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**Continued professional learning and the experienced elementary
school physical education specialist**

Pissanos, Becky W., Ed.D.

The University of North Carolina at Greensboro, 1989

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CONTINUED PROFESSIONAL LEARNING AND THE
EXPERIENCED ELEMENTARY SCHOOL
PHYSICAL EDUCATION SPECIALIST

by

Becky W. Pissanos

A Dissertation Submitted to
the Faculty of the Graduate School of
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1989

Approved by


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APPROVAL PAGE

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PISSANOS, BECKY W., Ed.D. Continued Professional Learning and the Experienced Elementary School Physical Education Specialist. (1989) Directed by Dr. Kate R. Barrett. 289 pp.

An assumption associated with professional practice is that professionals will continue to grow and to learn following their preservice professional education programs (Houle, 1980). In the physical education literature, few studies have addressed this type of professional development (Locke, 1984). The purpose of this inquiry was to gain insight into the meaning-perceptions of four experienced elementary school physical education specialists concerning the nature of continued professional learning. Information regarding the specialists' meaning-perceptions was obtained in a series of three in-depth open-ended semi-structured interviews with each specialist. All interviews were audio taped, transcribed, and studied. Inductive analysis (Guba & Lincoln, 1981; Lincoln & Guba, 1985) and the constant comparative method (Glaser & Strauss, 1967; Lincoln & Guba, 1985) were employed to interpret the data, or four "stories," collectively. Utilizing a "constructed knowledge" (Belenky, Clinchy, Goldberger, & Taule, 1986) way of knowing, insight was gained into the specialists' meaning-perceptions concerning the nature of continued professional learning. Five themes were identified:

1. Continued professional learning was defined as a broad concept.
2. The value of continued professional learning was perceived as directly related to motivational and commitment levels of the individuals involved.

3. Day-to-day teaching realities experienced by the specialists were the same as classroom teachers, but the ways in which those realities were experienced and their degree of influence were different.

4. Physical education was perceived as having a marginal status in their schools and society.

5. Educational institutions, professional associations, and employers were not perceived as making a significant contribution to their continued professional learning.

DEDICATION

This study is dedicated in the memory of my father, Robert A. Waddail, Sr. and my husband, James C. Pissanos because they loved and believed in me.

ACKNOWLEDGMENTS

Any project of this nature can not be completed without the guidance, support, and encouragement of many people. I would like to take this opportunity to express my sincere appreciation to a few of them.

I thank the members of my dissertation committee: Dr. Kate Barrett, my committee chair, for her assistance in bringing this study to closure and for her tremendous contribution to my understanding and appreciation of elementary school physical education and teacher education; Dr. Marie Riley, my graduate adviser, for her exceptional guidance, understanding, and support throughout my graduate program; Dr. Elizabeth Umstead for her many words of encouragement and her commitment to physical education teacher education; Dr. Richard Weller for his gentle spirit and his ability to instill confidence; and Dr. David Purpel for challenging me to think more deeply and for helping me to appreciate education from a new perspective. To each of these individuals, I give my gratitude and my respect.

I would like to acknowledge and to thank Dr. Pearl Berlin for her assistance in the early conceptualization of this study. Thanks is also expressed to Mrs. Kathleen Maxwell and Mrs. Minnie Lou Irwin for their countless hours of editing the early drafts of the four participant summary narratives.

To the four specialists in this study who opened their lives to me, I am extremely grateful. I truly appreciate their honesty and willingness to share their stories with me. I will always be indebted to them for their contributions to my understanding of continued professional learning and to my increased awareness of the value of naturalistic research.

I am very thankful for the many friends that offered me support and encouragement throughout the dissertation process. I would like to give special thanks to Jane Brumbaugh, Miriam Satern, and Pam Allison who have taught me a great deal about the true meaning of friendship.

Finally, to my family I give my deepest thanks. Without their love, faith, prayers, support and encouragement, this study would not have been started or completed.

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CHAPTER I
INTRODUCTION

Interest in doing a research study on the nature of continued professional learning came as a result of reflection upon my personal experiences as a physical education teacher. In particular, the thoughts, questions, and concerns emanating from my last teaching position before beginning my doctoral program provided the basis for this inquiry.

I was employed as an elementary school physical education specialist in a small, southern, rural, county school system. In addition to myself, there were four other full-time elementary school physical education specialists. While there were few opportunities for all five of us to meet together, it did not take much time to see a significant split in how we perceived our positions. Three of the teachers made it quite clear that they regarded their positions merely as jobs in which they "put in their time." They outwardly appeared to have very little concern for the children or the subject they taught. I perceived them as stagnant teachers--dull, inactive, and professionally stale.

By contrast, the other two of us perceived our positions differently. We believed that we were professionals and that what we did was important. We were "alive," in motion, concerned, questioning, and seeking ways to improve our programs. We shared ideas and together sought ways to help the children we taught.

This experience, along with others, brought me to the fundamental question of why? Why do some teachers become stagnant while others seem to be alive and continuing to grow and to learn? The easy and immediate answer always seems to be: "Teachers are people, and people are just different." While I do not argue that the statement is false, I am not satisfied with the implication that the question can be answered in such a casual or simplistic manner. I am concerned that society takes this issue too lightly and as a result, too often settles for stagnant teachers.

It is my belief that a key factor in the difference between teachers who are professionally alive and those who are stagnant is the degree to which they are involved in continued professional learning. This inquiry, therefore, is an attempt to better understand the complexity of this concept.

Research Questions

The purpose of this inquiry was to gain insight into the meaning-perceptions of four experienced elementary school physical education specialists concerning the nature of continued professional learning. Questions with which this inquiry was concerned were the following:

1. What definitions do experienced elementary school physical education specialists utilize to define continued professional learning?
2. Do experienced elementary school physical education specialists perceive themselves to be learning professionally? Why? In what ways? Why not?

3. What teaching realities do experienced elementary school physical education specialists perceive that relate to their continued professional learning?

4. Are experienced elementary school physical education specialists conscious of any "deterministic dimensions of the culture" (Wehlage, 1981) that influence their continued professional learning? If so, what are they?

5. What meaning-perceptions do experienced elementary school physical education specialists have regarding the relationship, if any, between preservice education and continued professional learning?

6. What meaning-perceptions do experienced elementary school physical education specialists have regarding the relationship, if any, between formal staff development and continued professional learning?

Scope

Participants in this study were four female experienced elementary school physical education specialists. Each teacher had a minimum of five years of teaching experience at the elementary school level with at least the last two years within the same school or school system. Each teacher shared her meaning-perceptions of the nature of continued professional learning in a series of three in-depth open-ended semi-structured interviews. The meaning-perceptions studied were limited to the ideas focused upon in the interviews: (a) the meaning and value of continued professional learning, (b) the school and cultural factors that affect continued professional learning, and (c) the present and potential influence of both preservice education and staff development on continued professional learning.

The data, or "stories," were collected in the spring of 1985. They were then verified and updated between the summer of 1987 and the summer of 1988. The findings, therefore, were examined in light of these dates as well as the times and places in which they were collected and interpreted.

Definition of Terms

For purposes of interpretation, the following meanings were specified for terms used in this research study:

Continued professional learning. "The process by which people gain knowledge, sensitiveness, or mastery of skills through experience or study" (Houle, 1980, p. xi) related to their specific occupation. The process extending beyond formal preservice education and defined as either continuous or resumed after interruption.

Deterministic dimensions of the culture. Implicit and explicit factors that impinge, shape, constrain, and limit an individual's meaning-perceptions and the possibilities for action in society. The societal realities that legitimate and encourage some kinds of actions over others (Wehlage, 1981). For example, how society perceives, values, and defines schools, teachers, and physical education.

Elementary school physical education specialist. A certified physical education teacher with special interest and preparation in the teaching of movement to children in grades kindergarten through 6.

Insight. "The power or act of seeing into a situation. The act of apprehending the inner nature of things or of seeing intuitively" (Webster's Seventh New Collegiate Dictionary, 1963, p. 437).

Preservice education. An undergraduate teacher preparation course of study prior to teacher certification and formal induction into the teaching profession.

Staff development. "Staff development is a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools" (Dillon-Peterson, 1981, p. 3).

Teaching realities. "All of the conditions experienced as an effect of employment as a public school teacher. These may include in-class and out-of-class factors related to pupils, colleagues, administrators, roles, problems of effective teaching, as well as the physical, social, emotional, and intellectual demands of being a teacher" (Earls, 1979, p. 6).

Assumptions

The following ideas were accepted as given and were, therefore, not examined as a part of the research:

1. Experienced elementary school physical education specialists have meaning-perceptions about continued professional learning.
2. The meaning-perceptions of experienced elementary school physical education specialists significantly contribute to a better understanding of the concept of continued professional learning.
3. Experienced elementary school physical education specialists "will report acceptably accurate, reliable and relevant information when interviewed by the investigator" (Earls, 1979, p. 4).

4. Meaning and understanding can be enhanced by reflection upon experience.

Significance of the Study

Dodds (1985) suggested that physical education teacher educators should be involved in research that could serve as the basis for sound inservice programs. In an overview of research on teacher education from 1960-1981, Locke (1984) identified a need for physical education research in the area of professional development. In terms of methodology, Locke encouraged the use of qualitative frameworks such as "case study technique, sophisticated forms of interview procedures, and the tools of field ethnography" (p. 34). He stated that research conducted utilizing this approach was "most important in developing a rich descriptive base for RTE-PE [Research in Teacher Education in Physical Education]" (p. 34). Since this inquiry was specifically concerned with the nature of continued professional learning and employed the naturalistic (qualitative) methodology of in-depth open-ended semi-structured interviews, it makes a contribution to the limited body of professional literature on this topic.

