

One Physical Educator's Struggle to Implement Restorative Practices in an Urban Intensive Environment

By: [Michael A. Hemphill](#), Risto Marttinen, K. Andrew R. Richards

Hemphill, M. A., Marttinen, R., & Richards, K. A. R. (2022). One Physical Educator's Struggle to Implement Restorative Practices in an Urban Intensive Environment, *Journal of Teaching in Physical Education*, 41(1), 140-148. DOI: 10.1123/jtpe.2020-0145

***© 2022 Human Kinetics, Inc. Reprinted with permission. No further reproduction is authorized without written permission from Human Kinetics, Inc. This version of the document is not the version of record. Figures and/or pictures may be missing from this format of the document. ***

Made available courtesy of Human Kinetics, Inc.: <http://dx.doi.org/10.1123/jtpe.2020-0145>

Abstract:

Purpose: The purpose of this cyclical action research study was to examine the perspectives of Clyde, a first-year physical education teacher working in an urban intensive environment, as he attempted to implement restorative practices. **Methods:** Data included semistructured interviews, weekly e-mail communication, text messages, photographs, field notes from observations, and artifacts. Data were analyzed using a combination of inductive and deductive analysis. **Results:** The results are presented in three themes: (a) searching for appropriate discipline procedures, (b) critical incidents inhibited the integration of restorative practices, and (c) lack of preparation to teach in an urban intensive environment. **Conclusion:** Clyde's experience suggests that challenges for early career teachers may be further complicated by teaching in urban intensive environments. Teacher educators may consider the different contexts in which teachers work and the influence they can have on both teacher effectiveness and job satisfaction

Keywords: middle school | restorative justice | social justice | teacher education

Article:

Teaching has long been recognized as a profession that is prone to stress and burnout (Bottiani, Duran, Pas, & Bradshaw, 2019). The stresses associated with teaching in contemporary schools may be even greater due to increased emphasis on standardized testing and school and student accountability (Dworkin & Tobe, 2014); a fluid public policy space in education (McDonnell, 2012); and increasing student ethnic, cultural, and linguistic diversity (Hanushek, Kain, & Rivkin, 2004). Physical educators experience further challenges as their subject is often viewed as marginal to the primary mission of schooling (Laureano et al., 2014). They may also feel isolated because the gymnasium is peripheral to the center of the school, they are the only content area specialist, or they are itinerant and travel among school buildings (Stroot & Ko, 2006).

The challenges faced by teaching are even greater in urban settings (Ellison & Woods, 2016), in part due to issues stemming from poverty, including housing, transportation, and food insecurity (Neuman & Moland, 2019). These challenges are most pronounced in urban intensive

environments (e.g., New York City, Los Angeles; Milner, 2012). The term “urban intensive” was coined to distinguish between using the word “urban” to define schools that have similar challenges (e.g., high number of English-language learners) but are not in large cities. Milner (2012) explained that “urban intensive speaks to the size and density of a particular locale; the broader environments, outside of school factors such as housing, poverty, and transportation are directly connected to what happens inside of the school” (p. 559). Within such contexts, more culturally relevant instructional approaches (Ladson-Billings, 1995), including restorative justice and restorative practices (Winn, 2018), have been prompted as ways to develop environments in which students are empowered to voice their feelings and find closure when conflict occurs (Hemphill, Janke, Gordon, & Farrar, 2018). Pedagogical interventions are, however, dependent, in part, on teachers’ prior and current socialization experiences that may either support or form barriers to implementation (Curtner-Smith, Hastie, & Kinchin, 2008). In this study, we sought to understand the socialization of one first-year physical educator in an urban intensive environment as he attempted to use restorative practices to align with school discipline practices.

Occupational Socialization Theory

Occupational socialization theory presents a dialectical model of socialization that seeks to understand teacher recruitment, the effectiveness of teacher education programming, and teachers’ career-long socialization in school contexts (Lawson, 1986). The theory is dialectical because it recognizes individuals’ ability to exercise their sense of agency and resist the influence of those seeking to socialize them (Schempp & Graber, 1992). Although socialization is not experienced at the same time or in the same sequence by everyone (Lawson, 1986), scholars typically divide socialization influences into three temporally sequenced phases, including acculturation, professional socialization, and organizational socialization (Richards et al., 2019).

The acculturation phase captures pretraining socialization prior to individuals’ formal decision to pursue careers in physical education (Lawson, 1983). Youth spend upwards of 13,000 hr in an apprenticeship of observation (Lortie, 1975) whereby they observe their own teachers and develop initial understandings of what it means to teach. Recruits base their decision to enter the teaching field upon these initial understandings, or subjective theories (Richards, 2015). In the United States, many physical education programs continue to emphasize team sports and either lack pedagogical intentionality (Crum, 1993) or prioritize teacher-centered approaches (Flory, 2016).

Recruits transition into professional socialization when they enroll in physical education teacher education (PETE; Lawson, 1983). The purpose of PETE is to prepare preservice teachers with the knowledge and skills needed to teach (Graber, Killian, & Woods, 2017). Recruits may, however, resist socializing influences by strategically complying with expectations without allowing their subjective theories to be changed (Schempp & Graber, 1992). This resistance can limit the adoption of pedagogical innovations, including those that emphasize humanistic principles, that do not align with recruits’ subjective theories (Richards & Gordon, 2017). Teacher education programs are also challenged to prepare preservice teachers for the sociopolitics of schooling (Fernandez-Balboa, 2000), such as teaching a marginalized subject in diverse schools (Ellison & Woods, 2016). Accordingly, it has been recommended that PETE programs include diverse field experiences supplemented with student-centered learning that help them reformulate their subjective theories and prepare to teach diverse youth (Walton-Fisette, Richards, Centeio, Pennington, & Hopper, 2019).

