

The Occupational Socialization of a First-Year Physical Education Teacher with a Teaching Orientation

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ABSTRACT *The research reported in this paper examined how one American university's physical education teacher education (PETE) program influenced the perspectives and practices of a first-year high school teacher named Ed (a pseudonym). In addition, it explored how this influence was mediated by Ed's biography and entry into the workforce. Lawson's [(1983) *Journal of Teaching in Physical Education*, 2, pp. 3–16; (1983) *Journal of Teaching in Physical Education*, 3, pp. 3–15] hypotheses on physical education teacher socialization guided data collection and analysis. Data were collected through journal writing, formal and informal interviews, and document analysis. They were analyzed using constant comparison and analytic induction. Key findings were that features of Ed's biography led to the formation of a teaching orientation which, in turn, facilitated his full induction by his PETE program. Consequently, on entering the workforce, Ed was determined to teach as he had been trained even in the face of some serious situational constraints.*

One theoretical perspective that has guided researchers interested in discovering how preservice physical education teachers learn to teach and why inservice physical education teachers teach as they do is occupational socialization (see Lawson, 1983a,b, 1986, 1988, 1989, 1991; Schempp & Graber, 1992; Stroot, 1993; Templin & Schempp, 1989). The research reported in this paper examines the occupational socialization of one first-year teacher.

Lawson (1986) defined occupational socialization as 'all kinds of socialization that initially influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers' (p. 107). In addition, he observed that three distinct types of socialization—acculturation, professional socialization, and organizational socialization—were likely to mold physical education teachers' perspectives about their subject and the pedagogical practices they employed (Lawson, 1983a,b).

The process of acculturation which starts at birth appears to have a powerful impact on recruits into the field well before they begin formal physical education teacher education (PETE) (Hutchinson, 1993). Initial interest in sport and physical activity may be highly dependent on parental modeling (McGuire & Collins, 1998; Woolger & Power, 1993). In turn, one of the most common reasons for entry into PETE is a love of sport (Evans & Williams, 1989; Green, 1998; Macdonald *et al.*, 1999). Moreover, there is some evidence to suggest that the type and level of sport and physical activity engaged in by recruits have a long-term influence on their beliefs about teaching (Curtner-Smith, 1999; Curtner-Smith & Meek, 2000; Green, 1998).

Experiences during childhood and adolescence and interactions with significant people lead to an understanding of what it means to be a physical education teacher. Playing a key role in this process are prospective teachers' experiences during their own schooling (Hutchinson, 1993; Placek *et al.*, 1995). Of prime importance are experiences within physical education (Curtner-Smith, 1999; Evans & Williams, 1989; Green, 1998; Schempp, 1989) and school sport (Curtner-Smith, 1999; Dewar & Lawson, 1984; Dodds *et al.*, 1992; Sage 1989; Templin, 1979) and interactions with physical education teachers and other adults who teach or coach physical activity and sport (Mawer, 1996). This 'apprenticeship of observation' (Lortie, 1975) 'has a distinct and traceable influence on an individual's future decisions, practices, and ideologies as a teacher' (Schempp & Graber, 1992, p. 333). Moreover, Schempp's (1989) research indicated that the apprenticeship is a period when prospective physical education teachers start to make evaluations about what is high- and low-quality instruction and become familiar with pedagogical practices and tasks.

Professional socialization refers to the influence of PETE and was defined by Lawson (1983a) as 'the process by which ... teachers acquire and maintain the values, sensitivities, skills, and knowledge that are deemed ideal for physical education teaching' (p. 4). Evidence indicates that PETE has relatively little impact on preservice teachers and that, consequently, beliefs about the subject developed during childhood and adolescence are not easily changed (Curtner-Smith, 1999; Evans, 1992; Evans *et al.*, 1996; Green, 1998; Placek *et al.*, 1995). Preservice teachers tend to use field experiences and coursework to confirm their beliefs and values rather than as a source of modification (Doolittle *et al.*, 1993; Solmon & Ashy, 1995). However, there is some evidence which indicates that PETE is more likely to influence preservice teachers when they perceive faculty to be credible (Graber, 1995). In addition, Schempp and Graber (1992) argued that teacher educators must challenge the values and beliefs with which preservice teachers enter their programs if they perceive them to be faulty because:

In the absence of a vigorous dialectic in teacher education, little is likely to change. Only when recruits encounter teacher educators with alternative orientations is a dialectic likely to emerge and enable change to take place. (p. 336)

Organizational socialization refers to the impact of the workplace and was defined by Van Maanen and Schein (1979) as 'the process by which one is taught and learns the ropes of a particular organizational role' (p. 211). A school's culture is transmitted from one generation of teachers to the next through what Zeichner and Tabachnik (1983) called the 'institutional press.' Specifically, this press is the means by which 'basic assumptions and beliefs are shared ... as the correct way to perceive, think, and feel' (Schein, 1988, p. 6). Since schools are highly 'custodial bureaucracies' (Lawson, 1983b) and exert such a powerful influence, life can be very difficult for young teachers who enter the workforce with new beliefs and values. Indeed, in the face of a particularly smothering press, one school of thought is that pedagogical practices and perspectives learned during PETE which are incompatible with a school's culture are often 'washed out' (Zeichner & Tabachnik, 1981).

Lawson's Model of Physical Education Teacher Socialization

Although several scholars have written or edited detailed and very useful accounts of what is known about the occupational socialization of physical education teachers in the

last 11 years (e.g. Schempp & Graber, 1992; Stroot, 1993; Templin & Schempp, 1989), the pioneering work in this area was conducted by Hal Lawson in the early 1980s. Following his synthesis of this literature, Lawson (1983a,b) produced a number of hypotheses which attempted to explain how and why American physical education teachers teach as they do.

Initially, Lawson noted that most recruits entered PETE with one of two 'subjective warrants' ('a person's perception of the requirements and benefits of work in a given profession weighed against self-assessments of aspiration and competence'; Lawson, 1983a, p. 13). Many recruits, Lawson observed, wished to become physical education teachers mainly because they wanted to coach school sports teams. For this type of recruit, teaching during the school day was simply a 'career contingency.' Lawson hypothesized that recruits with a 'coaching orientation' were more likely to have participated in a high level of inter-school sport, be male, and have attended schools in which there had been little emphasis on instruction during physical education lessons but a great deal of importance had been attached to the performance of extracurricular school teams. He also suggested that recruits of this type committed exclusively to intercollegiate sport were unlikely to be inducted¹ by their PETE programs at all while the induction of those who did not share this commitment would be 'partial at best.'

In contrast, Lawson explained that a different type of recruit entered PETE programs primarily because of an interest in teaching curricular physical education. For this type of recruit coaching was a career contingency. Lawson hypothesized that recruits with a 'teaching orientation' were more likely to have been extensively involved in physical activity other than organized, traditional, competitive sport, be female, and to have experienced and been successful in good quality physical education during their own school careers. In addition, he suggested that recruits with this kind of orientation were more likely to internalize and adopt the philosophy and practices espoused by PETE faculty.

