands of a given situation.

34._____ I teach students to select the best option or strategy to balance their needs with those of their team.

35._____ I include activities that represent specific interests and abilities of students in my classes.

SET VIII:

36._____ I teach students to look to the future and learn activities to enhance their lives after they finish school.

37._____ I plan units so that students add new performance skills and knowledge to those that were learned in earlier units.

38._____ I teach students to work together to make our class a better place to be.

39._____ I encourage students to enjoy learning skills, games, and fitness activities.

40._____ I encourage students to be the best they can be.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET IX:

41._____ I teach students to be positive and supportive when speaking with other students.

42._____ I teach students that gradually increasing task difficulty will lead to improved performance.

43._____ I teach students the most effective way to perform specific movements and skills.

44._____ I teach students to make decisions about activities they would like to learn for the future.

45._____ I teach students to work independently to complete movement, skill, and fitness tasks.

SET X:

46._____ I teach students to be aware of differences in ability in our class and help others who need assistance.

47._____ I teach students challenging activities that may foster lifetime participation.

48._____ I teach students to become skilled and fit.

49._____ I encourage students to participate in a variety of activities to gain a greater understanding of themselves.

50._____ I teach students the processes associated with learning new skills.

Please provide following information:

Full Name:_____

Gender (Please check): Female_____ Male_____

APPENDIX B: FORMAL INTERVIEW QUESTIONS

Initial questions at entry into student teaching

The purpose of this initial interview is to examine how PTs had experienced K-12 PE lessons prior to entering a teacher education program as well as coursework during the teacher education program. In addition, this interview is to identify their initial value orientations at entry into student teaching experience.

There is no right or wrong answer in following interview questions. Be frank in your responses.

1-1) Tell me about specifically positive experiences when you were a K-12 student in PE (e.g., content, teacher, classmates, ways taught by teacher). Why were those positive?

1-2) Tell me about specifically negative experiences when you were a K-12 student in PE (e.g., content, teacher, classmates, way taught by teacher). Why were those negative?

2) Outside of the regular school day, what other activities did you participate in? (e.g., clubs, recreational or community based activities, indoor/outdoor activities, sports, other interests)

3) Why do you want to become a PE teacher?

3-1) What and/or who has been the most influential factor and/or person in your decision to be a PE teacher? Why?

4) Prior to student teaching experiences, what courses do you feel prepared you the most? Why?

4-1) What do you think are the areas you need to improve in to be a better student teach? Why?

5) Based on learning experiences during teacher education, what do you believe is the most important for you to teach in PE for student learning? Why?

6) Based on your past experiences during the teacher education program, what do you think in main purpose of PE? Why?

7-1) What do you think your elementary teaching placement will be like (e.g., planning, implementing, and assessing content, instructional and managerial skills, class schedule and size, equipment/materials, and student characteristics, behaviors, and learning ability)? Why?

7-2) What do you think your secondary placement will be like? Why?

In the completion of each placement

This interview is to examine what aspects of student teaching experiences appear to influence PTs to develop or change their value orientation as well as identify their beliefs about the purpose of PE.

There is no right or wrong answer in following interview questions. Be frank in your responses.

1-1) What were some of positive experiences during the current school? Why?

1-2) What were some of negative experiences during the current school? Why?

(e.g., in terms of planning, implementing, and assessing content, instructional and managerial skills, class schedule and size, equipment/materials, students (characteristics, behavior, and learning ability)

2-1) What were the “most” beneficial leaning experiences during the current placement? (e.g., observations on cooperating teachers’ lesson, discussions with and feedback from a cooperating teacher and supervisor)

2-2) What were the “least” learning experiences during the current placement?

3) Are you surprised about any of the things that you have learned during student teaching experiences?

4-1) Why or why not? (What made you feel surprised about things you have learned?)

5) Based on experiences at the current placement, what do you believe is the most important for you to teach in physical education for student learning? Why?

6) Based on experiences at the current placement, what do you think in main purpose of PE? Why?

7) Based on experiences at the current placement, if you had an opportunity to design a PE curriculum, what would it look like? Why?

APPENDIX C: WRITING ASSIGNMENT

This assignment is conducted three times in the beginning, middle, and end of the semester. The purpose of this assignment is to examine the nature of belief system shifting about the purpose of physical education for student learning.

At entry into student teaching

1. People believe physical education can serve several purposes. What outcome should physical education teachers prioritize? Stated differently, what do you see as the most important thing for students to learn in physical education?
2. What would a unit designed to reach this learning objective look like, and what pedagogical methods would you use to help students reach the objective?
3. Think back on your own learning experiences throughout this teacher education program at USC. In what ways has the program influenced your beliefs about what is most important for students to learn in physical education, and how best to accomplish this learning objective?
4. Which of the three learning domains should physical education teachers prioritize? Rank the domains in terms of their importance within physical education and justify your ranking.
5. There are five national standards for K-12 physical education. Which of the standards is most important? Rank the standards in terms of importance and justify your ranking

In the completion of each placement

1. People believe physical education can serve several purposes. What outcome should physical education teachers prioritize? Stated differently, what do you see as the most important thing for students to learn in physical education?
2. What would a unit designed to reach this learning objective look like, and what pedagogical methods would you use to help students reach the objective?
3. Think back on your own learning experiences throughout the current placement. In what ways have the learning experiences influenced your beliefs about what is most important for students to learn in physical education, and how best to accomplish this learning objective?
4. Which of the three learning domains should physical education teachers prioritize? Rank the domains in terms of their importance within physical education and justify your ranking.
5. There are five national standards for K-12 physical education. Which of the standards is most important? Rank the standards in terms of importance and justify your ranking.