Organizational socialization begins once individuals transition into their first teaching position (Woods, Gentry, & Graber, 2017). Although some schools present inviting contexts that value innovative practices (Pennington, Prusak, & Wilkinson, 2014), other beginning teachers experience reality shock (Stokking, Leenders, Jong, & Tartwijk, 2003) as they enter schools that prioritize maintenance of the status quo over pedagogical change. Teachers in these schools may feel pressure to conform to the prevailing expectations as administrators and more senior teachers exert pressures that limit change (Richards, 2015). Physical educators also contend with challenges associated with marginalization, which manifests through overt and covert messaging connected to negative stereotypes, larger class sizes, insufficient space, and limited resources (Laureano et al., 2014). Reflective of the larger challenges faced by teachers in urban intensive environments (Milner, 2012), physical educators working in urban schools face different types of stress and challenges. These include issues associated with poverty that influence students' readiness to learn as well as cultural, ethnic, and linguistic diversity (Richards, Hemphill, Ivy, Gaudreault, & Ramsey, 2020). Collectively, teachers' background socialization and school sociopolitics influence what and how physical educators teach (Kern & Graber, 2018). In fact, pedagogical models (Curtner-Smith et al., 2008), educational technology (Gawrisch, Richards, & Killian, 2019), and assessment practices (Starck, Richards, & O'Neil, 2018) are all influenced by how teachers are socialized and the work contexts, which would seem to include restorative justice.

Restorative Justice in Schools

Restorative justice is increasingly adopted in U.S. schools as a measure to reduce punitive disciplinary measures, such as school suspension (Song & Swearer, 2016). A movement to introduce restorative justice in urban intensive environments is inspired by a recognition that schools disproportionately suspend and exclude students of color and those from communities affected by poverty (Gregory, Clawson, Davis, & Gerewitz, 2016). Education scholars have raised concerns about school discipline procedures contributing to a school-to-prison pipeline wherein students suspended from school are more likely to become involved with the criminal justice system (Wadhwa, 2016). Restorative justice includes a continuum of pedagogical tools to address different types of student behavior. In the classroom, teachers use affective language, employ affective questions to examine behavior issues, and adopt restorative circles (Milner, Cunningham, Dale-O'Connor, & Kestenberg, 2019). As behaviors escalate to more serious offenses, restorative justice conferences are used as an alternative to punitive discipline to identify harm caused and create a plan to restore relationships (Wachtel, O'Connell, & Wachtel, 2010). Conferences typically involve all parties impacted to decide on the appropriate way to repair harm. It is common for teachers to participate in conferences related to issues stemming from their classrooms.

In practice, the application of restorative justice in schools is often narrowly focused on reforming student behavior management practices (Amstutz & Mullet, 2015). Research generally suggests, however, that a more holistic approach is needed to realize change in schools (Mansfield, Fowler, & Rainbolt, 2018). The holistic model of restorative justice is often referred to as restorative practices to encompass a range of proactive relationship-building strategies along with the reactive behavior management. By taking a holistic approach, school administrators invite classroom teachers into the process of building relationships among students in an effort to reduce conflicts (Vaandering, 2014). Restorative circle processes employed routinely can help to build relationships and navigate conflicts when they occur (Reistenberg, 2012). Teachers who implement restorative practices with high fidelity also issue fewer discipline referrals than

colleagues who do not fully implement the approach (Gregory et al., 2016). Furthermore, students of color and those from communities affected by poverty are less likely to be suspended when restorative justice is implemented (Augustine et al., 2016).

Although research shows some promise for restorative practices in schools, evidence suggests that there are several limitations. For example, restorative discipline in schools tends to place blame on individual students for their behavior without considering contextual issues that underlie student behaviors (Simson, 2014). Another limitation is that “justice” in restorative discipline often focuses on the offender without considering harm caused to the larger community. Winn (2018) argued that restorative discipline must provide “justice on both sides” to meet the needs of students who break school rules and of students and teachers who are negatively impacted (p. 26). Furthermore, successful models are built on lengthy and resource-intensive implementation. Some evidence suggests that 2 years may not be a sufficient amount to fully implement restorative practices (Augustine et al., 2016). One study illustrated the promising potential of restorative practices over a 5-year period, with a caution that student discipline gaps still remained (Mansfield et al., 2018). Implementation can be challenging because restorative practices require a substantial shift in the culture of education and behavior management within schools (Evans & Vaandering, 2016).

Scholars have argued that restorative justice works best in schools when it follows a holistic model of implementation (Brown, 2018). This suggests that restorative discipline procedures should be complemented by restorative practices throughout the school, including in subject-area curriculum (Winn, 2018). Little is known, however, about the experiences of physical educators in schools that practice restorative justice. Further research also is needed to understand teacher induction and socialization processes in urban intensive environments (Richards, Hemphill, et al., 2020). This includes the ways in which pedagogical interventions and teaching practices are implemented based on teachers’ prior socialization and the facilitators and constraints present in schools (Curtner-Smith et al., 2008). The purpose of this study was to understand the experiences of Clyde,¹ a first-year physical education teacher working in an urban intensive environment, as he attempted to implement restorative practices through the lens of occupational socialization theory.

Method

This year-long, single-subject case study was enacted using a framework of cyclical action research (Putnam & Rock, 2018). The specific case was focused on one first-year teacher working in an urban intensive environment in the Western United States. Putnam and Rock (2018) suggested that action research differs from traditional research in several ways. Foundational to this study, the action research problem is posed by practitioners whose needs are grounded in the teaching contexts. The cyclical action research process can, therefore, provide professional development for early career teachers to develop a better understanding of themselves, their students, and their work environment (Day, Sammons, Stobart, Kington, & Gu, 2007). Another benefit of action research is the proximity it provides to issues of practices (Lawson, Caringi, Pyles, Jurkowski, & Bozlak, 2018). Consistent with similar action research studies (Gray, Wright, Sievwright, & Robertson, 2019), the current investigation includes a reciprocal reflection process among the teacher and researchers. The success of this action research is measured by the teacher’s new understanding of himself, students, and the learning environment (Putnam & Rock, 2018). Accordingly, our use of cyclical action research was supported by the adoption of social

constructivist epistemology (Kamberelis & Dimitriadis, 2005) with the goal of understanding how Clyde perceived and experienced the implementation of restorative practices.

Participants and Setting

The teacher, Clyde, was a first-year physical educator who accepted his first teaching job in a large metropolitan school district in an urban intensive environment. Clyde identified as Chinese-American, straight, able bodied, and male and was 31 years old when he earned his teaching license. At his request, two researchers worked with Clyde to address the challenges he faced teaching in an urban intensive environment that were incongruent with his prior experiences or teacher education. This included a focus on restorative practices in an effort to align with prevailing practice of restorative justice discipline at the school. These two researchers, Marko and Barry, were both PETE faculty members at U.S. universities. Marko was Clyde's instructor when he was in a postbaccalaureate teaching licensure program the prior year at a state university. Marko recruited Barry to the project based on his experience and interest in working with PE teachers implementing restorative practices. Tom was brought into the study as a peer debriefer and for his theoretical expertise related to occupational socialization theory.