Secondly, Lawson hypothesized that PETE programs taught by faculty with specialist degrees in sport pedagogy and who possessed an innovative orientation to physical education teaching would have a much greater influence on preservice teachers than programs taught by faculty without specialist qualifications who possessed a custodial orientation to the subject. In addition, he argued that faculty who were solely responsible for students' teacher education would have a greater impact on their charges than faculty who were given the dual responsibilities of training teachers and coaching university sports teams. Furthermore, and perhaps most importantly, he hypothesized that preservice teachers were more likely to be inducted by PETE programs taught by a group of faculty who agreed on a professional ideology and what Lortie (1975) termed a 'shared technical culture' (i.e. the skills and knowledge needed for physical education teaching) than by programs staffed by faculty who had not/could not agree on these two issues.

Thirdly, Lawson hypothesized that PETE graduates who entered the workforce with their coaching orientations intact would have a low career commitment to teaching, use ineffective teaching behaviors, and not work from formal curriculum plans. In short, they would adopt what Crum (1993) referred to as a 'non-teaching perspective.' In addition, they would support low-quality school physical education programs and were likely to change high-quality programs for the worse. Conversely, new teachers who entered the workforce with strong teaching orientations would have a higher career commitment to teaching, use effective teaching behaviors, and operate based on prepared curriculum plans. Moreover, they were more likely to support high-quality school physical education programs and attempt to change low-quality programs for the better.

Finally, Lawson observed that first-year teachers who entered the workforce with a teaching orientation might be aided or hindered by specific workplace factors. Extrapolating from the work on schools' socialization tactics completed by Van Maanen and Schein (1979), Lawson also hypothesized that schools in which the socialization of new teachers was collective (with other first-year teachers), sequential (completed in a planned order), variable (was not completed during a set time period), serial (included mentoring by an experienced teacher), and involved divestiture (new perspectives and practices were rejected) were likely to force recent graduates oriented to teaching to 'impression manage' and covertly teach as they were trained. In contrast, schools in which the socialization of first-year teachers was individual (confronted alone), informal, random (completed in no specific order), disjunctive (did not include mentoring), and involved investiture (new perspectives and practices were accepted) would allow graduates with teaching orientations to flourish.

Purpose

The research reported in this paper was part of a series of studies designed to investigate the hypotheses in Lawson's model of physical education teacher socialization. In congruence with the suggestions of several scholars (Carney & Chedzoy, 1998; Dodds, 1989; Evans *et al.*, 1996; Graber, 1995; Mitchell, 1993) the broad aim of this investigation was to extend the work conducted on this theoretical perspective and to discover how PETE professors might improve the effectiveness of their programs.

The initial study of an early field experience completed by preservice teachers prior to contact with their PETE professors (Smith, 1993) provided more evidence indicating that recruits enter higher education with either a coaching or teaching orientation. Moreover, results of the study revealed that recruits oriented to coaching but placed with cooperating teachers oriented to teaching were often openly hostile when pressed to improve their pedagogical skills. In addition, recruits oriented to coaching were more than happy to mimic ineffective practices employed by like-minded cooperating teachers. By contrast, recruits with teaching orientations were clearly impressed when placed with cooperating teachers of the same persuasion and relished beginning the task of learning to be an effective teacher. Unfortunately, while recruits oriented to teaching, but paired with ineffective cooperating teachers, maintained their philosophical perspectives in the face of some seriously antagonistic socialization, by the end of the field experience several indicated that they were considering alternative careers to physical education teaching.

The results of two studies (Curtner-Smith, 1996, 1997a) of the effects of early field experiences, student teaching, and coursework developed by PETE faculty from the 'effective teaching' literature (see Graham & Heimerer, 1981; Mawer, 1996; Pieron & da Costa, 1996; Siedentop & Tannehill, 1999; Silverman, 1991 for reviews of this literature) were more encouraging. These studies suggested that it was possible to socialize recruits with both teaching and coaching orientations towards a focus on pupil learning and achievement. However, given that Lawson (1983b) had warned researchers that they 'had failed to view teachers as active strategists who, like chameleons, display their colors as the time and conditions warrant' (p. 4) and that others had noted that preservice teachers were often highly skilled at masking their true feelings about and attitudes towards programmatic content through impression management (Lawson, 1983a,b), or 'studentship' (Graber, 1989), the results of these two studies led only to cautious optimism.

Logically, the next step in the research process was to follow Lawson's (1983b) advice and cross the 'boundary' from PETE to the workforce in order to look for the 'persistence of [effective teaching] behaviors in both settings' (p. 4). Previously, as lamented by several scholars (Lawson, 1983b; Lawson & Stroot, 1993; Mitchell, 1993), no longitudinal studies of physical education teachers' practices and perspectives guided by occupational socialization theory had been completed. Although a few researchers had taken on the very difficult and time-consuming task of describing the behaviors, trials, and tribulations of first-year physical education teachers (Cruz, 1991; Napper-Owen & Phillips, 1995; O'Sullivan, 1989; Smyth, 1992, 1995; Solmon *et al.*, 1993; Stroot *et al.*, 1993; Williams & Williamson, 1993), they had generally assumed that the teachers being studied had been fully inducted during PETE and failed to examine the mediating influences of biography. Therefore, case studies examining the influences of acculturation, professional socialization, and organizational socialization on the perspectives and practices of four male first-year teachers were completed (Curtner-Smith, 1997b, 1998). Although all four teachers had been subjected to low-quality physical education as pupils, entered PETE with strong coaching orientations, and faced restrictive school socialization tactics and a plethora of what Hargreaves (1984) termed 'situational constraints,' with varying amounts of success, they attempted to change the physical education programs at their respective schools for the better. These findings indicated that the university's research-based behavioristic core PETE program had been strong enough to overcome the impact of these teachers' pre-PETE biographies and to insulate them against the negative influences of their schools' cultures.

Given that a core PETE program based on principles and content derived from the teacher effectiveness research had been shown to have a positive effect on recruits who entered PETE with a strong coaching orientation, I was interested in how a similar kind of program would effect recruits with a strong teaching orientation. Therefore, the purpose of the present study was to examine the influence of one university's PETE program on the practices and perspectives of a first-year teacher with a strong teaching orientation and to discover how this influence was mediated by the teacher's biography and entry into the workforce. The specific subquestions which guided the study were identical to those which had framed the studies on recruits with a coaching orientation (Curtner-Smith, 1997b, 1998). These were: (1) what were the teacher's philosophical perspectives regarding the teaching of physical education and what pedagogical practices did he employ; (2) to what degree were the teacher's perspectives and practices congruent with those espoused during his PETE; and (3) what were the workplace factors that influenced the teacher's teaching during his first year of work and how did he react to these factors?

Methods

Participant's Biography

The participant in this study was Ed,² a 24-year-old male Caucasian first-year high school physical education teacher who was born and grew up in rural Pennsylvania. His father had 'been a blue collar worker all his life' and had 'played everything growing up.' He was 'very much into playing with [Ed and his siblings] when [they] were younger' and 'very into sports' which was 'one of the big reasons' Ed thought he was also 'so into sports.' Ed's mother was 'an office manager at an orthodontist's' and was 'not interested in sports or athletics.' His elder brother had gained the first college degree in the family

and was ‘a partner in a restaurant.’ He was also ‘into sports, particularly football’ and was described by Ed as a ‘competent performer.’ Ed’s 26-year-old sister had gained a degree in criminal justice and ‘was a social worker for a while’ before joining her mother as ‘an orthodontist’s assistant.’ She had ‘played basketball and run track briefly in high school’ but was now ‘into fitness things’ and attended a health club regularly.