This interpretive inquiry provides information which offers the potential for insight into the nature of continued professional learning by members of the physical education teacher education profession who read the study, or reports of the study. This statement is based upon Eisner's (1981) thesis that "generalization [from an inquiry of this type] is possible because of the belief that the general resides in the particular" or, that "the particular has a contribution to make to the comprehension of what is general" (p. 7).

The attainment of a greater awareness, or consciousness, within the participant specialists concerning the topic of continued professional learning is also an important aspect of this study. The verbal responses of the participants provide an opportunity for the specialists to reflect on their personal experiences and as a result of the process, gain greater understanding and meaning of the phenomenon of continued professional learning.

Dissertation Format

This dissertation represents an inquiry into the nature of continued professional learning. Chapter I is the introduction to the study. Chapter II is a summary of the literature reviewed related to continued professional learning that provided the primary backdrop for this study. Chapter III explains the method and procedures utilized. Chapters IV through VII contain the summary narratives, or voices, of each of the four experienced elementary school physical education specialists interviewed regarding their meaning-perceptions of continued professional learning. Chapter VIII, presents the insight I gained into the nature of continued professional learning as a result of interpreting the collective meaning-perceptions of the four specialists. The final chapter, IX, contains a research summary and my reflections on my participation in this inquiry.

CHAPTER II
LITERATURE BACKDROP

The purpose of this inquiry was to gain insight into the nature of continued professional learning through the meaning-perceptions of four experienced elementary school physical education specialists. From the literature bases reviewed, two categories of literature proved to be the most significant in providing the lenses through which to view the topic of continued professional learning: (a) adult and career development and (b) continued professional education. Select sources from these two literature bases are summarized in this chapter.

Adult and Career Development

It is helpful to look at the topic of continued professional learning from an adult and career developmental perspective. Knox (1986) stated,

A developmental perspective helps explain how adults acquire their learning style, what prompts learning activities, and how teaching style can both accommodate learning style and guide its further evolution. (p. 21)

Patterns of Adult Development

Oja (1983) identified three perspectives from which the literature on the topic of adult development could be organized: (a) biological/maturational, (b) life-age/cycle, and (c) the cognitive/developmental-stage. The literature associated with the life-age/cycle and the cognitive/developmental-stage perspectives were found to be the most informative for this study.

Life-Age/Cycle

Kimmel (1980) stated that theories associated with the life age/cycle perspective explain the patterns of change through which individuals pass during their lifetime. The relatively predictable patterns are described in terms of the events or tasks that provide the impetus for change (Bloom & Jorde-Bloom, 1987; Cross, 1981; Oja, 1980, 1983, 1984). Life-age/cycle researchers focused on transitions and adaptations that individuals make in relationship to life events (Bloom & Jorde-Bloom, 1987; Krupp, 1981; Oja 1983, 1984). Oja (1983) further defined this perspective when she said, "Adult development is paced by cultural and societal expectations as well as by personal values and aspirations" (p. 265).

The life-age/cycle perspective represents two different frameworks for looking at changes in adult development, life-age and life-cycle. Life-age theorists (e.g. Gould, 1972, 1978; Havighurst, 1972; Levinson, Darrow, Klein, Levinson, & McKee, 1974, 1978; Sheehy, 1976) focused on age-related tasks. The life-cycle theorists (e.g. Erikson, 1959; Neugarten, 1964, 1970) focused on "tasks related to the central issues of different phases of the life cycle" (Oja, 1983, p. 267).

Life-Age. In summarizing what life-age theorists have said about the distinctive age-related tasks that adults age 20 through 60 face, Oja stated,

Following the formation of initial commitments in the 20s comes the transitional 'age 30 crisis' where these initial commitments are reassessed and affirmed or rejected. The remainder of the 30s is a period of stability, with a focus on achievement and becoming one's own person. Around age 40 another transition period is ushered in by the realization that time is limited. Priorities and values are reexamined

and the individual enters the late 40s and 50s, hopefully having achieved a satisfactory fit between the life structures s/he has created and the concrete tasks remaining to be performed. (1983, p. 267)

The two life-age theorists found in the literature to be most noted for the application of this perspective to educational intervention settings are Havighurst (1972) and Krupp (1981). Havighurst applied the life-age approach to adult education. Havighurst believed that an understanding of the adult tasks important to different age groups could aid in the assessment of "readiness to learn" in individuals of those age groups. Many adult educators have used this approach in organizing adult education programs (Cross, 1981; Knowles, 1970, 1984, 1988; Knox, 1986).

Based primarily on the work of Levinson et al. (1978), Krupp (1981) applied the life-age approach of looking at adult development to staff development. She emphasized the importance of understanding age-related developmental tasks in order to "provide inservice [programs] geared to the needs of each individual" (1981, p. 2).

As Bloom and Jorde-Bloom (1987) suggested, the life-age approach to adult development has had a "strong intuitive appeal," but has, however, undergone criticism. Several authors have attempted to look at the claims made by life-age theorists (Burack, 1983; Crow, 1985; Merriam & Mullins, 1981). In general, questions have been raised regarding (a) the lack of empirical validity of the age-related tasks, (b) the "fit" of the tasks to the entire population, (c) the failure of the tasks to recognize changes in the economic and social milieu, and (d) the degree

of variance in moving through all of the tasks (Burack, 1983; Crow, 1985; Merriam & Mullins, 1981).

In what appeared to be a reaction to some of the concerns regarding the life-age approach to adult development, Krupp (1981) suggested that her work was "meant to be descriptive, not prescriptive" (p. 1). She also identified four assumptions from which she worked. She said adult developmental changes are (a) "age linked, not age specific;" (b) "sequential, not hierarchical;" (c) "overlapping and connecting to create an organic whole;" and (d) "all pervasive" (pp. 1-2).

Oja's (1983) reaction to questions regarding the validity of the age-related tasks might well serve as a guideline for considering the relevancy of the life-age perspective of adult development to the topic of this study. She said,

Such results suggest that we should be cautious in employing such schemes of tasks in the design of educational programs for adults. Nevertheless, these theories do succeed in making the point that the negotiation of certain life tasks may indeed have a significant impact upon the functioning of the individual. An awareness of the impact of such events and a sensitivity to the needs of individuals at such times could be valuable aids to individuals working in the field of staff development. (Oja, 1983, p. 269)

Life-Cycle. Life-cycle theorists (e.g. Erikson, 1959; Neugarten, 1964, 1970) tended to take a broader view of adult development than theorists coming from a life-age perspective. These researchers primarily focused on events associated with psychosocial development (Oja, 1983). They believed that this type of development happens in adults as they experience similar life events and are, therefore, forced to interact with their social worlds (Christensen, Burke, Fessler, & Hagstrom, 1983; Oja, 1983).

Oja (1983) suggested that the life-cycle perspective to adult development also had implications for staff development leaders. She explained that staff development leaders should be aware that adults may need assistance in dealing with what Neugarten (1970) called "off time" events (i.e., those not anticipated or rehearsed) "as well as support in working through or reworking the issues of identity, intimacy, generativity and integrity" (p. 270).

Cognitive/Developmental-Stage

Cross (1981) stated that in contrast to the life-age/cycle perspective in which adult development is perceived as progressing in a horizontal fashion, the cognitive/developmental-stage perspective views development as following a vertical progression. The major cognitive/developmental-stage theory tenets were defined by Sprinthall and Thies-Sprinthall (1983, p. 16) in the following manner:

1. All humans process experience through cognitive structures called stages --- Piaget's concept of schemata.
2. Such cognitive structures are organized in a hierarchical sequence of stages from the less complex to the more complex.
3. Growth occurs first within a particular stage and then only to the next stage in the sequence. This latter change is a qualitative shift --- a major quantum leap to a significantly more complex system of processing experience.
4. Growth is neither automatic nor unilateral but occurs only with appropriate interaction between the human and the environment.
5. Behavior can be determined and predicted by an individual's particular stage of development. Predictions, however, are not exact.

The most commonly recognized cognitive/developmental-stage theorists and the domains with which they are associated are (a) Hunt (1971), conceptual development; (b) Kohlberg (1969), value/moral development; (c) Loevinger (1966), ego/self development; and (d) Piaget (1966), cognitive development. In recent years, Gilligan's (1982) work on value/moral development from a woman's perspective has created a new awareness regarding the differences between the value/moral development of men and women. Although never claiming to be a stage theorist, Perry's (1970) work on epistemological/ethical development, has warranted the inclusion of his name in many discussions of adult development. Following in Gilligan's tradition, Belenky, Clinchy, Goldberger, and Tarule (1986) have questioned the appropriateness of Perry's research conclusions from a woman's perspective.

Sprinthall and Thies-Sprinthall (1983) believed that information learned from the cognitive/developmental-stage perspective was useful in an educational setting. They stated,

The main point [the advantage of the current state in the research from this perspective] is that such work provides a means of understanding the process of human growth through a variety of domains. As a result, we can specify with some precision the content of development as well as the sequence. (pp. 17-18)

According to Sprinthall and Thies-Sprinthall (1983), cognitive/developmental-stage studies provided guidelines for "the content and process of programs designed to promote both stage growth and skill acquisition" (p. 27). Seven guidelines were identified:

1. Growth toward more complex levels of cognitive-developmental functioning appears to be most influenced by placing persons in significant role-taking experiences.

2. A second consideration concerns the qualitative aspects of such experience-based role taking.... Developmental stage differences imply major differences in the initial ability to take roles.

3. In addition to 'real' experience, ... [there is] a genuine need for careful comments and continuous guided reflection.