After completing student teaching in an affluent school near his PETE institution, Clyde pursued and gained employment at Carlisle Middle School. Carlisle served 477 students from diverse backgrounds (54.50% African American, 43.00% Latino, 1.50% European American, and 1.00% other) and was located in an urban intensive environment (Milner, 2012). Most of the students came from communities affected by poverty as reflected in the high percentage (93.90%) of students qualifying for free or reduced lunch. Carlisle was situated in a large metropolitan school district that adopted restorative justice following several complaints of civil rights violations in the school district's provision of educational services and exclusionary discipline practices. For instance, African American students composed over 8.00% of the school district student population but accounted for 19.50% of calls to police in 2015–2016. Overall, referrals to law enforcement increased 145% between 2011–2012 and 2015–2016.

At the time of this study, Carlisle was influenced by a compliance investigation from the U.S. Department of Education Office of Civil Rights, which aimed to address disproportionate outcomes for minority students. It was widely reported in local media that Carlisle adopted restorative justice as an alternative to school suspension. Some community advocates lamented in public media reports that the restorative justice procedures were not fully implemented. It was suggested that behavior issues were not addressed and students who broke school rules were often returned to class without consequences. Carlisle faced academic challenges as well. Of the 500 students in school, roughly 50% had a 2.00 grade point average (4.00 scale) or below. Most of those students were hovering around the 0.50 grade point average range toward the middle of the year in which this study took place. Although Carlisle was faced with discipline issues and low academic performance, the school also benefited from local outreach support. This was evidenced, for example, by a partnership with professional sports teams that sent volunteer athletes to assist with a school garden project and contributed funds to physical education facility improvements.

The impact of restorative justice at Carlisle was evident in the use of school suspension as a disciplinary practice. During the year of this study, <1% of students were suspended out of school, which was attributed to the restorative justice program. The reduction in exclusionary discipline practices was a sharp decline for this school specifically and relative to other schools in urban intensive environments (Lustick, 2017). The impact of restorative justice on pedagogy and

discipline in the classroom was less clear. First-year teachers were provided with literature on restorative practices (e.g., circle processes) and often observed that restorative practices were promoted on school message boards and in e-mails. They were also aware of school counselors who were trained in restorative justice, but no training was available for new teachers either during onboarding or their induction year.

Research Procedures and Data Collection

Clyde reached out to Marko, his former PETE professor, in the beginning of his first year teaching as he struggled to implement lessons and manage student behavior. Marko made a visit to observe Clyde teach for the day and sat down with him after to debrief the issues at the school, in general, and his struggles to teach effectively. Marko then suggested that they consider engaging cyclical action research as a way to continue addressing Clyde's concerns over his first year of teaching. Clyde was eager to engage in the process and, after discussing a plan of action, Marko recruited Barry to join the project. Barry joined the study to help Clyde reflect on restorative justice and classroom management given his expertise in these areas. Marko and Barry worked with Clyde over one school year to help him reflect on his teaching and understand the school's use of restorative justice through cyclical action research (Putnam & Rock, 2018). Specifically, the teacher and the researchers communicated weekly to facilitate a cycle of action and reflection. These communications aimed to identify challenges with implementing restorative practices and reflect on ways to overcome them. The procedures used in this study were reviewed and approved by a university ethics board.

Data collection methods aligned with a cyclical action research approach (Putnam & Rock, 2018). Specifically, data collection prompts allowed Clyde to examine his first-year teaching experience and consider how restorative practices in physical education may complement a larger restorative justice effort of the school. This was enacted through weekly e-mail communication (N=22) initiated by Clyde and included a day-by-day breakdown of his experiences with classroom management issues throughout the week. Marko and Barry would then reply all to the e-mail message with comments, questions, and dialog until the discussion moved to the next week or the conversation naturally concluded. This gave an opportunity for Marko and Barry to help Clyde reflect on his lessons in greater detail through the cyclical action research process and for content experts to guide and scaffold his understanding and use of restorative practices. Other communication informed the reciprocal reflection processes, including regular text message conversations via the WhatsApp platform, photographs (N = 13) that Clyde sent, field notes and observations from Marko's visits to the school (N = 1), and artifacts (N = 16), such as school-level data, faculty handbooks, and restorative justice handouts that Clyde received from the school. Published media reports (N = 6) of restorative justice in the school and its district were also included to substantiate the use of restorative justice.

Data Analysis

Data analysis was guided by the constant comparative method (Glaser & Strauss, 1967). Marko and Barry independently coded the aforementioned data sources using open and axial coding and following the collaborative qualitative analysis procedures outlined in Richards and Hemphill (2018). The analysis process was supported by qualitative analysis software, which provided an organizational structure for the researcher-generated codes (Sin, 2007). Both researchers

conducted independent analysis of the data and summarized codes in analytic memos. The memos guided conversations to help develop a consensus codebook. Once consensus was achieved, a qualitative codebook was developed consisting of the agreed upon themes. The codebook was then applied to the remainder of the data set with further refinements and improvements made using the constant comparative method. The third author, Tom, then acted as a peer debriefer to review and comment upon the codebook to promote trustworthiness. Clyde was then debriefed on the findings and provided a member check. Trustworthiness was further enhanced by analyst triangulation and multiple sources of data (Patton, 2015).

Results

The data analysis resulted in three themes: (a) searching for appropriate discipline procedures, (b) critical incidents inhibited the integration of restorative practices, and (c) lack of preparation to teach in an urban intensive environment. The three themes helped explain our overall finding that Clyde was not empowered to implement restorative practices. The results suggest that Clyde developed his understanding of the socialization factors that limited his ability to implement innovative pedagogy.

Searching for Appropriate Discipline Procedures

The data revealed that the implementation of restorative justice was neither holistic nor was it inclusive of teachers, which often left Clyde without the tools needed to effectively address classroom management. Student behavior challenges began at the start of class and carried on throughout the day. Clyde often referred to challenges documenting student attendance: “The students have a tendency not to sit on their numbers—making it challenging for me to take role.” He felt “disheartened” by this challenge as he would “look around and see other classes sitting down” and following directions. When reflecting on how to address the issue, he often anticipated additional barriers: “I think I’ll start calling home regarding this, but it’s also problematic because a lot of the students’ parents speak only Spanish.” However, when Clyde tried to implement this strategy, he encountered additional challenges: “I get the corporate hotline for McDonald’s ... or it’s not a working number ... the students know we can’t reach their parents.” The attendance issue was especially important, as Clyde explained: “One factor that is consistent is the students that ditch other classes and come to PE ... that is extremely disruptive.”