Although he had enjoyed ‘gym class,’ Ed recalled that his ‘elementary physical education experiences were not much more than simple games and game-like activities’ designed to ‘keep us [i.e. the pupils] happy.’ He didn’t ‘remember much in the way of instruction’ and described the program as ‘more like recess with activities.’ His middle school physical education had also been ‘very enjoyable,’ although it ‘was not co-ed, and was a multi-activity approach with little instruction and lots of competition’ in traditional American team games. Similarly, Ed noted that during his high school physical education he ‘liked to play and compete.’ However, although ‘students were able to choose, to a certain extent, the activities [again, mainly traditional team games] that they wanted to participate in each quarter,’ there was ‘virtually no instruction and teachers ran mostly games and refereed.’ In summarizing his physical education, Ed stated:

All in all, my experiences in physical education as a student were very enjoyable and this was because of my ability level and love for sports and competition. I was successful in physical education but the classes probably offered very little for students who did not like sports or were not very skilled.

Ed also recalled the pleasure he had gained from participating on the golf, tennis, and basketball teams at his high school ‘with tennis being [his] strongest sport.’ Importantly, he remembered that there had not been ‘too much pressure to win’ because ‘expectations were not high.’ He also noted that he ‘was not good enough to play college [tennis], so once high school was over, [he] was pretty much done.’

Apart from ‘little league baseball,’ which he played in ‘second and third grade,’ Ed hadn’t played organized sport outside of school. Interestingly, he was adamant that most of his sports skills had been gained from practicing and playing informally with his friends and watching television:

Everything was in the neighborhood, in people’s yards and things like that all the time, things that kids don’t do any more, but it was every day. Outside of school we all played football, we all played hockey That’s all I did—get home and we’d be outside playing football. I’d shoot baskets for three hours until my mom made me come in. I guess with football, baseball, and basketball my dad would show me some things and we’d just play all the time so I kinda picked up on it. I watched tons of sports on TV and I think that helped. I think I was self-taught, like things my dad didn’t do—tennis and golf—one hundred percent self-taught. Me and my friends would play. It kinda developed into learning how to play.

Despite his massive interest in sport and his considerable prowess, Ed was quick to point out that he did not and had not ever regarded himself as an ‘athlete.’ In addition, he confirmed that he had had a teaching orientation from an early age:

Like a lot of PE teachers, one of the reasons I chose this profession was that I loved everything having to do with sports and physical activities since I was very little. However, I wasn’t sure that I would teach PE until the year before I began college. I knew that I wanted to be a teacher because I always liked working with other people.... I always liked and admired most of my teachers

as I went through school. I considered studying to be a science or industrial arts teacher before settling on physical education but I always knew that I wanted to be a school teacher.... I was always into coaching and teaching, like tutoring other kids in school in math class and things like that, so I always thought if I would become a PE teacher it would be like you were coaching kinda [i.e. providing instruction] despite the programs I was in where that didn't happen.

Ed's PETE

Having graduated from high school, and with the help of a grant provided by a local and private philanthropic organization, Ed attended a major public university situated in the southeastern United States. During his college career, he was highly successful within a core undergraduate PETE program and within the same university's master's degree program in physical education pedagogy which he entered directly following the completion of his undergraduate studies. In particular, Ed showed remarkable ability as a student teacher, supervisor of student teachers, and research assistant. Moreover, by the time he graduated from the master's degree program he clearly possessed a considerable knowledge and understanding of effective teaching practices and different curricular approaches.

The core undergraduate PETE program Ed followed consisted of three methods courses (secondary, elementary, and advanced), each with large early field experience components, and half-semester student teaching practices at an elementary and middle school. During the methods courses, Ed was taught by three non-coaching faculty members with doctoral degrees in sport pedagogy. As noted by Ed, within all three courses, an attempt was made to compare and contrast ineffective (outdated) and effective (innovative) practices, perspectives, and beliefs. While the overarching structure for these courses came from the knowledge base on effective teaching derived mainly from behavioristic research paradigms, also included was an element of what Zeichner (1983) termed the inquiry-oriented orientation to teacher education (more recently referred to as the critical orientation; e.g. see Fernandez-Balboa, 1997; Macdonald & Kirk, 1996) as well as a healthy dose of constructivism. Moreover, early field and student teaching experiences were closely supervised by faculty members, focused on the use of teaching behaviors derived from teaching effectiveness research and curriculum models described in the relatively recent literature (Jewett *et al.*, 1995), and involved preservice teachers collecting and analyzing data on their own teaching, practices thought to promote induction (Curtner-Smith, 1996). Course content in Ed's master's degree program included research on physical education teaching, research on PETE, curriculum, supervision, systematic observation, and constructivism.

Entry into the Workforce

On graduating from his master's degree program, Ed interviewed at 'numerous schools' and 'was offered a couple of jobs which [he] decided to turn down for various reasons.' Eventually, he took a position at a rural high school close to where he had grown up because he thought it was 'a good school and area so [he] was interested in teaching there.' In addition, it was clear to Ed that he was being 'hired to teach not coach.' The school was attended by 1500 predominantly 'working class' pupils in grades 10, 11, and 12. Some 97% of these pupils were Caucasian.

Data Collection

I gathered data throughout Ed's first year of teaching primarily by using three qualitative techniques (Goetz & LeCompte, 1984; Patton, 1990; Spradley, 1980). These were: (1) journal writing; (2) formal and informal interviews; and (3) document analysis. Since the distance between Alabama and the location of Ed's school made field visits impossible, in addition, Ed videotaped a small sample of his lessons so as to provide me with examples of his instruction.

My intent was to use these techniques to construct Ed's 'life history' (Butt & Raymond, 1987; Denzin, 1989; Goodson, 1991, 1992; Hatch & Wisniewski, 1995; Sparkes, 1994, 1995; Templin & Sparkes, 1992). As explained by Brown (1999), the researcher's goal when constructing a life history is to 'place stories in social, historical and political contexts and subject them to analysis on these grounds' (p. 48). In congruence with Squires and Sparkes (1996), my motivation for using the life history approach was 'its ability to provide, for voices that are normally silenced, arenas in which they can be heard by a range of audiences that might not otherwise hear them' (p. 81). Specifically, my goal was to produce an authentic account of a potentially excellent first-year physical education teacher's experiences which might influence teacher educators, school administrators, and policy makers.

Journal Writing. Ed completed a reflective journal which he sent to me by e-mail. In the guidelines for this journal I asked Ed to: (1) 'tell me the "story" of your first year experience as a physical education teacher'; (2) 'try and write at least one journal entry a week (more if you have time) describing and explaining any relevant experiences, occurrences, incidents, hopes, fears, stresses, strains, feelings of joy, sadness, pleasure, and frustration'; (3) 'tell me how well you were prepared to take on the job you are doing during your university training'; and (4) 'try and identify the workplace factors which are influencing the way you teach.' Additionally, I asked Ed to explain why he had selected physical education teaching as a career, describe his past sporting experiences, and discuss the process he had gone through to get hired. Lastly, I asked Ed to describe his school's physical education program in terms of equipment, facilities, personnel, class size, and curriculum.