4. Balance is needed between the real experience and discussion/reflection/teaching.... Guided integration appears essential.

5. Programs need to be continuous.

6. Since developmental stage growth represents by definition functioning at a new and more complex level, instruction needs to provide for both personal support and challenge.

7. Since cognitive developmental theory has emerged only recently as a major organizing concept, much work remains, especially at the assessment level. (pp. 27-31)

Teaching Environment

Development is assumed to take place as a result of the interaction between the individual and the environment. The elementary school in which a teacher works is an extremely complex environment. Sanborn (1984) described the complexities of the elementary school world as an "unknown wilderness" that educators seldom address. She stated,

Nothing that is written describes conditions as they exist. The climate is shadowy, nebulous, inarticulated. Its [sic] hidden, lurking, sometimes dormant. Its [sic] seldom discussed because educators tend to pretend that they have it all together. To admit that they don't is to open themselves to unknowns that may be worse. Some teachers face it--some don't recognize it exists. A few puzzle it out for themselves. A lot give up on that aspect--or mistake it or mislabel it or just miss it. The problem is that the unknown wilderness does influence us--it works on all the teachers. No one knows how much it wears us down. (p. 29)

General Education Literature

Much has been written about the many social, political, moral, and cultural realities of the school world (Apple, 1982a, 1982b; Apple & Weis, 1983; Freire, 1970, 1985; Giroux, 1981, 1988; Giroux & Purpel, 1983; Jackson, 1968; Lortie, 1975; Purpel & Ryan, 1976; Waller, 1965). More specifically, in discussing the workplace realities that all teachers face, Lieberman and Miller (1984, p. 5) explained four themes reflected in the day-to-day work of classroom teachers: (a) rhythms, (b) rules, (c) interactions, and (d) feelings. A summary of Lieberman and Miller's (1984) explanation of each theme follows:

Rhythms. In the first theme, rhythms, the close relationship between time and the day-to-day work of teachers is identified. The professional life of a teacher is defined by the number of years in service. Each of the years is characterized by a predictable pattern. The year patterns move in cycles and are interposed by the natural flow of days, weeks, months, and seasons.

The school day is divided by the lunch schedule into morning and afternoon activities. Teachers schedule different subjects and activity times based upon "the ebb and flow of the students' and their own energies" (Lieberman & Miller, 1984, p. 6). Interruptions punctuate the school day, yet experienced teachers hardly notice they have occurred. Days flow into weeks and each week follows a pattern. Mondays and Fridays are always difficult and optimal teaching time falls in the middle of the week. Weeks, following a sequence of review, teach, and test, flow into months and months into seasons. Each fall the pattern begins and each spring the pattern ends. Between fall and spring,

holidays arrive and help to divide the school year into manageable segments and add to the overall rhythms of the school year.

Rules. Formal and informal rules are very much a part of the world of teachers. Formal rules in the school environment are important and must be followed, but the informal rules appear to be the most significant. Two informal rules greatly affect the behavior of teachers: be practical and be private.

Practical rules are highly associated with survival in the school environment. To be practical is the opposite of being theoretical, or idealistic. An idea is practical if it (a) is created out of the circumstance of the school, (b) has immediate application, (c) is suggested by practical people, and (d) addresses practical problems.

Lieberman and Miller (1984, p. 8) stated,

Practical people are those who are or have recently been teachers. Practical school problems include discipline, attendance, order, and achievement. Practical ideas require little additional work or preparation; they fit into the existing rhythms of the school. Practical ideas are immediate and concrete and can be effected with the resources and structures that currently exist. To be practical means to concentrate on products and processes; to draw on experience rather than research; to be short-range and not predictive in thinking or planning.

In the school, idealism is considered to be immature and a characteristic of youth. New teachers are taught "their place" in the school organization by experienced teachers. In short, that means they are expected to accept the school environment as it is and then adapt accordingly. Lieberman and Miller (1984, p. 8) explained,

Striving to change the system is idealistic; striving to make do is practical. Concern for each student's well-being and optimal learning is idealistic; acceptance of limitations of student potential and teacher influence is practical.

Reflective self-criticism is idealistic; expressing the belief 'I do the best that I can; it's just that the kids don't try' is practical. Being open to change and to outside influences is idealistic; being self-sufficient is practical. Being practical saves one from shame and doubt. It is a useful rule to follow.

The second informal rule, be private, is typically demonstrated by teachers when they do not make public their perceptions regarding teaching and what happens in their classroom. Teachers often retreat into their classrooms and seldom invite other teachers into their classes. Teacher observation is perceived as evaluation and evaluation is interpreted as a violation of one's self-worth. This conscious choice to "go it alone," coupled with the lack of meaningful supervision in most school systems, results in the act of teaching becoming invisible outside the closed door of the classroom (Lieberman & Miller, 1984).

Interactions. The third theme identified by Lieberman and Miller (1984) is "interactions." The three types of interactions discussed are (a) teacher-student, (b) teacher-teacher, and (c) teacher-principal. Teacher-student interactions are the most significant within the school environment. Teachers receive their greatest satisfaction and reward from these relationships. Teachers look to their students rather than peers or supervisors for feedback regarding their job effectiveness. Relationships with children are immediate, daily, direct, engaging, at times conflictual, but always central (Lieberman & Miller, 1984).

Teacher-teacher relationships are "remote, oblique, and defensively protective" (Lieberman & Miller, 1984, p. 11). Discussions with peers are void of professional substance. Teachers might discuss in general

the school and students, but they do not discuss teaching and what happens in the classroom. Only nonschool-related topics are considered "safe" under the privacy rule. It is suggested by Lieberman and Miller (1984) that the greatest irony and tragedy of teaching is that "so much is carried on in self-imposed and professionally sanctioned isolation" (p. 11).

In the professional life of a teacher, the teacher-principal relationship is considered to be of paramount importance. The principal's administrative style greatly influences what happens in a school. The power of the principal is believed to be so great as to make the workplace either pleasant or unbearable.

Feelings. Teachers' feelings about "their work and their lives are complex and are characterized by conflict, frustration, satisfaction, and joy" (Lieberman & Miller, 1984, p. 13). As already mentioned, teachers find their greatest satisfaction and joy from the students they teach. Teachers, however, are faced with a conflict with regard to their relationship with their students. Since the professional life of teachers primarily deals with children, other adults in the "outside" world often perceive teachers to be living in a child's reality and, therefore, to be somewhat less capable of functioning in the "real" adult world. According to Lieberman and Miller (1984, p. 13), "This perception leaves teachers uneasy at best, defensive at worse, almost always self-doubting, and characteristically ambivalent about their roles and their constant relationship with young children."

Teachers' feelings of self-doubt and lack of self-confidence are heightened by the fact that they depend on their students to evaluate

their teaching effectiveness. There is a constant chance that other teachers might not find them individually to be effective, and, therefore, they are left with a strong feeling of vulnerability. This feeling contributes to the powerlessness of teachers.

Since the informal privacy rule prevents teachers from having a forum to express their uncertainties, teachers seek some sphere of control in their lives. That sphere becomes the classroom. The teacher's ability to maintain control in the classroom is the only outward indication to other individuals in the school that he or she is a "good" teacher. Lieberman and Miller (1984, p. 14) expressed the importance of "feelings" in the following manner:

The feelings that surround issues of always being with children, of professional competence, and of being in-and-out-of-control are highly charged and little acknowledged. They should not be underestimated; these feelings often block a teacher's impulse to work to improve one's teaching or to influence what happens in the school.

Physical Education Literature

The physical education literature on the teaching realities that physical education specialists face in schools has been limited, but consistent. Lawson (1986) stated that occupational socialization "includes all of the kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers" (p. 107). The physical education literature related to the latter portion of this definition and the topic of this study is reviewed here.

Zakrajsek and Woods (1983) surveyed 385 physical education teachers in three northwestern states regarding their professional practices. In general, they found a pattern of nonparticipation in activities associated with professional practice. Specifically, the study showed that the physical education teachers surveyed did not support their profession through membership in professional organizations, nor did they attend professional conferences on a regular basis. The researchers also found that the physical education teachers participating in the study failed to stay current by reading physical education journals.

Wendt, Pelton, and Stevens (1983) surveyed 543 physical education teachers or athletic coaches or both to determine their perceived needs from higher education. The results of the study demonstrated that teachers and coaches are interested in and need supplemental professional education. The surveyed individuals indicated a strong preference for workshops or clinics designed for college credit. High interest was also indicated in traditional coursework that was practical and applicable in nature. Open-ended responses regarding coursework echoed Templin's (1980) conclusion that undergraduates and beginning teachers found teacher preparation "too theoretical."

Griffin (1986), Hendry (1975), Sanborn (1984), Templin (1988), and Templin, Savage, and Hagge (1986) described the teaching realities that physical education teachers face in the workplace. Griffin (1986) specified eight teaching realities that she believed were "systemic obstacles to excellence." These were (a) "lack of teacher or program evaluation," (b) "lack of formal incentives or reward," (c) "lack of

professional support and development," (d) "inadequate facilities, equipment, and scheduling," (e) "failure to include teachers in decision-making," (f) "compliance and smooth operations valued over teaching competence," (g) "acceptance of mediocrity," and (h) "isolation" (pp. 57-58).

Templin (1988) described the life histories of a British and an American physical education teacher in relationship to physical education. He discussed their (a) entry into teaching, (b) initial careers, (c) early preparation, (d) teaching roles, (e) workloads, (f) relationships, and (g) perceptions of physical education as a subject area. Although there were differences between the two teachers, the similarities were more striking. Templin stated that the factor that was most notably similar between the two teachers and their careers was the perceived marginality of physical education and the consequences of that marginality on the career direction of the teachers.