Clyde perceived that attendance issues related to students’ lack of concern for their education. Those ideas were often reinforced by his colleagues: “My coworker warned me that there would be many [students] that stopped caring,” he explained. Students also confirmed his perceptions in their remarks: “One student best described the collective thoughts of the group by saying ‘we are going to go to ninth grade anyway, so we’re not going to try anymore.’” He often tried to rebut these attitudes by withholding participation credit and by encouraging students to choose physical activities to participate in. These efforts usually were not successful: “They ignore me,” he explained with exasperation. Clyde felt that he had “no power, no authority” in the classroom and that he often got “cussed at” when asking students to follow instructions. Absent support from administrators or peers, Clyde attempted to negotiate behavioral expectations with students. Instead of giving failing grades for nonparticipation, Clyde said, “I have tried to explain to them that they can just walk-and-talk, and I will give them a C for participating somewhat but they simply refuse.”

Faced with persistent class management challenges, Clyde did not have resources or procedures available for him to effectively address the issues. He explained that “many of the students go to detention or get calls home if they act out.” However, when he assigned students to detention, the punishments “were not enforced at all.” He perceived that “nothing is being done for discipline” in the school. He elaborated, for example, that “I caught kids smoking weed and they were in class the following period. Nothing happened. There were four fights today and all the kids went back to their respective classes the following period.” On another occasion, he explained that “I caught some students trying to sell weed during one of my periods today ... I reported it out to one of the campus aides, but nothing really happened ... those same students were ditching and roaming around campus for the next period.” It was common for behavioral conflicts to occur multiple times in one week. For example, one Monday, Clyde summarized the turmoil occurring in his classroom:

Crazy way to end the day today. There were already two fights that happened earlier in the locker room, a fight happened during nutrition, then there was a fight in the middle of the PE area ... that took about 15 minutes for everyone to be dispersed and settled down because all the kids had their phones out and recording it.

By Friday, Clyde explained similar issues persisting in his class:

Today was nuts. During third period there were three fights. The second fight consisted of a guy hitting a girl. One of the aides came up to me after the first fight and asked me why I didn't try to break it up. I told her that the principal told us that we couldn't technically touch the children even if it were to break up a fight.

Data in this theme illustrated that Clyde did not have the tools to implement a disciplinary process consistent with the school's stated policy of restorative justice. Without any procedures to address behavior management, he became frustrated while the students often repeated their disruptive behaviors. Clyde perceived that the lack of student accountability for behavior only encouraged them to further antagonize him.

Critical Incidents Inhibited the Integration of Restorative Practices

The data also showed that critical incidents related to behavior management shaped Clyde's ability to manage his classroom in a restorative manner. These disruptive events were not met with a restorative process to address the harm caused by conflicts. For example, Clyde's first-year teaching experience was shaped by the presence and fear of guns in schools. On one January day, school administrators found a gun in the possession of a student: “After that, we performed a ‘random’ search on all the students,” Clyde explained in an e-mail. “We took metal detectors and used them on the students and also went through their backpacks.” He suggested that critical incidents like this usually ended student learning opportunities: “There was no formal instruction today.” After a weekend, the school began to return to normal instruction: “The student with the gun from last week got expelled ... the school as a whole seemed to be a little more relaxed today,” Clyde explained on a Monday. However, by Tuesday, the situation had changed again: “The student that had the gun last week was on campus briefly this morning, so there was a big commotion about that.”

In March, 2 months after a student was expelled for having a gun on campus, Clyde explained that issues of guns were reemerging. This time, he felt uncertain how to respond to a student who did not seem to appreciate the danger of guns:

A new student came to campus today, I asked her where she came from and why she got kicked out of school, and she says it's because she brought a gun to campus. I asked her if it was loaded and she said yes. I asked her why she brought a loaded gun to campus and she responded by asking "why not?"

This incident, among many others, left Clyde on constant alert for the possible presence of guns in his physical education class. Those fears were often affirmed by school officials. For example, in April Clyde reported that,

There was a disturbing meeting that some of the aides were a part of ... involving the student that brought a gun to campus a few months back ... the former student's sister found a note in the student's room saying that he was going to go back to school to exact revenge on a few of the campus aides/security. Everyone was instructed to be on high alert, and the kids were not told of what this kid had planned.

Clyde immediately developed emergency plans that including an emergency exit from the campus if physical education was being held outside and "the option of having PE in the auditorium." Within a week, the student returned to campus and Clyde observed him "outside the PE fence that leads to the boulevard." Clyde observed the student attempt to enter the campus and "told him that he couldn't be here and that all students should step away from the fence."

Beyond the fear of guns on campus, Clyde was constantly confronted with drug use and violence. Marko spent a day observing Clyde's teaching and noted that "within five minutes there were three kids caught smoking weed behind the portables near the PE area ... Clyde is a bit beaten down with the discipline and disrespect that occurs on a daily basis." His frustration was heightened during the times he tried to address critical incidents. For example, one student's mom stopped by unexpectedly: "I told her about the incident where he was allegedly trying to smoke weed," Clyde explained. "She punched and slapped him hard, saying that there'd be more to come at home." When he expressed surprise, the parent justified her response to Clyde: "She said that he needs to get his act together before he gets caught out on the streets."

It was common for Clyde to observe outburst from students, some of whom were "known to be extremely violent." In one instance, a student "fought five kids in total and he kept going after each of them after being restrained by one of the aides ... one of the kids that he fought is a frequent victim of bullying and he didn't know how to defend himself. He got beat up." The severity of fights often became more dangerous as students would seek retribution, causing Clyde to be on constant alert. Another student involved in the fight "proceeded to pick up a wooden plank with some nails attached to it [from an adjacent construction area] and tried to swing it at the other students ... that lasted the whole period."

One critical incident stemmed from an issue with school personnel. Clyde observed several students roaming aimlessly in his class. Knowing that these students were typically enrolled in PE with "Mr. H," Clyde radio messaged the main office to ask where Mr. H was because his students would need supervision. "The principal responded by saying that they are my students now and I

should check my roster,” Clyde explained. “Sure enough, all of another teachers’ students were under me.” This incident meant that his class roster ballooned to 75 students in one class period. This sudden move seemed to unravel any chance of implementing meaningful lessons and limited Clyde’s ability to build the foundational relationships necessary to use restorative practices.