The 'electronic journal' proved to be a very effective method for collecting data. Ed always sent at least one detailed entry per week and often two. Moreover, due to the instant access I had to his journal entries, I was able to e-mail him questions, ask for clarification of points he had made, and request additional details. To some extent, therefore, the electronic journal became an interactive data collection tool.

Formal and Informal Interviews. I formally interviewed Ed three months after he had started his new job and at the completion of his first year of teaching. Both interviews were tape recorded and transcribed for analysis. I began the initial interview by attempting to gain Ed's 'life story' (Atkinson, 1998; Brown, 1999; Linde, 1995), the major focus being on Ed's pre-PETE biography and his experiences of physical education and sport. During the remainder of the initial interview and the end-of-year interview, in congruence with the theoretical framework and set of subquestions which guided the study, I asked Ed about: (1) his perspectives regarding the teaching of physical education and the pedagogical practices he employed; (2) the extent to which these perspectives and practices had been influenced by his PETE; and (3) the workplace factors which had influenced his teaching and how he had reacted to these factors.

On five occasions throughout his first year of teaching, I also informally interviewed Ed by telephone. The purpose of these interviews was to gain additional biographical information and data pertaining to the three subquestions which guided the study. During each informal telephone interview I recorded data by making written notes.

Document Analysis. I examined documents indicative of Ed's academic performance during his undergraduate PETE and master's program. These included course syllabi, evaluations written by university supervisors and cooperating teachers, written examinations and assignments, unit and lessons plans, Ed's master's thesis, and other research which Ed had presented at professional meetings and conferences. In addition, Ed supplied me with copies of relevant newspaper articles about his school and the schemes of work, lesson plans, and evaluation materials he wrote and used during his first year on the job.

Data Analysis

Initially, I wrote Ed's biography through the end of his master's degree program. Secondly, I coded the sample of lessons which Ed had videotaped with the Physical Education Teacher Assessment Instrument (PETA) (Phillips *et al.*, 1986), a computerized systematic observation instrument designed to record the amount and percentage of time teachers spend in various instructional and managerial behaviors and pupils spend in various participation and managerial behaviors. Thirdly, I categorized data identified as relevant to each of the three subquestions which guided the study using analytic induction and constant comparison (Goetz & LeCompte, 1984). This was achieved by examining the data for tentative categories and relationships between categories and then refining these categories and hypothesized relationships based on newly reviewed data which did not match initial category descriptions. Finally, I wrote a profile of Ed describing his perspectives on teaching physical education, his pedagogical practices, the extent to which these perspectives and practices were congruent with those espoused during his undergraduate PETE and master's degree programs, and the workplace factors which influenced his teaching and how he reacted to these factors.

Data Trustworthiness

Triangulation (Borg & Gall, 1989; Goetz & LeCompte, 1984) was the first method I used to establish data trustworthiness. I cross-checked the accuracy of the data by employing three data collection techniques. Secondly, I investigated journal entries, responses during interviews, and contents of documents which were incongruent with emerging themes. I used these negative and discrepant cases (Goetz & LeCompte, 1984) to modify these emerging themes. Finally, I asked Ed to review an earlier draft of this report and to provide feedback regarding its accuracy. Having completed his review, Ed sent me the following message:

I am very happy with your findings and the way everything turned out. I think everything is very much 'on the money.' As I was reading it [i.e. the draft of the report], everything really rang true for me. It was almost exactly as I would have described the first year, and my situation/feelings during last year. I did wonder sometimes last year, and this summer, if you would really be able to describe my situation exactly as I would want it, and you really nailed it.

Researcher's Perspective. Readers of this report should be aware that Ed had graduated from the university at which I was employed. In addition, readers should know that I had supervised Ed during his master's thesis work and that Ed had taken two undergraduate classes and two graduate classes which I had taught. Although the fact that I had been partially responsible for Ed's teacher preparation may have put pressure on him to support the perspectives and practices espoused in his PETE program, my perception was that this was not the case. Rather, and in a similar fashion to the four coaching-oriented first-year teachers I had studied previously (Curtner-Smith, 1997b, 1998), I perceived that Ed viewed me as both a researcher and a therapist. As noted by Kelchtermans and Vandenberghe (1994) and Macdonald (1999), this type of relationship is often advantageous because it leads to a climate in which teachers feel comfortable and enjoy reflecting on their work. Certainly, once I had emphasized that data collection would be strictly confidential, Ed appeared to appreciate the opportunity to tell the story of his first year's teaching.

Results

Workplace Factors which Influenced Ed's Teaching

Facilities, Equipment, and Class Size. Ed was quick to point out that the physical education facilities at his school were 'outstanding,' the equipment was 'plentiful,' and the pupil-teacher ratio gave him the opportunity to 'teach properly.' During an early journal entry he explained that:

The department head has done an excellent job with ordering and securing good equipment. ... The average class size is around 25 students. The school itself has very good physical education facilities. Included are a very nice main gymnasium, a second gymnasium, and a third 'older' gymnasium. Outdoor facilities include numerous baseball fields, including what is considered to be the best high school baseball stadium and field in the United States, soccer fields (2), football fields (2), lacrosse fields (2), hockey fields (1), and tennis courts (8). The football stadium is also very nice and has a 400 meter track.

Schedule. A typical day saw Ed arriving at school 'just before seven.' He spent three quarters of an hour 'preparing and setting up equipment' before supervising and registering his homeroom class from 7:45 until 7:55. Classes began at 8:00 and ended at 2:50. Teachers in the physical education department generally 'taught 6 or 7 [45-minute] periods per day out of 9.' Ed's lunch break was from 11:45 until 12:30 and, when contracted, he coached extracurricular sport from '3:00 to 5:00.'

Although Ed considered his teaching load 'reasonable' in terms of time allocation, in general he described his schedule as 'extremely hectic.' He was asked to teach 'in different places every period' and was given responsibility for '11 sections of physical education and 4 sections of "wellness",' which meant that he spent an inordinate amount of time 'planning and grading.' In addition, Ed explained that 'unit length and activities [were] up to the individual' which caused 'problems when it rained,' particularly when he had to share a gymnasium which he found 'very stressful.'

Ed's 10th grade classes met 'five out of every six school days,' allowing him 'to teach more the way [he was] accustomed to' and provide 'more time for skill learning.' However, his junior and senior classes met 'twice per week,' or 'two times every six days,' and since 'the amount of functional time [was] around 30 minutes per class,' Ed noted

that the ‘things [he could] do [were] very limited.’ This led to him ‘narrowing the scope’ of what he taught and made it ‘tough’ to carry out extensive pupil evaluation.