Hendry stated that Stonequist (cited in Hendry, 1975) utilized the concept of marginality "to define roles in an organizational setting which are peripheral to the main functionings of the institution" (Hendry, 1975, p. 465). Hendry identified physical education as a marginal subject within the school curriculum. He also found that due to this marginality physical education is perceived within the school setting to be at the lowest position on the subject "prestige hierarchy." The perception by individuals associated with the school setting, including physical education teachers, that physical education is a marginal subject has been suggested as a foundational problem to the issue of isolation within the school (Hendry, 1975).

Summarizing the physical education literature, Templin et al. (1986) suggested that the impact of "marginality" was one of the four conclusions and consequences of isolation in physical education. The four were identified as follows: (Templin et al., 1986, p. 2)

A. P.E. teachers are thrown on their own resources for processes, which more commonly are social in nature. They must provide self-stimulation where their spirits flag, must generate their own suggestions for change when method is inadequate, must devise their own celebrations when difficult tasks are accomplished, and must mourn alone when their best effort has failed (Locke, 1974 [sic]). [Locke, 1975]

B. Physical educators had infrequent contact with colleagues (including other physical educators) and peer interaction which did occur was brief and social in nature; it rarely centered on curricular or instructional concerns. Equally, the institution itself, did not facilitate collegiality by structuring time for formal interaction on a regular basis. Physical educators are self-reliant (Locke, Griffin & Templin, in press; Savage, in progress). [Locke, Griffin, & Templin, 1986]

C. The autonomy of the physical education teacher is a reflection of isolation which appears to be linked to institutional neglect which, in turn, is tied to the low or peripheral status of physical education and physical education teacher (Bain as cited in Lawson, 1986; Locke, Griffin, and Templin, in press). [Bain, 1983; Locke, Griffin and Templin, 1986]

D. When isolation persists and is even preferred, it reflects the limited potential for the physical educator's professional development and more importantly, for student learning (Griffin and Locke, in press). [Griffin & Locke, 1986]

In addition to some of the realities associated with occupational socialization that were identified by Griffin (1986), Hendry (1975), Templin (1988), and Templin et al. (1986), Sanborn (1984) discussed four other teaching realities. The first of these was the concept that teaching physical education was the "hardest job." She said,

Every teacher thinks her or his job is very difficult and no one wants to admit that someone else may have to work harder. I have taught in the gymnasium and the classroom, and kindergarten through college and there is no doubt in my mind that conscientious teachers who work with young moving bodies are forced to give more of themselves than any other group with the possible exception of kindergarten and pre-school teachers. (pp. 19-20)

Sanborn (1984) continued by stating that children in a physical education class are in constant movement creating a situation in which the teacher must always be taking in "maximum sensory input." The very nature of physical education activity puts the teacher in a position to be on constant "alert." Sanborn stated, "Perhaps a more appropriate simile would be that these teachers pass through alert, combat readiness, actual battle, and back to alert without any intervening R&R" (p. 20). In addition, good teachers are trying to teach something and be sensitive to interpersonal relationships and feelings. She continued,

Add the factor that every thirty minutes a new group arrives with totally different bodies, movement patterns, relationships, attitudes and personalities. Not only are the bodies and personalities moving, but they operate in a large space that often has one of two conditions; it is either filled with as many pieces of equipment as there are children, each piece moving independently of every other, or the entire room contains equipment that any court in the land would classify as an extremely attractive nuisance. (Sanborn, 1984, p. 20)

Sanborn thought that by mid-morning each day, a physical education teacher's personal resources were totally drained. The teaching reality was that conscientious physical education teachers work hard, and in Sanborn's mind, harder than others in the school setting.

A second one of the additional teaching reality that Sanborn (1984) identified was credited by Sanborn to Fischer-Packales (cited in

Sanborn, 1984). According to Fischer-Packales, teachers become "personally bankrupt." Sanborn stated that teachers, particularly because they must try to meet behavioral objectives, are always giving and nothing is coming back in to restore their balance. The push to meet competencies has prevented teachers from "messing about" with teaching, and teachers, therefore, no longer have time for interpersonal reactions and relationships that in the past have sustained them. Sanborn (1984, p. 23) concluded, "If we can't mess about, if we're always in a square or a cube of someone else's design, what is the teacher getting back? There is nothing that satisfies the soul."

The third additional reality that Sanborn (1984) identified was accountability. Sanborn very passionately stated, "One of the most far-reaching shams perpetuated [sic] on the public schools is that teachers should be accountable for children's progress." She believed that society was trying to force the teaching-learning relationship into a business or mechanical model that it did not fit. Sanborn (1984, p. 23) stated,

This concept, borrowed from industry that deals with physical things moving through mechanical steps until they result in specific predictable products, is not and should not be applicable to children or to education.

Sanborn (1984) explained that a teacher's personal and professional accountability is not the same thing as student progress accountability. She said,

Accountability can be and should be assumed by individual professionals. I AM willing to be accountable for myself as a professional with all that implies. I will be accountable for a professional job of preparation for my teaching, for the professional conduct of my classes, a professional manner, and for exercising my best professional judgement.

For this I have been well educated. To ask more of me is to relegate me to the factory of education and to deny my professionalism. I'm not willing to give it up! (p. 24)

The issue of accountability for student progress is a teaching reality that teachers must face on a daily basis and, according to Sanborn, one in which teachers must actively fight.

The fourth and final additional reality identified by Sanborn (1984) was an understanding of the political structure within a school. She identified five features (pp. 24-27) of that structure: (a) the "public" is "in charge;" (b) "schools operate as a bureaucracy, rather than as a professional institution;" (c) elementary schools are "largely paternalistic," with the power passing down from the superintendent to the principals; (d) elementary school teachers lack "assertiveness;" and (e) "elementary teachers are valued more for their bodies than their minds."

Sikes (1988) stated that age is an important factor in career questions associated with physical education and athletics. She found that many teachers and coaches perceived physical education and athletics to be only for the young due to the physical demands of the job. With age many teachers and coaches also had an increase in family responsibilities and could no longer put in the time associated with the teacher-coach role. Sikes stated that, despite the desire to make career changes with advancing age, many physical education teachers and coaches have few options open to them. Within the field of physical education, teachers have nowhere to go; there are very limited opportunities for career advancement. A move to administration or other alternate careers is also hindered because of the relatively low status

of a person associated with the physical education profession. The result is that many teachers feel "stuck" in a career with little hope for advancement or change. Sikes explained that this "stuck" feeling may happen in teachers of all subjects, but that in teachers of physical education this teaching reality may be faced earlier.

Lawson conducted two studies that attempted to look at the impact of the occupational socialization on two specific features, knowledge use (Lawson, 1985) and curriculum (Lawson, cited in Lawson, 1986). In the knowledge use study, Lawson (1985), found that teachers used knowledge patterns other than those learned as a result of teacher education. These knowledge patterns were identified as largely being acquired as a result of the socialization process of their teaching position. The curriculum study (Lawson, as cited in Lawson, 1986) looked at the relationship between curriculum work and occupational socialization and found that student desires are critical in the curriculum decision-making processes of teachers.

Finally, strategies for dealing with the realities of teaching physical education were considered. Bain and Wendt (1983) made several specific suggestions based upon the work of Earls (1979, 1981), who identified the following activities for enhancing teacher persistence and development: (a) "learning from students," (b) "observing other teachers/programs," (c) "inservice seminar sharing/support groups," (d) "variation of instructional activity," (e) "learning from student teachers," (f) "summer activity that differs from teaching/coaching," (g) "praise and interest from others," and (h) "consulting guidance faculty regarding students" (Earls, 1981, p. 41). Crase (1980, pp. 53-

54) suggested that teachers should become involved in personal development activities that can help prevent burnout and complacency, recommending that they (a) "reassess teaching technologies," (b) "re-evaluate curricular offerings," (c) "participate in visitations and exchange programs," (d) "participate in structured learning experiences," (e) "become involved in professional organizations," (f) "reassess reading habits," (g) "contribute to professional publications," (h) "develop quest for new knowledge," (i) "get involved in local service functions," and (j) "explore additional development opportunities."

Professional Education Career Pattern

Houle (1980) described a pattern that most professionals follow during their occupational lifespan. His professionalization model is characterized by the notation of a "succession of roughly similar events in the careers of most members of an occupation" (p. 76). The approach focused on the lifespan and reflects a belief that events in the lives of professionals influence their continuing education. The model is characterized by a time continuum divided into segments by specific events in a professional's life. Houle cautioned that the model is an "effort to discern general patterns in the customary flow of life" and is not meant to imply that these patterns are "either arbitrary or universal" (p. 77).

The Years of Early Youth

The first time segment is titled "the years of early youth" and is characterized by the individual's participation in general education.

It is during this time period that individuals make career selections and often begin to focus their schooling toward their career goals.

Admission to the Professional School

The event that signals the end of the early youth period and the beginning of the next is the admission to the professional school, based upon an individual's ability to meet the established professional entrance criteria. Houle (1980) explained that despite the importance that professions later place on professionals making a commitment to continued learning, he was unaware of any professional school that "considered the possibility of estimating the continuing education potential of its applicants" (p. 82) in its screening process.

Basic Professional Education

Once admitted, individuals begin their basic professional education. Houle (1980) described professional schools as subcultures that blend "both formal instruction and the customs and behavior patterns established by the social and physical milieu" (p. 83). Due to the tremendous size of the knowledge bases required in most professions, professional schools are required to separate essential from non-essential knowledge and make choices regarding what knowledge and skills are critical for beginning practitioners. Rapid changes in professional knowledge have also created a situation in which content knowledge taught at the beginning of students' professional schooling may be obsolete by the time of their graduation.