Clyde’s school year would culminate with a defining critical incident as he tried to break up a fight in a locker room area. According to interviews and administrative documents, Clyde intervened in an altercation, leading to the student fighting back. The altercation escalated to the point where Clyde and the student were intertangled on the ground. A student recorded the altercation on a cell phone, which was interpreted by some as the teacher assaulting the student. The assistant principal explained to Clyde that the video was “unsettling,” and he was reassigned to work from home for several weeks while the school investigated the incident. Following investigation, Clyde was exonerated, allowed back to school, faced no further repercussions, and there was no attempt to implement a restorative process to address the conflict.

Data from this theme illustrate how Clyde faced a wide array of critical incidents that disrupted his ability to establish a safe learning environment. Though the specifics of each critical incident could not be predicted, it was certain that the disruptive events would reoccur. It appeared that many of the incidents went unaddressed and led to further escalation. For example, the unexpected increase in class size likely contributed to the locker room altercation that led to Clyde’s 4-week reassignment. The pattern of critical incidents also made clear that restorative justice was not being implemented in a manner that included Clyde as a key stakeholder or considered the harm caused to students by the ongoing critical incidents.

Lack of Preparation to Teach in an Urban Intensive Environment

Clyde did not feel prepared for some of the reality some teachers face in urban intensive environments. For example, he explained that “although it was a great [PETE] program, it was just not great for going into this type of environment.” Clyde felt that “it’s hard to keep [students] busy when they don’t have a desire to be at school.” This was in contrast to his field experiences and student teaching, “which mainly consisted of highly affluent Asian and white students.” These experiences left Clyde feeling unprepared to teach at Carlisle and, at times, unsure of how to discuss his experiences. For example, he described “problem students” in an interview but reflexively added “I don’t know how to word that ... I guess the ‘students that were just more difficult than some others.’”

He struggled to understand the students’ disposition toward school and often lacked a framework for analyzing the student behaviors he was observing: “It was hard because so many kids don’t want to go to class and so many were difficult.” He lamented that “I wish I was in an environment where I can actually trust the students to be safe and not hit each other with the equipment.” Although some might expect these challenges to be predictable, Clyde reflected that “I had no idea what to expect when I accepted the position ... I was looking for any full time PE positions and Carlisle was the first place a received a call back from.” Many of the everyday experiences teaching at Carlisle were foreign to Clyde despite his preservice training and field experiences. He explained that,

I didn’t know that kids could be this—for lack of a better word—bad ... I didn’t think they could be cussing so much, exposed to so much sexual things, or drugs,

gangs, and violence to this point. I never knew they could be this young and be surrounded by so many things already.

It was noted that Clyde also grew up in a similar area as the school, but his experiences were different from the students he taught. Although he was more familiar with “Asian gangs that had expensive cars and did street racing,” at Carlisle he observed “a lot more deaths in their immediate family, [drugs], guns ... they talk about all of that.”

Marko acknowledged that “I know for a fact that the PETE program did not train you to deal with, you know, trauma, violence, [students] carrying a gun to school ... that’s not PE 101.” However, Clyde intentionally engaged in weekly reflective writing and conversations aimed at helping him navigate his first-year teaching:

I know it’s gotten me to reflect a lot more even in the moment. I am more understanding of people’s situations. I am taking an extra second to really think about what’s going to happen if I were to do something and what those consequences would be with a kid.

By the end of the school year, it seemed that the socialization process may lead to Clyde looking for opportunities at other schools. The authors asked, “are you thinking about staying there next year?” Clyde explained, “I would like to but if there are other opportunities that come about that are better for my wellbeing, instead of being frustrated all the time, and having students cuss at me on a daily basis, I would probably take a different job.”

Discussion

The purpose of this study was to examine the perspectives of Clyde, a first-year physical education teacher working in an urban school as he attempted to implement restorative practices. Clyde’s motivation for engaging in the study was influenced by and responsive to a schoolwide approach to use restorative justice as a means to address equity in school discipline. It was clear from our results that Clyde, like many early career physical educators (Ellison & Woods, 2016; Henninger, 2007), was not prepared adequately to teach in an urban intensive environment (Milner, 2012) in which teaching physical education content was challenged by broader social issues that had infiltrated the school (e.g., poverty, violence, drugs). Clyde’s experiences are reflective of other beginning teachers in the United States who often struggle in their first years (Woods et al., 2017), with 44.50% leaving the profession within 5 years (Ingersoll, Merrill, & Stuckey, 2018). Challenges are particularly pronounced in urban intensive environments (Milner, 2012), which makes it more difficult for schools that serve communities affected by poverty to retain effective teachers (Ellison & Woods, 2016).

The results show that Clyde’s induction experience was shaped by constant behavior management challenges that were rarely, if ever, met with restorative solutions that would enable him to implement effective pedagogies. Despite the schoolwide restorative justice approach to discipline, Clyde did not receive continuing professional development to support him, and he was not embraced as a key stakeholder in restorative justice conferences. This suggests that the implementation of restorative justice was not in alignment with best practices (Vaandering, 2014). Conferences are designed to include teachers so that conflicts can be resolved with input from teachers and so the student may be restored to the classroom at an appropriate time (Wachtel et

al., 2010). Exclusion from these meetings inhibits a teacher's ability to implement restorative justice properly because previous harms to relationships are left unresolved and teachers and students do not feel as if justice has been restored (Brown, 2018).

The challenges Clyde experienced are consistent with findings from other urban school districts. Winn (2018), for example, reported that one large school district's implementation of restorative justice resulted in the elimination of punishment without the adoption of effective conflict resolution practices. Also consistent with Clyde's experience, this "undermines the authority of all teachers and creates a negative campus culture" (Winn, 2018, p. 24). School districts that adopt restorative justice approaches need to invest in more intentional efforts to support proactive restorative practices (Brown, 2018). Furthermore, there is a need for continuing professional development to help teachers develop a nuanced understanding of restorative practices and build relationships with students that can transform the conflicts that were observed in this study (Rofe, Stewart, & Wood, 2016). Although Clyde was interested to learn about restorative justice, his socialization experiences did not prepare him to use the associated pedagogies, which made adoption difficult (Richards & Gordon, 2017).