Moreover, Ed stated that while he had ‘always felt very confident in [his] teaching abilities,’ ‘the additional responsibilities that are part of the job are staggering.’ He went on to explain that:

The most difficult thing for me as I adjust to this school are all of the policies and procedures of the school itself. Things such as procedures for sending progress reports, how to set up special testing conditions for my special education students, what paperwork is involved in giving a detention, etc.... The real world of teaching has had so many more things than I would have thought I’d be doing.... I feel like there are so many things that are job- and school-specific that you have to take on and that the physical education part is not the total package. I probably had more of a vision of me coming to school and being in the physical education department from the time I got to school until the time I left. However, I have many more concerns than just setting out my equipment and teaching the PE curriculum. I wish it were that easy!

Ed coached field hockey to girls attending a junior high school in his district in the Fall Quarter with two ‘experienced females.’ In the Winter Quarter, he coached indoor track at his own school with a chemistry teacher who was a ‘terrific coach, a real nice person, and a real intellectual guy.’ While he obviously enjoyed working with highly skilled and motivated teachers and pupils and was under ‘no pressure to win’ because ‘the school was not a real big athletic school,’ towards the end of the year Ed reflected that not coaching in the ‘Spring Season’ had been ‘beneficial’ because it was ‘tiring,’ ‘stressful,’ and ‘makes for quite a busy workload for a first-year teacher.’

Other Physical Education Teachers. There were five other teachers in Ed’s department. Three of them were female and two were male. All were Caucasian and ‘over 40-years-old.’ Two of the women had taught at the school ‘for over 20 years’ and one had taught for ‘approximately 5 years.’ The men had taught at the school for three and four years, respectively.

Ed had ‘a great deal of respect’ for Joanne, the department head and ‘successful lacrosse and basketball coach.’ He described her as ‘a strict tough lady ... and a total perfectionist.’ As the year wore on, she became Ed’s ‘unofficial mentor’:

If I have any questions I go to her. She has helped me tremendously. Her door is always open to me and I go to her with a lot of questions. ... She runs a tight ship with everything she does so if she noticed something about me she would not hesitate to tell me. I think she knows I’m doing a good job.

The least experienced female teacher, Dawn, was, according to Ed, ‘also providing quality PE experiences that are appropriate and educational.’ In addition, like Ed, she attempted ‘to keep contact with the regular education faculty and stay involved with the whole school.’ Her duties also included ‘team-teaching an exercise physiology course with a science teacher.’

The second ‘veteran’ female teacher, Alice, who was also a ‘very successful softball coach,’ was described by Ed as ‘a pleasant woman who teaches some skills to begin her units and covers a variety of sports with most of the class time spent in game play.’ Similarly, Ed noted that John, the former head football coach with whom he shared an

office, 'visits a lot of sports in short units, with the majority of the content being game play.'

George, the second male, was described as 'a good-hearted man' but 'weak teacher' who was 'not taken seriously' by many of the school's faculty and whose 'knowledge of content and teaching methodology is not as strong as it should be.' To make matters worse, George was appointed as Ed's 'official mentor' at the beginning of the year by the school's administration team. However, Ed explained that although George had 'watched parts of a couple of [his] wellness lessons' and '10 minutes of a phys. ed. class,' he was really 'filling a 10-hour requirement.' Moreover, Ed was sure that George 'had learned more from me than I've learned from him.'

The strength of Joanne and Dawn's commitment to teaching and their relatively high level of pedagogical skill encouraged Ed in his own efforts to 'teach effectively.' In contrast, although at times they gave him 'very welcome and motivating feedback' about his own instruction and were not 'classic ball rollers,' Ed was clearly disturbed by his other three colleagues' lack of expertise:

There are teachers here who in no way teach the curriculum. Of the teachers here, I think I am doing much more with skill. The good teachers know what's going on as well as I do. ... I wouldn't have so much of a problem if I knew that all the 10th grade students were getting instruction similar to mine, but I think only half of them really are ... I would have to say that a lot of the classes are getting the 'old school' version of PE. By that I mean lots of competition and bad experiences for those who are not good athletically. ... In the future I will have to teach some of the students that they have taught and this may be difficult.

Ed was also bothered by his perception that the classroom-based wellness component of the department's program was considered 'more important' than the activity-based physical education component by 'five out of five of the other members' when he considered both components to be 'equally important.' To illustrate this point, he noted that even the weaker male teachers 'put work into their wellness classes.'

Another 'major area of concern' for Ed was the 'lack of collaboration' among members of the department. According to Ed, this state of affairs was caused by departmental 'politics,' specifically 'personalities that don't get along,' and the fact that Joanne was only responsible for 'administration' while the principal and his assistants were 'in charge of [faculty] supervision':

We almost never meet as a group to plan the use of facilities, or discuss issues, or exchange ideas. ... Our department is very much a group of individuals rather than a team. There is not much professional interaction or exchange of ideas as a group. ... Primarily, our interactions are short conversations in the hallways between classes but we sometimes go days without much interaction at all.

Relationship with a Group of Young Teachers. Starved of collegiality within his own department, Ed formed friendships with a group of five male classroom teachers 'in their mid-to-late 20s' who were 'committed professionals' and had taught for 'less than 3 years.' Included in their number were '3 math, 1 history, and 1 economics teacher.' Ed related how he would often eat lunch with this group and 'talk about political crap.' He also explained that they were a major source of professional support:

My interactions with these individuals have been very beneficial to me as they have given me an opportunity to associate with a group of people that is more apt to discuss issues and exchange ideas. This is something that I feel I really need. ... It's good to hear other people's problems as well so that you know you are not alone.

The Administration. Although Ed observed that 'the Principal doesn't really come our way very often,' he had great faith in one of the Deputy Principals, a former physical education teacher, who was largely responsible for hiring Ed and was 'supportive.' To illustrate this faith and support, Ed described one of his formal evaluations which this man had conducted:

I was encouraged that I was being evaluated by a former phys. ed. teacher who knew what good teaching was. He showed a knowledge of what I was doing and of effective teaching behaviors and I was very pleased by this. It is nice to have an administrator who understands and can relate to physical education.

Pupils. Ed consistently stated that his school had 'good students' and received 'some positive feedback' from his charges including 'comments about being a good role model for physical education' and 'making learning interesting and enjoyable.' In addition, he clearly enjoyed teaching his 10th grade classes because of their 'willingness to have fun and learn without much resistance.' However, he was generally distressed by the 'junior and senior' pupils' 'lack of motivation and interest':

The thing that has been the toughest for me so far is that many of the students do not take class seriously. ... I have a lot of students who do terrific work in wellness and physical education class but at the same time a lot of them, even that do good work, don't consider it important because it's still health class, it's still PE class. ... A lot of students come to class to pass the time ... I have to fight this every day, and sometimes I feel that I don't have the right ammunition.

Ed had particular problems with the 'general' and 'vo-tech' pupils who were not 'tracked for college' and took lower-level academic and vocational courses:

One of the most frustrating things about teaching high school PE is having the classes of 30 vo-tech students who are notorious behavior problems and very low achieving. When I hear the regular education friends of mine complain about their one 'general' class, I often shake my head (to myself of course) and think how my classes are all 'general' classes. When I have a class full of 17- and 18-year olds who have no interest in physical activity or school period (some of whom have probation officers in school and/or spend as many days in suspension as they do in class), I realize that my world is actually quite different from the worlds of some of my classroom teaching friends.