Based upon the knowledge of these types of problems, most professionals perceive a strong need for continuing education beyond

preservice education. Houle (1980) explained, however, that this need is seldom communicated to students.

The necessity to keep on learning throughout life seems so obvious to the leaders of most professions that they believe that its self-evidence will cause it to be internalized within the value system and pattern of actions of every practitioner. But an examination of the practices of professional schools often show that this idea is nowhere communicated systematically and thoroughly. (p. 85)

Houle believed that it is during this basic period that professionals primarily establish their attitudes regarding continued professional education. He recommended that greater efforts be made to instill in young professionals an appreciation for the lifelong concept. Houle's (1980, pp. 86-89) suggestions for making this concept more explicit in basic professional education programs included (a) practicing excellence in teaching where students participate in stimulated inquiry, (b) giving direct instruction in the practical values of continuing education, (c) implementing student participation in continuing education activities planned for professional school staff, (d) providing students with instruction and supervised practice in the construction of personal learning plans, (e) teaching students about the evaluative and quality control systems in the field, (f) presenting as a faculty a unified example of professionals engaged in continuing education, and (g) guiding students to see the need for continuing education by placing them in community based experiences.

Houle (1980, pp. 90-91) summarized his discussion of the basic professional education career time segment and its relationship to continued professional learning by saying:

Whatever the processes of formal education and socialization may be, much of every professional's attitude toward future learning and the ability to undertake it has been established by the time of entry into service. Each beginning practitioner starts forth on his or her life work with a high level of knowledge, skills, and perceptions. But here as elsewhere—anybody who has been taught only what to learn has been prepared for the present, which will soon be the past; anybody who has been taught how to learn has also been prepared for the future.

Assessing Readiness for Practice

Following professional school graduation, the event that signals the transition to the next time period on Houle's career pattern is a competency certification process. Individuals are required to demonstrate their understanding of the subject matter related to their professions and their ability to apply it. Criteria related to understanding the need for continued learning beyond graduation are not included in the competency assessment process. Based upon satisfactory assessment results, the individual is granted either certification by a nongovernment organization or a license by some agency of the government. Usually the certification or license is valid for life, but may on a regular basis require some perfunctory renewal.

Induction into Practice and Learning

During the Years of Practice

The final career period begins with induction into practice. During this time the individual makes a shift from the role of student to the role of professional. The line between initial entrance into the profession and acceptance as a professional is not clear cut. Some professions have very formal steps that new professionals must go through in order to be inducted into their professional world. In

others, new professionals must go through a period of trial-and-error guided only by introspection as they attempt to fit into their chosen profession.

The years after induction into the profession are the ones in which the individual is involved in the actual practice of the career, and in which continuing education begins in earnest. Houle (1980, pp. 31-33) identified three modes of learning in which professional are involved: (a) inquiry, (b) instruction, and (c) performance. Inquiry is "the process of creating some new synthesis, idea, technique, policy, or strategy of action" (p. 31). The instruction mode is "the process of disseminating established skills, knowledge, or sensitiveness" (p. 32). The performance mode is "the process of internalizing an idea or using a practice habitually, so that it becomes a fundamental part of the way in which a learner thinks about and undertakes his or her work" (p. 32).

Professionals have unique patterns of learning during the years of practice. These patterns, however, are affected by four common "intricately interwoven influences:" (a) "the basic settings in which professionals work," (b) "the changes in career line that often occur with increasing age, (c) "the quality of the formal or informal worklife," and (d) "the age of the individual" (Houle, 1980, p. 97).

Career Stages of Teachers

While the intent of Houle's (1980) career model was to represent the generic pattern of career development in professions, there have also been frameworks designed to look specifically at the career development patterns for teachers (e.g. Christensen et al., 1983; Fuller & Brown, 1975; Lortie, 1975). One of the most detailed is that

of Burke, Christensen, and Fessler (1984). As Bloom and Jorde-Bloom (1987) explained, the framework suggested by Burke et al. provides a loose categorization system for the stages that a teacher moves through from neophyte to professional maturity. The framework is made up of eight stages (Burke et al., 1984, pp. 14-16): (a) "preservice," (b) "induction," (c) "competency building," (d) "enthusiastic and growing," (e) "career frustration," (f) "stable but stagnant," (g) "career wind-down," and (h) "career exit."

Burke et al. (1984) and Bloom and Jorde-Bloom (1987) explained the characteristics of each stage. They described preservice as the stage that includes the early perceptions formed about teaching as a result of having been a student and the formal education associated with college or university preparation for teacher certification. The preservice stage also includes any re-tooling for new or different job responsibilities.

The induction stage was described as the initial years of service when the new teacher is socialized into his or her new role as a professional. New teachers seek acceptance from everyone associated with their position. The induction period is often called the "survival" period because new teachers tend to be concerned only with surviving in the day-to-day world of teaching (Burke et al., 1984; Bloom & Jorde-Bloom, 1987).

According to Burke et al. (1984) and Bloom and Jorde-Bloom (1987), the competency building stage moves the teacher into a period in which he or she eagerly attempts to improve teaching skills and abilities. It is during this period that most teachers are the most open to attending

professional workshops and conferences and enrolling in graduate programs. Teachers in the competency building stage perceive their jobs to be challenging.

The enthusiastic and growing stage was described as the period in which the teachers perceive themselves to be competent and "good teachers" (Burke et al., 1984; Bloom & Jorde-Bloom, 1987). They normally feel well satisfied with their career role and are open to seeking ways to continue to enrich their teaching positions. Based upon their perceptions of what will best meet their needs, teachers in this phase are often willing to identify appropriate inservice experiences for their schools. Some teachers remain at this high level of enthusiasm throughout their careers and bypass the next two stages.

The career frustration stage is characterized by frustration over the day-to-day demands of teaching and the lack of job satisfaction (Burke et al., 1984; Bloom & Jorde-Bloom, 1987). During this period, many teachers become disillusioned and start to question their career decision. This stage most often is seen near the mid-point in a teacher's career, but may be seen in earlier years or when new teachers face the lack of job security. In many cases, this period of career frustration leads to teachers exiting the profession.

In the stable but stagnant career stage, teachers feel trapped and experience little joy in their teaching positions (Burke et al., 1984; Bloom & Jorde-Bloom, 1987). They often feel bitter, cynical, and pessimistic and may express frequent complaints. They "put in their time," but do little work beyond minimal expectations. Teachers in this

stage are the most difficult to deal with in staff development experiences because they lack motivation.

Burke et al. (1984) and Bloom and Jorde-Bloom (1987) stated that in the career wind-down stage, whether it lasts for a few months or years, the teacher prepares to leave the profession. This period is faced quite differently by different teachers. Some teachers use this time to be reflective about the past and to think of the "good times." Other teachers may face this time with resentment and bitterness, particularly those forced into this phase because of job termination.

The career exit stage is perceived as the final career stage (Burke et al., 1984; Bloom & Jorde-Bloom, 1987). Although most teachers experience this stage at retirement, some teachers may experience it due to unemployment, job termination, a temporary leave of absence, or a time of alternative career exploration.

Summary

Adult development and career development are interrelated, but the relationship is complex. Bloom and Jorde-Bloom (1987) pointed out that one of the problems with both the adult development literature and the literature on career development is that both have been created on linear models. This means that individuals pass through the stages in a sequential fashion. Bloom and Jorde-Bloom explained that if this was totally accurate, then two parallel experiences from each model could be predicted. For example, the career frustration stage might parallel the life tasks associated with the mid-thirties. As Bloom and Jorde-Bloom (1987) stated,

It would be heuristically neat and descriptively tidy if the sequence of teachers' lives were so predictable. But given the wide variation in teacher experiences and the increasingly complex economic and social context in which teachers now work, it would be erroneous to assume that a parallel sequence of adult development and career experience characterize a prototypical teacher. Indeed, the very notion of a prototypical teacher is being challenged (Burke, [sic] et al., 1984). We cannot assume that teachers will progress through their career cycle in a lock-step sequential pattern. (pp. 10-11)

In agreement with Bloom and Jorde-Bloom (1987), no single model was found that interfaced adult development and career development. Despite this fact, the connections between the two seem logical. The two areas separately and together provided an important perspective from which to view continued professional learning in elementary school physical education. Bloom and Jorde-Bloom (1987, p. 10) stated,

One can draw on these two related areas of research ... to make recommendations for educational policy and practice that take into consideration the extremely complex interactive nature of these two influences on any individual teacher's personal and professional development.

Continued Professional Education

Definition of a Profession

Continued professional learning is most frequently associated with professional education. One of the first questions that has to be addressed is what constitutes a profession. In the United States, the first classic study that attempted to define professions was published by Flexner in 1915 (Cervero, 1988; Houle, 1980). Since that time there has been a great deal of controversy regarding how professions should be defined. Houle (1980) identified two approaches to the problem: "professionalism: a static concept" and "professionalization: a dynamic

conception" (p. 24). Cervero (1988) identified these same two approaches and added a third. These approaches are summarized below:

Static Approach

The first approach is called "static" because "objective criteria firmly discriminate between those occupations which are inherently a profession and those which are not" (Cervero, 1988, p. 6). The primary problem with this approach has been the lack of agreement regarding the make-up of the criteria.