Clyde's acculturation and professional socialization experiences did not prepare him for the realities he would face teaching in an urban intensive environment nor was he provided any meaningful induction assistance (Ellison & Woods, 2016). For example, he explained that he did not want to call students "bad," but he did not know how to characterize their behavior. This illustrates that Clyde struggled with deficit-oriented language to describe his students (Welsh & Swain, 2020). Deficit perspectives are pervasive in the literature on urban physical education (Flory, 2016) and may be further perpetuated by the failure to adequately prepare teachers for diverse settings (Richards, Jacobs, Shiver, & Lawson, 2020). McCaughtry et al. (2006) reported, for example, that most physical educators received no training to prepare them for urban schools and experienced culture shock during their induction in those environments. This can contribute to teachers experiencing burnout and leaving the profession during the early years of their careers (Ellison & Woods, 2016; Henninger, 2007).

Numerous pedagogical models and approaches have been proposed to help physical educators prepare to adopt more assets-based approaches to working with youth from communities affected by poverty in culturally responsive ways. Ennis (1999) overviewed the sport for peace approach that explicitly addresses conflicts that were commonly observed in this study. Hellison's (2011) teaching personal and social responsibility model is also widely cited as a promising approach in urban physical education (Wright & Burton, 2008). Urban educators generally have called for culturally relevant approaches (Ladson-Billings, 2009), and a model of culturally relevant physical education offers a framework to better prepare teachers for urban schools (Flory & McCaughtry, 2011). Recent scholarship illustrates how such approaches can be integrated into teacher education programs to bridge the cultural distance between students and teachers (Shiver, Richards, & Hemphill, 2020). These culturally relevant approaches can help early career physical educators develop resiliency (Flory, 2015) so they can better understand their students and teaching contexts and, therefore, better navigate their work lives (Richards, Hemphill, et al., 2020). Clyde's socialization experiences suggest that restorative justice discipline procedures may benefit from a broader consideration of restorative justice pedagogy (Milner et al., 2019). Absent that, early career teachers may be socialized in a manner that does not assist them in considering the social and cultural factors underlying individual behavior issues, which can perpetuate deficit approaches to understanding children and youth from communities affected by poverty.

The action research methods employed in this study help to illuminate challenges experienced by one physical educator in an urban intensive environment. This study makes two unique contributions as an action research project (Putnam & Rock, 2018). First, the themes describe challenges experienced by a practicing physical education teacher from which others can learn. Second, Clyde developed a better understanding of himself as a teacher, the challenges he faced, and the sociopolitics of his school. We also suggest that a critical analysis of urban education systems would assist teachers in understanding this context. Welsh and Swain (2020) offered three suggestions for urban education that may assist physical educators in understanding how to prepare educators for work in urban intensive environments. First, urban education is an evolving context shaped by oppressive history and ongoing discriminatory practices. Second, the consistent presence of inequality, within and beyond schools, is a defining characteristic of urban schools. And third, urban education has been defined by deficit perspectives, and research has failed to adequately discuss the assets that students possess in urban schools. When implemented effectively, restorative justice strategies may offer a mechanism to consider these suggestions (Winn, 2018). However, a limited implementation, such as those observed in this study, may exacerbate deficit perspectives among urban teachers (McCluskey, et al., 2008).

Conclusions

In conclusion, the authors want to address the concern that the current study may exacerbate deficit-oriented depictions of urban schools as plagued by violence, drugs, and behavioral problems (Flory, 2016). We believe that deficits are parts of systems, and the literature in physical education lacks depictions that highlight realities of urban physical educators working within those systems. This lack of insight into the realities faced by teachers in urban intensive environments is further reflected in PETE programming and is one reason for why beginning teachers, including Clyde, feel under aware and underprepared for the realities of these contexts. In this study, our goal was to use Clyde's story to draw attention to potential challenges new teachers may face when integrating into environments that do not match their prior socialization experiences. Some teachers are able to overcome systemic barriers to effective teaching in urban schools (Milner, 2008), but this task proved to be overwhelming for a first-year physical educator.

Accordingly, we advocate for scholars to consider the historical and systemic factors leading to deficit perspectives in urban education and how preservice teachers can be equipped to enter these contexts with an assets-based lens (Jacobs, 2015). This includes a need to examine how teachers are socialized to understand urban education and initiatives like restorative justice that aim to reform urban education. Further research is also necessary to understand the role of restorative justice in physical education, particularly in contexts where schools prioritize restorative justice in school discipline practices. This work should consider viewing restorative justice through the lens of culturally responsive pedagogy (Hodge & Collins, 2019) so as to equip teachers with the knowledge, skills, and philosophy of education needed to more appropriately implement restorative practices.

Note

1. Pseudonyms have been assigned to all participants and places referenced in the manuscript, including the members of the research team, to facilitate blind peer review. The researcher pseudonyms will be replaced with our real identities should the manuscript be accepted for

publication, but other pseudonyms will be retained to protect the identities of the participants.

References

- Amstutz, L.S., & Mullet, J.H. (2015). *The little book of restorative discipline for schools*. New York, NY: Good Books.
- Augustine, C.H., Engberg, J., Grimm, G.E., Lee, E., Wang, E.L., Christianson, K., & Joseph, A.A. (2016). Can restorative practices improve school climate and curb suspensions? An evaluation of the impact of restorative practices in a mid-sized urban school district. Santa Monica, CA: RAND Corporation.
- Bottiani, J.H., Duran, C.A.K., Pas, E.T., & Bradshaw, C.P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology, 77*, 36–51. PubMed ID: 31837727 doi:10.1016/j.jsp.2019.10.002
- Brown, M.A. (2018). *Creating restorative schools: Setting up schools to succeed*. St. Paul, MN: Living Justice.
- Crum, B.J. (1993). Conventional thought and practice in physical education: Problems of teaching and implications for change. *Quest, 45*(3), 339–356. doi:10.1080/00336297.1993.10484092
- Curtner-Smith, M., Hastie, P., & Kinchin, G.D. (2008). Influence of occupational socialization on beginning teachers' interpretation and delivery of sport education. *Sport, Education and Society, 13*(1), 97–117. doi:10.1080/13573320701780779
- Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers matter: Connecting lives, work and effectiveness*. New York, NY: McGraw Hill.
- Dworkin, A.G., & Tobe, P.F. (2014). The effects of standards-based school accountability on teacher burnout and trust relationships: A longitudinal analysis. In D. Van Maele, P.B. Forsyth, & M. Van Houtte (Eds.), *Trust and School Life* (pp. 121–143). New York, NY: Springer.
- Ellison, D.W., & Woods, A.M. (2016). A review of physical education teacher resilience in schools of poverty through the lessons of occupational teacher socialization. *Urban Education*. doi:10.1177/0042085916672287
- Ennis, C.D. (1999). A theoretical framework: The central piece of a research plan. *Journal of Teaching in Physical Education, 18*(2), 129–140. doi:10.1123/jtpe.18.2.129
- Evans, K., & Vaandering, D. (2016). *The little book of restorative justice in education*. New York, NY: Good Books.
- Fernandez-Balboa, J.M. (2000). Prospective physical educators' perspectives on school micropolitics. *Journal of Sport Pedagogy, 6*(2), 1–33.
- Flory, S.B. (2016). Professional socialization experiences of early career urban physical educators. *European Physical Education Review, 22*(4), 430–449. doi:10.1177/1356336X15616074
- Flory, S.B., & McCaughtry, N. (2011). Culturally relevant physical education in urban schools: Reflecting cultural knowledge. *Research Quarterly for Exercise and Sport, 82*(1), 49–60. PubMed ID: 21462685 doi:10.1080/02701367.2011.10599721