Isolation and Marginalization. Ed noted that it was difficult to get to know the rest of the faculty because he was 'so young' and 'the physical education department [was] kinda separated [physically] from the rest of the school.' Nevertheless, on more than one occasion he indicated that he had received 'positive feedback' and words of 'encouragement' from teachers outside of the department and his group of 'young professionals' which made him 'feel good.' However, he was extremely irritated by the volume of 'subtle and not so subtle' comments and actions which belittled his subject, including the

suggestion that his job was to ‘play sports’, and excusing pupils from physical education so that they could ‘take tests, work on projects, even attend parties in other “more important” subject classes’:

Other teachers either directly or indirectly trivialize our department. ... I think it is standard practice for physical education to be assigned secondary status. You almost want to explain what things go into being a physical education teacher and that it is not about ‘playing sports.’ At the same time, I don’t know that other teachers can fully understand this, maybe because of their experiences with physical education or maybe because they don’t really want to understand it.

The Columbine High School Shooting. Following the ‘tragic killings at the high school in Littleton, Colorado,’ Ed reported that:

We had a bomb scare last week and other threats of violence. Security has become an issue at our school for the first time. The school has been greatly affected by all this. We missed a day as bomb experts searched the building. Nearly half the student body was absent one day, and nearly all the student body had its mind on things other than school activities. For two days it was almost as if school was going from PA announcement to PA announcement as the Principal would fill everybody in on some other security matter. We had policemen in the school. It was very much on lock-down ... I was really upset at seeing the news stories out of Colorado and I was honestly depressed by the events that happened at my school. ... I have to believe that, in the last week, most of the people in education in this country have questioned the state of our profession as we have debates over things such as having armed guards in schools, using metal detectors on students, and not allowing students to carry bookbags for fear of the weapons which might be put in them.

Influence of PETE on Ed’s Teaching

When I asked Ed about the degree to which his PETE program had influenced him he replied:

I think I was very well prepared. I think I developed a strong collection of teaching skills, which has to be your first step, and I think our program had a lot of experiences dealing with all sorts of kids and tons of hours in the schools and that was the best preparation you can get. ... I think I bought into everything that was taught—more than anybody that I took classes with—and I always felt that when I was done my philosophy was like miniature versions of the teacher education people.

Ed was sure that the PETE program he had followed had not affected some of his peers in the same way:

A lot of them fake their way through and don’t buy into the things we teach but they know how to teach properly and they are given every opportunity to internalize those beliefs. Some of them really do and some of them fake it but it’s not the fault of the program. ... I think the female students take it on very well, the males don’t. People going into secondary don’t internalize it, they fake it. The people that know they are going into elementary—and that obviously

shows nationwide as elementary PE is much stronger—they buy into it and they are committed.

Ed also explained that some graduates of the program were too quick to ‘give up teaching properly’ when they entered the workforce:

Another problem with people coming out of our program is that they get into terrible conditions [when they start teaching]—no equipment, gigantic classes, and no one has ever taught anything. A small percentage are too quick to give up and I think the reason is they didn’t buy into it. A lot of them, a month in, have thrown up their hands and it’s not all that bad. I mean, heck, you could take a lot of the people that came out of our program and put them in the school that I’m at and they’d say, ‘I can’t do anything about it. The kids aren’t motivated,’ and that’d be their way out. What I am saying is that some of them give up from the conditions but a lot of them weren’t ever going to do it. They gave up at their first opportunity which means they didn’t buy into it.

According to Ed, the key courses he took as an undergraduate were the ‘methods courses’ and ‘student teaching’ largely because he was a ‘big believer in [spending] as much time in the schools as possible’ and because he had learned ‘the practical skills and knowledge that goes into being a successful physical education teacher.’ In addition, he noted that the courses he had taken in exercise physiology and human anatomy and physiology had been ‘very valuable’ mainly because they had provided him with much of his ‘health-related fitness content.’

In contrast, Ed was convinced that ‘basically, courses that weren’t pedagogical content knowledge or methodology didn’t help much.’ He felt that the core curriculum had been ‘too extensive’ and that even though he had ‘learned a lot’ in his core classes they were ‘serving [him] no purpose as a teacher.’ In addition, Ed was critical of the Educational Foundations classes (psychology, history, sociology, and human development) because they were ‘no help’ due to the ‘scientific,’ ‘theoretical,’ and ‘impractical approach’ taken by the faculty teaching them. Instead, he wished he had been able to take more courses which ‘expand your knowledge’ and ‘teach you how to be a competent, creative, and innovative PE teacher.’ These included ‘a methods course focused on senior high students,’ more ‘content courses,’ (e.g. ‘invasion games,’ ‘lifetime activities,’ ‘health-related fitness,’ ‘outdoor education’) ‘a course on teaching styles,’ and courses in which he learned ‘how to take different approaches [to curriculum and instruction].’

Having ‘got the science of teaching down’ and gained a ‘firm commitment to teaching properly’ in the undergraduate program, Ed explained that:

The graduate program was invaluable. It made you think about the bigger picture. Like rather than just approaching it as ‘you teach a lesson, here’s the skills you need to do it,’ I learned how to do new things with students, how to teach them to think, how to choose different teaching styles. It just made me more critical, more reflective as a teacher. ... I think more about my teaching, probably, than anyone else at that school, I honestly believe, and a lot of that came from the graduate program. ... I am constantly examining my own thoughts, my feelings, the state of PE as a profession, other teachers, the induction process, how I would change things and I am a stronger teacher because of that.

Ed's Perspectives and Practices

Physical Education. During his physical education classes Ed employed 'the multi-activity model.'³ His goal was to teach 'the skills and information that [would] enable them to participate in physical activities more effectively and enjoyably.' To achieve this, he taught units on ultimate frisbee, tennis, basketball, weight training, soccer, and softball. Data generated by the PETAI indicated that Ed provided a great deal of performance and motivational feedback and engaged skill learning time. In contrast, management time was generally low. At the beginning of the year within his sporting units he used 'more direct teaching styles' and the tasks he asked pupils to complete were more likely to be 'drills and practices' 'focused on skill work.' By the end of the spring semester, however, he had shifted to a more indirect 'understanding' approach:

I do a lot with tactics and understanding. I try to get the skills that will enable them to play but then I just focus on tactics and strategy most always within small-sided and conditioned games. I create different types of games, invent games. I think if I were teaching junior high I would still be going skill to game but it's one of the things I've found this year—15- to 17-year-olds—you're far better served to get them involved in something that's realistic to them.

Ed also explained that during the following year he would 'have more time to experiment with new units and curriculum approaches' and that he 'would like to try sport education with some of [his] 10th grade classes.' Moreover, he felt that some of his units 'were shorter than they should have been' and stated that he planned on rectifying this problem in the future 'with more steps building to playing the sport, and more creative ideas for conditioned games and evaluation.'

Ed was not impressed with the departmental system for evaluating physical education because 'achievement and learning [were] barely addressed' and there was 'no accountability.' Instead, criteria for passing courses were mostly related to pupils' willingness to 'dress' in the 'correct clothes' and 'show up on time.' Ed believed that this lack of accountability was one of the 'main reasons' why many pupils in the junior and senior classes made little effort during lessons and noted that 'it has been very difficult to get students to work hard toward objectives when they know they don't really have to.' Therefore, although he was still severely constrained by the system, he set about adapting it so that he could 'sneak in' 'process, product, and cognitive evaluations' of his pupils.