Process Approach

The process approach came about as a reaction to the problems with the static approach. Cervero (1988, p. 7) stated that the process approach "differs from the all-or-nothing-at-all style favored in the static approach by viewing all occupations as existing on a continuum of professionalization." The process approach, therefore, is popular because it is seen as a "dynamic conception" (Houle, 1980). In this approach, any occupation can be perceived to be in the process of striving to obtain the level of ideal profession. Cervero (1988, p. 8) suggested that as a result "the rationale is established for both constant improvement and continuing learning."

Socio-economic Approach

The socio-economic approach was created as a reaction to criticisms of the process approach, which worked on the assumption that professions are necessary to society, which therefore, fails to challenge the way professions gain and use power and authority. The socio-economic approach works from the premise that there is no such thing as an ideal profession. An occupation can become a profession neither by meeting a

set of criteria nor by striving to meet some ideal. Instead, a profession is a "folk concept" in which the general public (folk) determines which occupations are considered professions. Certero (1988, p. 9) stated that "a profession is determined by which occupations in a specific society at a given historical time have achieved professional status and privileges."

Professions and Society

The relationship between the professions and society is a factor in understanding the nature of continued professional learning. Certero (1988) distilled this relationship into three fundamentally different viewpoints which he called functionalist, conflict, and critical (p. 21). The following is a brief summary of Certero's explanation of the three views:

Functionalist Viewpoint

From the functionalist viewpoint--the most common in American social sciences--professions are service-oriented occupations that utilize a high degree of specialized knowledge and skill to solve well-defined problems. Professional practice is seen as primarily technical.

In this approach, society is perceived as valuing professions because they provide highly needed services and do so based upon altruistic motivations. Society, in return, rewards professionals in terms of rights, privileges, money, and status.

Existing social structures related to professions, therefore, are believed to be good. Deficiencies in professional practice are thought to be solvable by "recruiting more capable people to the professions,

improving the knowledge base of the professions, or providing more effective training in professional schools" (Cervero, 1988, p. 24).

From the functionalist viewpoint, the purpose of continuing education is to help professionals increase their technical expertise. Educational experiences are designed to improve the professionals' knowledge, competence, and performance so that they can better serve society.

Conflict Viewpoint

During the 1960s a great deal of criticism surfaced regarding the dominant functionalist view of the relationship between the professions and society. Cervero (1988) explained the conflict viewpoint in the following manner:

This viewpoint asserts that professions are in conflict with other groups in society for power, status, and money. They use knowledge, skills, and altruism as a form of ideology in their quest for these social rewards. Professionalism is seen as an ideology for controlling an occupation, rather than an ideal end-state toward which all occupations should aspire for the betterment of society. (pp. 26-27)

In the conflict viewpoint, power is the key concept. The social structure of society is perceived to be based upon inequality. As a result, individuals are in conflict over limited social and economic rewards. Professionals use the "mystique" of special knowledge and skills to place themselves in a position of power over others.

Proponents of the conflict viewpoint think that educational intervention is of no value on the individual level. Instead, they believe that the problem lies in an oppressive system and, therefore, change must be at the social-structural level.

Critical Viewpoint

The critical viewpoint assumes that professionals construct the problems they face in the practice of their profession. It also acknowledges the fact that individuals within the same profession may construct problems and seek solutions with conflicting societal ends in mind.

Proponents of this approach strongly believe that there is a dialectic relationship between the means and the ends of professional practice, "characterized by a dynamic inner tension and ... interconnected like a web" (Cervero, 1988, p. 30). Professionals, therefore, must be acutely aware of the societal implications of the choices they make in practice.

In the critical viewpoint, professions are accepted as a needed part of society which acknowledges their technical expertise. The utilization of this technical knowledge, however, can not take place in a value-neutral manner. In the critical viewpoint, continuing education must not only address professional technical knowledge, but also the impact of professional practice on society.

Goals

Within the context of professions, it is important to understand the goal orientation for continued professional education. Scanlan (1985) identified two primary goal orientations related to this topic: intrinsic and instrumental.

Intrinsic Values Orientation

The intrinsic values orientation is associated with the concept that the purpose of inquiry is to search for knowledge for the sake of

knowledge. The relationship between this orientation and professional practice is historically well established. Scanlan (1985, p. 9) said,

As the traditional professions established their collective identity, intellectual inquiry became firmly entrenched as both an intrinsic occupational value and as a desired characteristic of those aspiring to professional status. That our modern conception of professionalism still embodies the value of ongoing inquiry attests to the persistence of this early orientation toward continuing learning.

Instrumental Perspective

Although acknowledging the presence of the intrinsic values orientation in modern time, Scanlan (1985) indicated that the dominant goal orientation has shifted to the instrumental perspective. He explained that during the 18th and 19th centuries the professions were influenced by the demand created for "practical solutions to emerging social problems" and the increased emphasis on "applied technical knowledge and specialization" (Scanlan, 1985, p. 10). According to Scanlan, the professions reacted to this demand and emphasis by strengthening their distinctive knowledge bases. Three primary instrumental goals emerged: (a) "remediating deficiencies," (b) "fostering growth," and (c) "facilitating change" (1985, pp. 10-12).

The goal of remediating deficiencies came about as the result of the acknowledgement that professional knowledge and skills were subject to obsolescence. There was also an awareness that some practitioners could not or would not maintain the standard of competence expected by the professions or the public. In response, a major goal of continued professional education became filling the gaps between professional expectations and professional practice.

This goal was perceived by many as too narrow, however. Many professional leaders realized that the career paths of most professionals were not linear and stable, but in flux in regard to direction and responsibilities. The fostering growth goal, therefore, was perceived as a means of opening up the professions to help individuals grow both professionally and personally.

This perspective is seen most frequently in situations in which professionals work in collective or hierarchical settings. Continuing education is perceived as helping professionals master new skills or concepts that are needed as the professional's career goes through transitions. This goal orientation also recognizes the importance of self-enhancement and the relationship of personal growth to professional competence. Although the fostering growth goal has an instrumental orientation, it comes close to meeting the intent of the intrinsic value orientation.

In describing the facilitating change goal orientation, Scanlan (1985, p. 12) stated,

The professions, like society as a whole, are in a constant state of dynamic change. Changing social, economic, and political conditions; alterations in societal and professional values, norms, and expectations; and rapid advances in technology all have a dramatic impact on the role and function of the modern professions.

Based upon the understanding that change is a reality associated with professions and professionals, the role of continuing education in the professions is to become an agent of change; to enable change to take place.

The instrumental perspective regarding the goals of continued professional education (remediating deficiencies, fostering growth, and facilitating change) can be further divided by identifying the intended target groups of the activity. Scanlan (1985, p. 13) identified these groups as the individual practitioner, the organization, and the delivery system.

Assumptions and Aims

As Scanlan (1985) indicated, there is a central assumption in the literature that continued professional learning has an instrumental goals orientation. Although Houle (1980) acknowledged that professionals, as people, need to continue to grow and to learn personally as well as professionally, continued professional learning is discussed as a means of self-enhancement that enriches professional practice.

Another assumption found in the literature is that continued professional learning takes place as a result of some form of educational intervention. Heaney (cited in Cervero, Bussigel, & Hellyer, 1985) discussed the focus of educational intervention in the following way:

Most education can be categorized in one or two ways: Either it aims to enhance personal growth and the perfection of individual potentials, or it seeks to coordinate and unify individual initiatives so that, through collective action, the capacities of a group are increased. (p. 1)

Cervero et al. (1985) explained this viewpoint by placing the two aims on different ends of a continuum. The two ends of the continuum are seen as different based upon the focus of the intervention: individual change or social structural change (Cervero et al., 1985, p.

24). Cervero et al. (1985, pp. 23-24) discussed the two foci in the following manner:

The viewpoint that identifies the individual as the appropriate focus for educational intervention - a psychologically oriented perspective - assumes that social structure necessarily improves when individuals' consciousness is enhanced and their competence and performance are improved. The social structural focus - a sociologically oriented perspective - sees individuals not as the end of educative efforts but as the means to achieve social and structural improvements.

As Houle (1980) pointed out, the dominant view of continued professional learning in the literature has the individual perspective as the focus of the educational intervention. Educational intervention is most frequently planned as a means of providing growth opportunities for professionals in order that they may fill the gap between their current level of professional practice and the advances in their professional field or to assist the professionals in correcting some deficiency in their current level of practice (Cervero, 1988; Houle, 1980; Jarvis, 1983; Scanlan, 1985). Houle (1980) suggested, therefore, that the existing dominant goals of continuing education should be broadened.

Providers

The providers of educational intervention that facilitates continued professional learning were identified as professional associations, employers, independent providers, and universities and professional schools (Berlin, 1983; Cervero, 1988; Houle, 1980; Stern, 1983). A new breed of continuing educator is emerging--the marketer. The "professional is no longer just another participant, but the market" (Hohmann, 1980, p. 83). Stern (1983) explained that continued

professional education has become "a new kind of educational business" (p. 5). He cited the growing numbers of professionals, the advances in technology, the ability of professionals to pay or have their fees paid by employers, and the educational and fiscal interests of professional societies, universities, private entrepreneurs, industry, trade associations, and the government, as reasons for the formation of a "new market" (p. 5). Azzaretto (1987, p. 45) stated that within this new market, much is at stake including power, prestige, and money. Stern (1983, p. 5) also explained that in reaction to this new market, there has been a "proliferation of policemen-of regulators." Stern summed up the situation by stating,

There is, then, a market in continuing professional education (CPE), a market in which many groups and individuals hawk their wares under the confused scrutiny of a mixed bag of controllers and preservers of order. Is it fanciful to characterize CPE as a disorderly market? The marketplace would appear to be where the action is. (p. 5)

Cervero (cited in Azzaretto, 1987) suggested that there are six degrees of interdependence among the providers of continued professional education. On a continuum from least to greatest interdependence, the six strategies are monopoly, parallelism, competition, cooperation, coordination, and collaboration (Azzaretto, 1987, pp. 47-49).