- Gawrisch, D.P., Richards, K.A.R., & Killian, C.M. (2019). Integrating technology in physical education teacher education: A socialization perspective. *Quest*, 72(3), 260–277. doi:10.1080/00336297.2019.1685554
- Glaser, B.G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York, NY: Routledge.
- Graber, K.C., Killian, C.M., & Woods, A.M. (2017). Professional socialization, teacher education programs, and dialectics. In K.A.R. Richards & K.L. Gaudreault (Eds.), *Teacher socialization in physical education: New perspectives* (pp. 63–78). New York, NY: Routledge.
- Gray, S., Wright, P.M., Sievwright, R., & Robertson, S. (2019). Learning to use teaching for personal and social responsibility through action research. *Journal of Teaching in Physical Education*, 38(4), 347–356. doi:10.1123/jtpe.2018-0190
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher–student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325–353. doi:10.1080/10474412.2014.929950
- Hanushek, E.A., Kain, J.F., & Rivkin, S.G. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326–354. doi:10.2307/3559017
- Hellison, D. (2011). *Teaching personal and social responsibility through physical activity* (3rd ed.). Champaign, IL: Human Kinetics.
- Hemphill, M.A., Janke, E.M., Gordon, B., & Farrar, H. (2018). Restorative youth sports: An applied model for resolving conflicts and building positive relationships. *Journal of Youth Development*, 13(3), 76–96. doi:10.5195/JYD.2018.603
- Henninger, M. (2007). Lifers and troupers: Urban physical education teachers who stay. *Journal of Teaching in Physical Education*, 26(2), 125–144. doi:10.1123/jtpe.26.2.125
- Hodge, H.R. & Collins, F.G. (2019). Physical education teachers’ understanding of culturally relevant pedagogy in teaching black male students. *Multicultural Learning and Teaching*, 14(1), 1–14. doi:10.1515/mlt-2015-0016
- Ingersoll, R., Merrill, L., & Stuckey, D. (2018). The changing face of teaching. *Educational Leadership*, 75, 44–49.
- Jacobs, K.B. (2015). “I want to see real urban schools”: Teacher learners’ discourse and discussion of urban-based field experiences. *Perspectives on Urban Education*, 12(2), 18–37.
- Kamberelis, G., & Dimitriadis, G. (2005). *Qualitative inquiry: Approaches to language and literacy research*. New York, NY: Teachers College Press.
- Kern, B.D., & Graber, K.C. (2018). Understanding teacher change: A national survey of US physical educators. *Research Quarterly for Exercise and Sport*, 89(1), 80–90. PubMed ID: 29334013 doi:10.1080/02701367.2017.1411579
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491. doi:10.3102/00028312032003465
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

- Laureano, J., Konukman, F., Gümüşdağ, H., Erdoğan, S., Yu, J., & Çekin, R. (2014). Effects of marginalization on school physical education programs: A literature review. *Physical Culture and Sport*, 64(1), 29–40. doi:10.2478/pcssr-2014-0029
- Lawson, H.A. (1983). Toward a model of teacher socialization in physical education: The subjective warrant, recruitment, and teacher education (part 1). *Journal of Teaching in Physical Education*, 2(3), 3–16. doi:10.1123/jtpe.2.3.3
- Lawson, H.A. (1986). Occupational socialization and the design of teacher education programs. *Journal of Teaching in Physical Education*, 5(2), 107–116. doi:10.1123/jtpe.5.2.107
- Lawson, H.A., Caringi, J.C., Pyles, L., Jurkowski, J.M., & Bozlak, C.T. (2018). *Participatory action research*. New York, NY: Oxford University Press.
- Lortie, D.C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago.
- Lustick, H. (2017) “Restorative justice” or restoring order? Restorative school discipline practices in urban public schools. *Urban Education*, 1–28. doi:10.1177/0042085917741725
- Mansfield, K.C., Fowler, B., & Rainbolt, S. (2018). The potential of restorative practices to ameliorate discipline gaps: The story of one high school’s leadership team. *Education Administration Quarterly*, 54(2), 303–323. doi:10.1177/0013161X17751178
- McCaughy, N., Barnard, S., Martin, J., Shen, B., & Hodges Kulinna, P. (2006). Teachers’ perspectives on the challenges of teaching physical education in urban schools: The student emotional filter. *Research Quarterly for Exercise & Sport*, 77, 486–497. PubMed ID: 17243223
- McCluskey, G., Lloyd, G., Stead, J., Kane, J., Riddell, S., & Weedon, E. (2008). ‘I was dead restorative today’: From restorative justice to restorative approaches in school. *Cambridge Journal of Education*, 38(2), 199–216. doi:10.1080/03057640802063262
- McDonnell, L.M. (2012). Educational accountability and policy feedback. *Educational Policy*, 27(2), 170–189. doi:10.1177/0895904812465119
- Milner, H.R. (2008). Disrupting deficit notions of difference: Counter-narratives of teachers and community in urban education. *Teaching and Teacher Education*, 24, 1573–1598. doi:10.1016/j.tate.2008.02.011
- Milner, H.R. (2012). But what is urban education? *Urban Education*, 47(3), 556–561. doi:10.1177/0042085912447516
- Milner, H.R., Cunningham, H.B., Delale-O’Connor, L., & Kestenber, E.G. (2019). “These kids are out of control”: Why we must reimagine “classroom management” for equity. Thousand Oaks, CA: SAGE.
- Neuman, S.B., & Moland, N. (2019). Book deserts: The consequences of income segregation on children’s access to print. *Urban Education*, 54(1), 126–147. doi:10.1177/0042085916654525.
- Patton, M.Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: SAGE.
- Pennington, T., Prusak, K.A., & Wilkinson, C. (2014). Succeeding together or failing alone: Going from good to great in physical education. *Journal of Teaching in Physical Education*, 33(1), 28–52. doi:10.1123/jtpe.2013-0065