Wellness. During his classroom-based wellness classes, Ed taught units to 10th grade pupils on 'health-related exercise and fitness' and 'social wellness' which included 'stress and anger management,' 'conflict resolution,' 'nutrition and diet,' 'eating disorders,' 'skin cancer,' 'the dangers of smoking and smokeless tobacco,' and 'drug and alcohol awareness.' Ed emphasized the fact that he had 'developed all his own labs and materials based on the main topics.' At the end of the year, he reflected that 'some of my best successes and some of the things I'm most excited about have come in that [i.e. wellness] not PE.' As indicated by his meticulously planned units and descriptions of his teaching behavior, the methods Ed employed in these classes were heavily influenced by the graduate course he had taken on constructivism:

I just did a four class period group project where they worked in a group of three. I taught group-process skills. They developed a fitness survey, they asked other people about their fitness habits, beliefs, and interests and they had to create a survey. ... The next class they came in and gave it to other students,

had them fill it out. Then I spent a class period talking about how to analyze data, draw conclusions, make generalizations about populations and things like that. ... A lot of it came from my constructivism class about teaching critical thinking skills.

Stages of Development. In his final journal entry Ed suggested that his development during the course of his first year on the job had taken place within ‘three stages’:

The first stage was the first couple months of school. It was a tough time for me. I quickly found that the program was not set up the way I would most like it and that students were not as motivated and interested as I expected. These factors ... had me feeling pretty unhappy at first After a couple months of school, I think I began to feel a little more comfortable. At this time, I was also coaching after school and getting good feedback from some other people. For a few months, my feelings of doubt were actually subsiding as I felt more at home. I was beginning to see the school and the job as something that I might settle into and get more and more comfortable with for a long-term situation. I think I am now in my third stage It is something that is causing me a great deal of stress and doubt. During the past month or so, I am beginning to see that a lot of the problems with the program, the department, and the students are not going away. I am realizing that, right now, we have no leadership in our area. I am also realizing that it is quite difficult to teach the PE side of my classes as I have been prepared to. There are so many situations that make the teaching of PE a very difficult task. I am thoroughly frustrated with the lack of a team focus, and the lack of direction that is being shown in my department and within my program. There are rewarding days ... however, a lot is missing for me. I want to work with other thinkers and doers. I want to make changes and improvements. Right now, I am feeling unsure as to whether I can/will do those things at [this school].

In the last few weeks of the year, Ed conceded that he could not see himself ‘doing this for another 30 years,’ ‘did a lot of thinking,’ and considered changing teaching jobs and moving to either the elementary or adult education level, ‘going back to college’ to work on a PhD in pedagogy or exercise science, and leaving teaching altogether to go into a ‘sport management-related field.’ However, at the completion of the Spring Semester he stated that ‘I’ll see what happens. I plan on staying here for a couple of years at least and I’ll see how it goes.’

Discussion and Conclusions

Despite experiencing (and enjoying) what he later came to realize were inferior physical education programs himself, Ed entered his PETE program with a teaching orientation. In congruence with Lawson’s (1983a,b) theoretical work on occupational socialization, this appeared to be mainly because he had participated extensively in informal sporting play outside of school as a child and youth (i.e. with his father, siblings, and friends), an arena in which learning to play and aiding others to learn to play had considerable emphasis. In addition, teachers who had taught Ed other subjects appeared to have influenced his orientation towards physical education. Indeed, data indicated that these role models had led Ed to choose teaching as a career a fair time before he decided to teach physical education.

Also significant in Ed's development of a teaching orientation was the fact that he had participated very little in formally organized competitive sport outside of school and had not participated in competitive inter-school sport until high school. Moreover, the coaches for which Ed had played when participating in high school sport had not emphasized winning and competition to the extent that is often witnessed in the United States (see Smith, 1990). Finally, although Ed was a very accomplished performer, he had not had a high level of competitive sporting success and had no pretensions of being a college 'student-athlete.' Collectively, these factors appeared to have played a part in sparing Ed from the conservative coaching orientation which enveloped so many of his peers in PETE.

Lawson's (1983a,b) model also predicts that recruits oriented to teaching are likely to be inducted by their PETE programs. Findings in the present study again supported this hypothesis. During his first year of work, Ed clearly attempted to employ the kinds of pedagogical behaviors and the types of curricula espoused in his PETE program in not altogether favorable conditions. In contrast, as Ed himself emphasized, his practices bore no resemblance to those of his own physical education teachers. Moreover, although he enjoyed coaching extracurricular sport, it was definitely a secondary priority. Even more encouraging was the fact that the impact of Ed's PETE was not superficial. It did not merely lead to the use of methods quite different from those he had witnessed as a pupil. Rather, it appeared to cause what Sparkes (1991) referred to as 'real change' by having a profound influence on his perspectives, beliefs, and values. To borrow from Evans *et al.* (1996), Ed was 'shaken' and 'stirred' by his training.

The findings of the present study provided additional evidence in support of several of the components Lawson (1983a,b) hypothesized were necessary for effective PETE. These components had also been supported by the results of the studies conducted with first-year teachers oriented to coaching (Curtner-Smith, 1997b, 1998). The PETE faculty in the present study all possessed specialist pedagogical qualifications, had innovative orientations towards physical education teaching, did not coach, and broadly agreed on a shared technical culture and professional ideology. Importantly, and in contrast to the previous studies, these broad agreements still allowed for different theoretical emphases within the program; specifically, behaviorism, constructivism, and critical theory. Moreover, and in line with the thinking of Graber (1995) and Schempp and Graber (1992), crucial in the process of successfully inducting Ed was his perception that the faculty were credible and the creation of a 'vigorous dialectic' by constantly requiring him and his fellow preservice teachers to compare and contrast the types of physical education and sporting programs they had experienced themselves with those being advocated by the faculty. This latter strategy may also have negated the effects of what Vennman (1984) called 'reality shock' ('the collapse of missionary ideals formed during teacher training by the harsh and rude reality of classroom life,' p. 143) when Ed began work.

The studies I conducted previously with four different first-year teachers (Curtner-Smith, 1997b, 1998) had indicated that a relatively short behavioristic core PETE program taught by two specialist non-coaching faculty and consisting of one methods class, two week-long early field experiences, and student teaching could induct recruits with coaching orientations. A comparison of the effects of that rather limited program with those of the core undergraduate and master's degree programs followed by Ed, however, supports those, including Dodds (1989) and O'Sullivan and Tsangaridou (1992), who suggest that more quality PETE is better. Ed's core PETE program was taught by a greater number of trained innovative faculty and included a sequence of methods courses and lengthy well-supervised early field experiences as well as student

teaching. In addition, he was exposed to and often immersed in different perspectives and practices while studying for his master's degree. Little wonder, then, that the depth and breadth of Ed's pedagogical knowledge and skill at the time he entered the workforce was superior to that of Tim, Bob, Ron, and Paul, the four coaching-oriented recruits studied earlier. Furthermore, it is hardly surprising that while the four coaching-oriented recruits were prone to, in Lacey's (1977) terms, 'strategically comply' or teach covertly when faced with opposition to their perspectives and practices during their first year on the job, Ed was more apt to, as he put it, 'fight for what is right' and try to influence his more experienced colleagues. In Lacey's (1977) terms, then, he employed the adjustment mechanism of 'strategic redefinition.'