Azzaretto (1987) suggested that the market place has created a situation in which providers must fight for independence. He stated, "If today's program provider is to stay viable, its managers must organize and structure their activities to assure a competitive position over the long term" (p. 46). Unlike Azzaretto (1987), Cervero (1988)

explained that most providers place value in more interdependent strategies.

Although independent providers have become a significant reality in many professions, in the teaching profession this has not yet been the case. The remaining discussion of continued professional education is organized utilizing Berlin's (1983) list of the three primary providers.

Educational Institutions

The university has long been considered a primary provider of educational intervention in the form of continued professional education (Berlin, 1983; Cervero, 1988; Houle, 1980, 1983; Stern, 1983).

Historically, the most common organizational pattern has been one in which the professional schools, housed within the university, provided separate continuing education experiences. This arose from the belief that only individuals within the profession can plan appropriate continued professional education experiences (Berlin, 1983; Cervero, 1988; Houle, 1980). A second reason that Cervero (1988) gave and Stern (1983) suggested was that continued professional education can generate revenue and the professional schools enjoy the option of using that revenue to fund other projects.

Traditionally, institutions of higher education have been little concerned about the continued education practices of their professional schools. In discussing the "disorderly market" surrounding continued professional education, Stern (1983) explained the reactions of universities.

Meanwhile [while others are reacting], the universities behave like stately Roman matrons allowing their litter bearers (professional school faculties) to carry them hither

and you in the Forum, apparently indifferent to the lucrative bustle around them. (p. 5)

Primarily because of efficiency, the centralized approach to organization is becoming more popular (Cervero, 1988; Houle, 1980). Houle (1980) suggested that a centralized approach prevents duplication in skills and talent within the university faculty and staff. Under the centralized approach, the typical organization is to place continued professional education under departments of continuing education. Parrett (1986) warned that this practice can lead to "blurred images" between continued education and continued professional education. She indicated that these concepts have different foundational assumptions and missions, and function under different operational premises. Continued education and continued professional education, according to Parrett, can both be "nourished" and "supported" by higher education in a centralized approach as long as their individual autonomies are promoted.

Cervero (1988, pp. 79-80) identified the strengths of higher education serving as a provider of continuing professional education: (a) universities, because of their research orientations, are the primary sources of knowledge for most professions; (b) universities have a large resident staff whose full-time responsibility is instruction; (c) universities are in excellent positions to provide interdisciplinary solutions to complex problems; and (d) professionals perceive universities to be a credible source of continuing education. Weaknesses were also identified: (a) continuing professional education is not a primary function of higher education institutions and,

therefore, reliable funding is not available; (b) professors view continuing education as ancillary to other work and responsibilities; (c) universities do not have the ability to link what is taught to practice; (d) universities are generally limited to their own faculty and facilities; (e) universities are generally insensitive to instructional quality; (f) universities have only limited ideas about how to price their product; (g) universities lack proper marketing expertise; (h) universities have internal organizational characteristics that are not conducive to developing, marketing, and administering programs; and (i) universities tend to be rooted in traditional approaches to fields of knowledge (Cervero, 1988, pp. 81-82).

Berlin (1983) identified two problems that he believed were fundamental to the role of higher education institutions as providers of continued professional education. The first is associated with the socialization process in universities which promotes and values a research-oriented disciplinary mode of thinking. According to Berlin, this orientation lessens the role of application and, therefore, increases the distance between the academic setting and the field. As one result of this lack of focus on the field setting, Berlin (1983) believed that higher education institutions had failed to instill in its graduates the understanding that, once in professional fields, they would need to continue to learn. Berlin also suggested that by failing to promote this orientation, universities were partly responsible for the proliferation of other providers. He summarized his point of view by saying,

There is little in the way in which we prepare professionals now to assure that they gain a sound perspective on continuing learning. The elaborate enterprise of university-sponsored CPE [continued professional education] might well be described as an invention to overcome its failures in initial professional education. Certainly the dramatic rise in the number of other providers would never have occurred had professional education found a way to instill the habit of lifetime learning in most of its graduates. (p. 123)

Berlin's (1983) second identified fundamental problem was related to the first. He believed that there is an "issue of distance, even dissonance, between the professional school and the world of practice" (Berlin, 1983, p. 123). Graduates, as they enter the field, initially face a professional world that is very different from the one they have been prepared to face. Berlin (1983, p. 123) stated,

Practitioners are frequently isolated, inadequately prepared for the realities (harsh or otherwise) of coping on a day-to-day basis with the expectations of patients, clients, students, the public, employers, organizational settings, and colleagues-yes, even colleagues. Furthermore, the public's expectations regarding professional performance has altered radically in the last quarter century. No longer as tolerant as in the past, not as patient or understanding, more demanding of an immediate response, certainly more litigious, the public or consumer is less willing to accept either the conferred status of the professional or accede to the authority of professional education. Practice in this environment is a far cry from the way of life in centers of academic learning. (p. 123)

According to Berlin (1983), universities are concerned with intellect and academic values while in the field of practice, professionals are concerned with survival and application. In explaining this position he said,

Professionals in practice are compelled to be task oriented and goal specific; little time is available for reflective activities that could lead to continued learning. Instead, the stance of many professionals, especially those who work in complex bureaucratic settings, is to engage in survival behaviors. These behaviors place a premium on adaptation and

coping and do not lend themselves readily to participation in educational programs unless they are seen as having immediate applicability and utility. (p. 124)

Berlin (1983) was pessimistic about higher education institutions continuing to serve as providers of continued professional education. He did not believe there were any easy solutions to the problems he discussed. Furthermore, he realized that continuing education is not the primary focus of universities and that higher education exercises "very little influence, much less control, over events external to the institution" (e.g., "standard setting, access to opportunities to practice, legal licensing, relicensing, and compulsory re-education") (p. 125).

Professional Associations

Cervero (1988, pp. 82-83) summarized the research on the strengths and weaknesses of professional associations as providers of continued professional education. He identified the following as strengths: (a) the ability to secure a wide array of talent, especially from their membership; (b) the ability to deliver discrete content in nonsequential order; (c) the ability to have direct access to professionals who are seeking continuing education; and (d) the ability to engage in cost-effective strategies for delivering educational programs. Cervero (1988, pp. 83-84) also identified the weaknesses: (a) having to compete with other organizational functions for position and resources; (b) the subordinate role of staff members to the volunteer committees of the association; (c) limited ideas about how to price their product; (d) lack of physical facilities; and (e) the failure to be involved in

interprofessional programming because they lack the political base to use association resources to address other professions.

Employers

The literature on the strengths and weaknesses of employers as providers of continued professional was also summarized by Cervero (1988, pp. 84-86). The following strengths were identified: (a) the ability to directly assess deficiencies in individual or group service; (b) the ability to coordinate educational strategies with the daily work of employees; (c) the possibility of involving members from several professions in a learning activity to solve a particular problem; and (d) the convenience of scheduling and the minimization of lost work time due to attendance at programs outside the workplace. Cervero identified the weaknesses as (a) the difficulty for employees to remain present and focused at an educational program when they believe it is more important to attend to their work; (b) the relatively high cost; (c) the lack of regular and substantial support from the parent body; (d) the frequent absence of a senior executive in charge of education; and (e) a limited vision of how to solve a work-related problem through learning activities.

CHAPTER III

RESEARCH METHOD AND PROCEDURES

The purpose of this inquiry was to gain insight into the meaning-perceptions of four experienced elementary school physical education specialists concerning the nature of continued professional learning. The source of information for this study was a series of three in-depth open-ended semi-structured interviews with each specialist. In this chapter, the research procedures for obtaining and reporting the meaning-perceptions of the four specialists are organized into four sections: (a) research method and rationale, (b) interview guide development, (c) participant selection, and (d) interview and interpretation process.

Research Method and Rationale

The methodology chosen for this inquiry was the in-depth (Banaka, 1971) open-ended (Patton, 1980) interview. This selection was based upon two essential beliefs. The first belief was that each person was the best source of information concerning his or her own reality. The in-depth open-ended interview responds to that reality when it "lays open thoughts, feelings, knowledge and experiences" (Patton, 1980, p. 252). Lofland and Lofland (1984) referred to "meanings" as the categories that make up an individual's view of reality. Greene (1988) stated that an individual's "life of meaning" can not be examined by observation.

The second belief was that the manner and language in which a person chooses to describe his or her own reality was important. In discussing the positivistic, interpretive, and critical approaches to research, Bredo & Feinberg (1982) explained that in interpretive approaches "the conventions of ordinary language hold priority in understanding social life" (p. 430). Gilligan (1982, p. 2) described this same belief when she stated that the central assumption of her research was:

That the way people talk about their lives is of significance, that the language they use and the connections they make reveal the world that they see and in which they act.

The in-depth open-ended interview was essential in allowing this important information to be addressed. Guba and Lincoln (1981, p. 155) stated,

The ability to tap into the experience of others in their own natural language, while utilizing their value and belief frameworks, is virtually impossible without face-to-face and verbal interaction with them.

In discussing the utilization of the interview as a research design or methodology, Guba and Lincoln (1981) also cited the following advantages to this approach (pp. 186-187):

1. There is less chance of misunderstanding between the inquirer and the respondent than in other approaches.
2. Questions can be tailored to fit the respondent's knowledge, degree of involvement, and status.
3. The interviewer is likely to receive more accurate responses on sensitive issues.
4. The interview itself is likely to provide a more complete and in-depth picture than other forms of inquiry.