APPENDIX D

INFORMED CONSENT FORM FOR VALUE ORIENTATION INVENTORY (VOI)

Study Title: Value Orientations of Pre-service Teachers as Influenced by their Student Teaching Experience across an Elementary and Secondary Physical Education Placement

Investigator: Heesu Lee, Ph.D candidate

Department of Physical Education and Athletic Training

Purpose and Background

You are invited to participate in a dissertation study conducted by Heesu Lee. I am a doctoral student in the Department of Physical Education and Athletic Training at the University of South Carolina. The purpose of this VOI study is to quantitatively examine how physical education (PE) preservice teachers (PTs)' value orientations as educational beliefs about the purpose of PE are solicited or changed during student teaching experiences throughout the spring semester.

Procedures

You will be asked to complete Value Orientation Inventory-Short Form (VOI-SF) at the beginning, middle, and end of the semester. It will take approximately 15 to 20 minutes to complete the VOI-SF. The first administration of the inventory will take place on the second day of the scheduled student teaching orientation in Blatt Physical Educayion Center (BPEC). The second administration of the inventory will take place in the BPEC at the mid-point of the semester at the conclusion of your first placement. The third administration of the inventory will take place in the BPEC during the final meeting at the end of the semester. This inventory is paper and pencil based.

Risks

There is no anticipated physical and/or emotional risk expected from participation in this study.

Benefits

Taking part in this study is not likely to benefit you personally. However, this research is expected to provide PE teacher educators with descriptive information about the development of PTs' value orientation influenced by student teaching experiences.

Alternatives

The alternative is not to participate in this study.

Costs

There will be no costs to you for participating in this study.

Payment to participants

You will receive one Professional Points upon full completion of this study. These Professional Points will count toward the six yearly Professional Points that are required for all Physical Education Teacher Education majors.

Circumstances for Dismissal from the Study

You may be dismissed from the study without your consent for various reasons, including the following:

1) If you fail to attend any of the study days.
2) If, for any reason, you are not able to complete any portion of the study.
3) If you do not follow the instructions you are given.

Confidentiality of Records

Although the VOI-SF asks you for your name, information including your name will be confidential. You will be identified by the code number on the inventory. Data will be stored in locked filing cabinets and protected computer files at the University of South Carolina. The result of the study may be published or presented at professional meetings, but your identity will not be revealed.

Voluntary Participation

Participation in this study is voluntary. You are free not to participate or to withdraw at any time, for whatever reason, without negative consequences. In the event that you do withdraw from this participation, the information you have already provided will be kept in a confidential manner. If you wish to withdraw from the study, please contact the investigator.

Investigator Contact Information

This study is being conducted by Heesu Lee as a principle investigator. For further information about this study, you may contact the investigator through:

1) Cell: 909-520-7624
2) Email: Lee336@email.sc.edu

If you have an questions, problems, concerns, desire further information, or wish to offer input, you may contact Lisa Marie Johnson, IRB Manager, Office of Research Compliance, University of South Carolina, 1600 Hampton Street, Suite 414D, Columbia, SC, 29208, phone: (803) 777-7095 or email: Lisa@milbox.sc.edu

Signatures/Dates

This is to certify that I, _____(print full name), agree to participate in the study. I give my consent to participate in this study, although I have been told that I may withdraw at any time without negative consequences.
My signature below indicates that I have agreed to participate in this study, that I have received (or will receive) a copy of this consent form for my records and future reference.

Signature of Participant_____
Date_____

Signature of Investigator_____
Date_____

APPENDIX E

INFORMED CONSENT FORM FOR FORMAL INTERVIEWS

Study Title: Value Orientations of Pre-service Teachers as Influenced by their Student Teaching Experience across an Elementary and Secondary Physical Education Placement

Investigator: Heesu Lee, Ph.D candidate

Department of Physical Education and Athletic Training

Purpose and Background

You are invited to participate in three formal interviews as part of a dissertation study conducted by a doctoral student, Heesu Lee, from the Department of Physical Education and Athletic Training at the University of South Carolina. The main purpose of these interviews is to study what aspects potentially influence physical education (PE) preservice teachers (PTs) to solidify or change their value orientations during their student teaching semester.

Procedures

You will be asked to participate in formal interviews at the beginning, middle, and end of the semester. The first interview will take place in Blatt Physical Education Center (BPEC) on the second day of the scheduled student teaching orientation. The second interview will take place BPEC at the midpoint of the semester at the completion of your first placement. The third interview will take place in BPEC on the day the final meeting of Spring, 2015 is held. Each interview will take approximately 30 to 45 minutes. The interviews will be audio recorded to and later transcribed.