- Putnam, S.M., & Rock, T. (2018). *Action research: Using strategic inquiry to improve teaching and learning*. Thousand Oaks, CA: SAGE.
- Reistenberg, N. (2012). *Circle in the square: Building community and repairing harm in school*. St. Paul, MN: Living Justice Press.
- Richards, K.A.R. (2015). Role socialization theory: The sociopolitical realities of teaching physical education. *European Physical Education Review*, 21(3), 379–393. doi:10.1177/1356336X15574367
- Richards, K.A.R., & Gordon, B. (2017). Socialisation and learning to teach using the teaching personal and social responsibility approach. *Asia-Pacific Journal of Health, Sport and Physical Education*, 8(1), 19–38. doi:10.1080/18377122.2016.1272424
- Richards, K.A.R., & Hemphill, M.A. (2018). A practical guide to collaborative qualitative data analysis. *Journal of Teaching in Physical Education*, 37(2), 225–231. doi:10.1123/jtpe.2017-0084
- Richards, K.A.R., Hemphill, M.A., Ivy, V.N., Gaudreault, K.L., & Ramsey, V. (2020). Teaching physical education in an urban intensive environment. *Urban Education*. doi:10.1177/0042085920923019
- Richards, K.A.R., Jacobs, J.M., Shiver, N.N., & Lawson, M.A. (2020). Preservice teachers' perspectives and experiences teaching personal and social responsibility. *Physical Education & Sport Pedagogy*, 25(2), 188–200. doi:10.1080/17408989.2019.1702939
- Richards, K.A.R., Pennington, C.G., & Sinelnikov, O.A. (2019). Teacher socialization in physical education: A scoping review of literature. *Kinesiology Review*, 8(2), 86–99. doi:10.1123/kr.2018-0003
- Rofe, C., Stewart, M., & Wood, M. (2016). Improving student' engagement: Changing classroom discourse using teacher restorative professional development. *International Journal of Teaching and Case Studies*, 7(3/4), 223–239. doi:10.1504/IJTCS.2016.080933
- Schempp, P.G., & Graber, K.C. (1992). Teacher socialization from a dialectical perspective: Pretraining through induction. *Journal of Teaching in Physical Education*, 11(4), 329–348. doi:10.1123/jtpe.11.4.329
- Shiver, V.N., Richards, K.A.R., & Hemphill, M.A. (2020). Preservice teachers' learning to implement culturally relevant physical education with the teaching personal and social responsibility model. *Physical Education & Sport Pedagogy*, 25(3), 303–315. doi:10.1080/17408989.2020.1741537
- Simson, D. (2014). Exclusion, punishment, racism and our schools: A critical race theory perspective on school discipline. *UCLA Law Review*, 61(2), 506–563.
- Sin, C.H. (2007). Using software to open up the “black box” of qualitative data analysis in evaluations. *Evaluation*, 13(1), 110–120. doi:10.1177/1356389007073684
- Song, S.Y., & Swearer, S.M. (2016). The cart before the horse: The challenge and promise of restorative justice consultation in schools. *Journal of Educational and Psychological Consultation*, 26(4), 313–324. doi:10.1080/10474412.2016.1246972

- Starck, J.R., Richards, K.A.R., & O'Neil, K. (2018). A conceptual framework for assessment literacy: Opportunities for physical education teacher education. *Quest*, 70(4), 519–535. doi:10.1080/00336297.2018.1465830
- Stokking, K., Leenders, F., Jong, J.D., & Tartwijk, J.V. (2003). From student to teacher: Reducing practice shock and early dropout in the teaching profession. *European Journal of Teacher Education*, 26(3), 329–350. doi:10.1080/0261976032000128175
- Stroot, S.A., & Ko, B. (2006). Induction of beginning physical education teachers into the school setting. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), *The handbook of physical education* (pp. 425–448). Thousand Oaks, CA: SAGE.
- Vaandering, D. (2014). Implementing restorative justice practice in schools: What pedagogy reveals. *Journal of Peace Education*, 11(1), 64–80. doi:10.1080/17400201.2013.794335
- Wachtel, T., O'Connell, T., & Wachtel, B. (2010). *Restorative justice conferencing*. Bethlehem, PA: International Institute of Restorative Practices.
- Wadhwa, A. (2016). *Restorative justice in urban schools: Disrupting the school-to-prison pipeline*. New York, NY: Routledge.
- Walton-Fisette, J.L., Richards, K.A.R., Centeio, E.E., Pennington, T.R., & Hopper, T. (2019). Exploring future research in physical education: Espousing a social justice perspective. *Research Quarterly for Exercise & Sport*, 90(4), 440–451. PubMed ID: 31188074 doi:10.1080/02701367.2019.1615606
- Welsh, R.O., & Swain, W.A. (2020). (Re)Defining urban education: A conceptual review and empirical exploration of the definition of urban education. *Educational Researcher*, 49(2), 90–100. doi:10.3102/0013189X20902822
- Winn, M.T. (2018). *Justice on both sides: Transforming education through restorative justice*. Cambridge, MA: Harvard Education Press.
- Woods, A.M., Gentry, C., & Graber, K.C. (2017). Research on physical education teachers' career stages and socialization. In K.A.R. Richards & K.L. Gaudreault (Eds.), *Teacher socialization in physical education: New perspectives* (pp. 81–97). New York, NY: Routledge.
- Wright, P.M., & Burton, S. (2008). Implementation and outcomes of a responsibility-based physical activity program integrated into an intact high school physical education class. *Journal of Teaching in Physical Education*, 27(2), 138–154. doi:10.1123/jtpe.27.2.138