Like the Australian human movement studies students studied by Macdonald *et al.* (1999), Ed was very concerned with the 'occupational utility' of the content included in his undergraduate training. In congruence with other preservice and beginning inservice physical education teachers (Curtner-Smith, 1997b, 1998; Graber, 1995), he voiced the opinion that his core PETE program had much more impact on him as a teacher than the foundational courses he took within the College of Education. Moreover, and also in agreement with others at similar stages of their physical education teaching careers (Curtner-Smith, 1996, 1997b, 1998) and several scholars (Corbin & Eckert, 1990; Locke, 1990; O'Sullivan & Tsangaridou, 1992; Siedentop, 1990; Siedentop & Eldar, 1989; Smith, 1992), he argued that PETE would be strengthened considerably if more physical education-specific pedagogical and content courses were included.

With his teaching orientation strengthened and armed with an impressive range of pedagogical skills, as predicted by Lawson (1983a,b), Ed entered the workforce determined to 'do a good job' but well aware that this might be difficult. An examination of the socialization tactics (Van Maanen & Schein, 1979) and workplace factors (Lawson, 1983a,b) which operated in his school helps to explain how close Ed came to realizing his goal of becoming what Earls (1981) called a 'distinctive' physical education teacher.

Ed's organizational socialization was largely individual, informal, and random, tactics which supported his innovative orientation. Moreover, since official attempts to mentor him clearly had no impact and the unofficial mentoring he received was initiated by Ed, his socialization was also primarily disjunctive. Most importantly, Ed's socialization more often tilted towards involving investiture than divestiture. While his colleagues were generally indifferent to Ed's new ideas, they were rarely critical. Collectively, these socialization tactics gave Ed the opportunity to teach as he had been trained.

The workplace factors which influenced Ed during his first year of teaching including facilities, equipment, and class size; schedule; other physical education teachers; classroom teachers; administrators; and isolation and marginalization were similar to those identified in the few studies of first-year physical education teachers completed previously (Cruz, 1991; Curtner-Smith, 1997b, 1998; Napper-Owen & Phillips, 1995; O'Sullivan, 1989; Smyth, 1992, 1995; Solmon *et al.*, 1993; Stroot *et al.*, 1993; Williams & Williamson, 1993). Encouragingly, while this previous research indicated that the majority of these factors had a solely negative impact, in the present study at least, elements of most of them had a positive impact on Ed. On a much less optimistic note, the elements of these factors which had a negative impact on Ed, particularly pupil disinterest, lack of collaboration within the physical education department, and low level of departmental organization, frustrated him to the extent that he developed the 'radical pessimism' that Kirk and Tinning (1990) believed to be widespread among physical education teachers. Consequently, by the end of the year he was considering changing jobs or even leaving the profession altogether.

Ed considered and often described himself as a 'professional.' Like many others (see Green, 1998), he was also concerned about the professional status of his subject. In line with Hargreaves (1994) and Macdonald (1999), his perspective of professionalism involved being able to take a leadership role in curriculum development, working within a supportive and collaborative atmosphere, being committed to improvement, and having his work viewed as skillful and complex. Unfortunately, in Macdonald's terms (Macdonald, 1995, 1999; Macdonald & Kirk, 1996), some of the conditions, attitudes, and structures encountered by Ed served to 'disempower' him and, therefore, 'deprofessionalize' or 'proletarianize' his work.

Lawson (1983b) observed that little is known about who stays in physical education for the long haul and who leaves early. He also noted, however, that the work of Becker (1952) had indicated that teachers who were able to move to schools with more favorable conditions could 'get on with the innovative and professional roles that they envisioned' (p. 10). In contrast, teachers who remained at schools with less favorable conditions lowered their standards and expectations in order to cope, a process Etheridge (1989) referred to as 'strategic adjustment.' More recently, Macdonald (1999), citing her own work with colleagues (Macdonald *et al.*, 1994) and that of others (Chapman, 1994; Evans & Williams, 1989; Huberman, 1993), noted that deprofessionalization was a major cause of teacher attrition.

When Ed first contemplated changing jobs, he was motivated by the prospect of finding a school with fewer situational constraints. Later, however, particularly after being severely shaken by the Columbine High School shooting and its local aftereffects, Ed appeared to believe that schools with more favorable conditions for physical education teachers were a myth. Ironically, his strong teaching orientation meant that he was not prepared to lower his standards and expectations; hence, by the end of the year he was seriously considering alternative careers which would allow him to 'have a real impact.' This finding, then, clearly contradicts Earls' (1981) contention that for distinctive teachers 'love of children' conquers all!

While others have argued or implied that the key to providing quality school physical education lies in improving recruitment (Martens, 1987), PETE (Crum, 1993), or the conditions in which teachers work (Alexander, *et al.*, 1996), the present research and the small but growing number of studies employing similar methods and theoretical perspectives suggest that the focus should be on all three of these areas. Indeed, a systemic strategy which involves ignoring one of these areas would appear to have little hope of success.

In the future, we must continue to refine our knowledge about recruits, effective PETE, and the types of school conditions that, in the words of Squires and Sparkes (1996), 'promote a positive socialization process whereby all teachers are made to feel welcome, secure, enriched, empowered, and valued' (p. 97). The hypotheses within Lawson's (1983a,b) model continue to provide an excellent framework for this line of research.

In addition, it seems worth attempting to find out the extent to which effective PETE is practiced in universities and colleges according to the general principles unearthed by research. Are such programs plentiful or are they abnormal? Moreover, and as I have suggested previously (Curtner-Smith, 1997b, 1998), there is an urgent need to carry out more intervention studies aimed at helping beginning teachers. To my knowledge, attempts at administrator (re)education at any level have not been tried. Likewise, studies of first-year assistance programs in which PETE faculty continue to provide technical, therapeutic, and, perhaps more importantly, political support for their students once they

enter the workforce, with some notable exceptions (Napper-Owen, 1996; Napper-Owen & Phillips, 1995; Stroot *et al.*, 1993), are rare. In congruence with the suggestions and actions of several researchers and scholars (Alexander *et al.*, 1996; Locke, 1992; Pope & O'Sullivan, 1998), in cases where situational constraints virtually guarantee the failure of the curriculum models being employed, perhaps one feature of such assistance programs could be to aid in the introduction of replacement models.

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Notes

- [1] More recently induction has been viewed by researchers as the transition from teacher education to the workforce. Following Lawson (1983a), within this paper the term refers to the process leading recruits to replace inaccurate beliefs about physical education teaching with views which are congruent with those espoused in PETE.
- [2] The names of all individuals in this paper are fictitious.
- [3] Ed's version of the multi-activity curriculum should not be confused with the elitist, racist, and sexist high school curriculum referred to by Pope and O'Sullivan (1998) or the educationally feeble version described by Ennis (1999).

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