Risks

There is no anticipated physical and/or emotional risk expected from participation in this study.

Benefits

Taking part in this study is not likely to benefit you personally. However, this study is expected to provide useful guidance for physical education teacher educators designing their curriculum to be able to develop value orientations of PE teacher candidates compatible with what their teacher education program orients as their goals.

Alternatives

The alternative is not to participate in this study.

Costs

There will be no costs to you for participating in this study.

Payment to Participants

You will receive three Professional Points upon full completion of this study. These Professional Points will count toward the six yearly Professional Points that are required for all Physical Education Teacher Education majors.

Circumstances for Dismissal from the Study

You may be dismissed from the study without your consent for various reasons, including the following:

4) If you fail to attend any of the study days.
5) IF, for any reason, you are not able to complete any portion of the study.
6) If you do not follow the instructions you are given.

Confidentiality of Records

You will be identified by a pseudonym on transcripts, dissertation, and any presentation or publication of this study. Data will be stored in locked filing cabinets and protected computer files at the University of South Carolina. Transcriptions will also be available to the dissertation committee for this study. However, at no point faculty will be aware of your identity.

Voluntary Participation

Participation in this study is voluntary. You are free not to participate or to withdraw at any time, for whatever reason, without negative consequences. In the event that you do withdraw from this participation, the information you have already provided will be kept in a confidential manner.

Investigator Contact information

This study is being conducted by Heesu Lee as a principle investigator. For further information about this study, you may contact through:

3) Cell: 909-520-7624
4) Email: Lee336@email.sc.edu

If you have an questions, problems, concerns, desire further information, or wish to offer input, you may contact Lisa Marie Johnson, IRB Manager, Office of Research Compliance, University of South Carolina, 1600 Hampton Street, Suite 414D, Columbia, SC, 29208, phone: (803) 777-7095 or email: Lisa@milbox.sc.edu

Signatures/Dates

This is to certify that I, _____(print full name), agree to participate in the study. I give my consent to participate in this study, although I have been told that I may withdraw at any time without negative consequences.
My signature below indicates that I have agreed to participate in this study, that I have received (or will receive) a copy of this consent form for my records and future reference.

Signature of Participant_____
Date_____

Signature of Investigator_____
Date_____

APPENDIX F

CODING SYSTEM

Themes		**Definition**
Value orientations	**DM**	Educating students to promote their proficiency of physical skills and fitness as well as their understanding of rules and strategies of content in order to promote performance proficiency through subject-centered curriculum.
	LP	Learning how to learn is central to the content of PE. To help students understand learning principles so that they will be able to apply the principles in learning new knowledge and skills. Attempting to challenge students to create their own plays using the motor skills and strategies they have learned in learning environment like teaching problem-solving skills instead of just explaining or demonstrating a task performance.
	SA	Enticing uninterested, unmotivated, or disruptive students to engage them in physical activity Serving sport skills and fitness content as a means to enhance the student' self-concept, self-responsibility, self-confidence, and concern for others rather than achieve the motor skills and fitness as the primary goal of curriculum
	EI	Maintaining a balance between student needs, group needs, and subject matter demands to integrate subject matter, the personal development of their students, and the attainment of identifiable of socio-cultural goals Encouraging students to search for personal meaning through participating in various PAs, mastering movement knowledge, and enhancing sensitivity to the environment in which they live
	SR	Emphasizing the enhanced awareness of social needs and students' role as a change agent Preparing students to enhance their positive social interaction, cooperation, leadership, teamwork, and respect and caring for others.

Acculturation	**K-12 PE positive experiences**	Mentioning about learning environment including content, teacher, classmates, methods instructed by teacher in PE, which made it positive for PTs to engage in PE
	K-12 PE negative experiences	Mentioning about learning environment including content, teacher, classmates, methods instructed by teacher which negatively influenced PTs to engage in PE
	Strong coaching orientations	PTs plan to coach school sports to teach physical education
	Moderate coaching orientations	Those who at least entertain the idea of teaching provided it did not interfere with their coaching
	Weak coaching orientations	Those who appeared to put almost as much emphasis on teaching as coaching
	Teaching orientation	PTs don't want to coach, but teach quality physical education Focusing on learning to teach for quality PE
Professional socialization	**Courses, Teacher educators**	Theoretically or practically influential learning opportunity to help prepare PTs to be a better teacher as the most
Organizational socialization	**Student behavior /attitude**	Following class rules and respecting to teachers and peers during class, enthusiastic and proactive attitudes as good or poor toward participating in class, influencing PTs to decide on how and what to teach
	Student learning ability	Students' levels of motor skills, cognitive, and affective learning, influencing PTs to decide on how and what to teach
	Class schedule	The duration and frequency of PE lesson scheduled in school as well as the number of class in each block, influencing PTs to decide on how and what to teach
	School levels	Each grade from elementary to high school, influencing PTs to decide on how and what to teach
	Cooperating teachers	As leaning experiences as a chance to observe other cooperating teachers' lesson, discuss better teach lessons with them, and get feedback/suggestion from others