5. The interview format is more flexible than other approaches to data gathering and provides wide latitude within which the respondent's responses can be explored and fruitful leads exploited.

6. The technique provides for continuous assessment and evaluation of information by the inquirer, allowing him [sic] to redirect, probe and summarize.

7. Interviewing is virtually the only technique that provides access to 'elites,' those with specialized knowledge of the situations - and it provides information much more quickly than observation.

Another advantage of the interview that was discussed by several authors (Cox, 1973; Guba & Lincoln, 1981; Lincoln & Guba, 1985; Patton, 1980), was the potential for the development of a special relationship between the researcher and the participant. The participants in an in-depth open-ended interview become sources of information and the researcher becomes a seeker of that information. Cox (1973) explained that this approach was one in which the seeker attempts to learn from the participants rather than investigating them. Respect for the participants and their stories was an essential feature of this methodology. Cox (1973, p. 150) stated,

The person who embraces or wrestles with the one he is learning from treats him with incalculably more respect than does the person who merely examines. In the process he also learns incalculably more.

Locke (1989, p. 13) stated, "What people say about the meanings they assign to things constitutes legitimate data." Patton (1980, p. 197) suggested three basic approaches to collecting data through open-ended interviews: the informal conversational interview, the general interview guide approach, and the standardized open-ended interview. The "general interview guide approach" was utilized in this inquiry

because it gave focus to the open-ended interview (Guba & Lincoln, 1981; Lincoln & Guba, 1985; Patton, 1980). It involved outlining, prior to the actual interview, a set of issues or questions to be addressed during the interview. Patton stated,

The interview guide simply serves as a basic checklist during the interview to make sure that all relevant topics are covered (p. 198).

The interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus, the interviewer remains free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style - but with the focus on a particular subject that has been predetermined (p. 200).

A guide keeps the interaction focused, but allows individual perspectives and experiences to emerge (p. 201).

Interview Guide Development

A tentative interview guide was developed based upon (a) the research questions, (b) the information obtained from selected literature on the topics of adult development and staff development, (c) the author's personal experience, (d) informal interviews with present or former elementary school physical education specialists, and (e) discussions conducted with teacher educators. Three texts were utilized extensively in the guide development: The Focused Interview: A Manual of Problems and Procedures (Merton, Fiske, & Kendall, 1956), Training in Depth Interviewing (Banaka, 1971), and The Art of Asking Questions (Payne, 1979). Seven individuals with experience as an elementary school physical education specialist or familiarity with the in-depth interview technique or both were given copies of the tentative interview guide, the inquiry purpose statement and research questions, and the

definition of terms list. These individuals were then asked for their reactions and comments regarding the tentative interview guide. Based upon their specific feedback the final interview guide (see Appendix A) was constructed.

The final guide consisted of a series of open-ended questions, which focused on the topic of continued professional learning. They were designed in an effort to elicit from each participant specialist her unique meaning-perceptions regarding the meaning and value of continued professional learning, the school and cultural factors that affect continued professional learning, and the present and potential influence of both preservice education and staff development on continued professional learning. Each question was followed by probes to be utilized in the interviews, if needed, to elicit more depth in the participants' responses.

Participant Selection

Participant Criteria

Four female elementary school physical education specialists were asked to participate in this inquiry. Following the concept of critical cases within purposeful sampling (Patton, 1980), the primary criteria for their selection were their willingness to share their meaning-perceptions and the potential of their participation to contribute insight into the nature of continued professional learning. Three other criteria for selection were applied:

1. The teacher was certified to teach elementary school physical education in grades kindergarten through 6.

2. The teacher had a minimum of five years of elementary school physical education teaching experience with at least the last two years in the same school, or school system.

3. The teacher was employed as a full-time specialist with the primary responsibility of teaching elementary school physical education.

Selection Process

The selection of participants for this study entailed the following three-step procedure:

Step 1. Three teacher education faculty members from a physical education department at a mid-sized southern university were asked to recommend individuals who they believed met the participant selection criteria. The names of these individuals along with those added by the author constituted the participant pool.

Step 2. From the participant pool the six most critical cases were selected as potential participants. Patton (1980, p. 101) explained that critical cases are those cases from which the researcher "could learn the most." In this study, those specialists with the desire to share their stories and those with the potential for contributing insight into the nature of continued professional learning were considered the most critical. Other than an effort to avoid selecting all four participants from the same school system, no attempt was made to select participants from any particular aspect of the population (e.g. gender, school size).

From the list of six potential participants, four individuals were selected and each was sent a letter explaining the study (see Appendix B). The letters also explained that every effort would be made to

protect participant anonymity and requested the individual's consent to participate.

Step 3. The letters were then followed up with personal contact so that the author could answer any questions the four specialists had regarding their participation in the study. The four individuals contacted agreed to be participants and confirmed that they met the selection criteria. Each signed an informed-consent form (see Appendix C).

The Interview and Interpretation Process

The participants were then asked to select a time and place most convenient to them for each of the three interviews. In their selection they were asked to consider a site free from distractions and an environment in which they felt free to talk openly.

All interviews were audio taped utilizing two tape recorders and high-quality, low-noise cassette tapes. During the interviews, the participants were asked to attach to their clothing a clip microphone from one of the recorders to insure clarity in the quality of the voice recording. The second tape recorder, serving as a back-up to the clip, utilized an area microphone and was placed between the participant and the author-interviewer.

At the beginning of each interview and following each time the tapes were changed during the interview, the recorders were checked to insure that they were working properly. To confirm tape identification, a participant code number and the interview date were recorded at the beginning of each new tape. When each interview was completed tapes were rewound and appropriately labeled.

The effectiveness of the interview process was continuously evaluated. An additional participant would have been added if the interviewer had been dissatisfied with an interview series or with the depth of information obtained from one of the participants, or if a participant had withdrawn from the study. No additional participants were added.

The actual interview and interpretation process took place in a series of four steps. The information that follows is a discussion of those steps.

Step 1

The content focus of the initial interview was to ascertain biographical or background data (Interview Guide - Part A; see Appendix A) on each of the participants. The first interview provided a historical context in which to place subsequent interviews. An additional focus was the establishment of rapport with the specialist-participant. This focus was considered critical in freeing the participant to share depth in her meaning-perceptions.

Directly following the interview, post-interview notes were made. These notes included perceptions of the specialist's manner or nonverbal communication (Lincoln & Guba, 1985), during the interview (e.g., gestures, pauses, and facial expressions). The notes were utilized to provide a more sensitive and holistic account of the interviews. As Eisner (1981) pointed out, the expressive character of action and speech often provided additional muted messages about the topic being studied.

The interview tape and postinterview notes from the initial interview were reviewed prior to step two. This process provided a frame of reference for the subsequent interviews.

Step 2

The first portion of the second interview was spent clarifying and refining information from the first interview. The second and primary portion addressed the purpose of the study: to gain insight into the meaning-perceptions of four experienced elementary school physical education specialists concerning the nature of continued professional learning. The content of the questions from the interview guide were covered (Interview Guide - Part B; see Appendix A). The extent to which the probes were utilized was dependent on the depth of the responses by the participants.

Postinterview notes were again made. The interview tapes were transcribed, checked, and studied. The data, or stories, from the two interviews and the postinterview notes were integrated to create an individual interview summary for each of the four participants. The summaries were organized in a narrative form utilizing direct quotes from the tape transcriptions. As was described by Earls (1979) and Brumbaugh (1987), specific quotations were included in each of the narratives to provide the reader with "the personal perspective of the participant and to convey feelings that might have been lost through paraphrasing" (Brumbaugh, 1987, p. 98). Pseudonyms were used for each of the four participants in an effort to protect their identity. Specific identifying references, such as names of people, schools, and towns, were omitted.

Step 3

As a validity check and out of respect for the participants, each specialist was given a copy of her interview summary narrative and asked to respond to its accuracy, fairness, and relevance (Kushner & Norris, 1981) in describing her meaning-perceptions. This process was based upon the assumption that each participant owns the facts of her own life and, therefore, should have a say in how those facts are reported (Kushner & Norris).

The first part of the third interview was spent clarifying, refining, and "negotiating" (Kushner & Norris, 1981) the specialist's meaning-perceptions. Negotiating, according to Kushner and Norris, involves a collaboration between the two individuals involved, in this case the specialist and the interviewer.

During the second portion of the interview, the participants were given the opportunity to update any information that had changed since the first two interviews. The participants were also asked to reflect upon their participation in the study.

At the conclusion of the interview, postinterview notes were made. The audio tapes were studied and select portions of the tapes transcribed. The summary narrative was then revised and put into final form.

Step 4

In the concluding step, inductive analysis (Guba & Lincoln, 1981; Lincoln & Guba, 1985) and the constant comparative method (Glaser & Strauss, 1967; Lincoln & Guba, 1985) were employed and the data or stories were interpreted collectively rather than individually. Insight

gained into the meaning-perceptions of the specialists was shared. The insight shared can best be described as emanating from a "constructed knowledge" mode (Belenky et al., 1986). From this perspective, integration of at least three "ways of knowing" influenced the insights gained into the nature of continued professional learning. The first way of knowing that influenced this study was what Belenky et al. described as "separate knowing," or "critical thinking." From this perspective, the meaning-perceptions of the four elementary school physical education specialists and the literature reviewed were critically compared to identify similarities and differences in relationships to each other.

In the second way of knowing, the author attempted to lose herself in the voices of the four specialists and in the written voices of the authors of the literature reviewed. This "connected" (Belenky et al., 1986) "way of knowing" can be described as moving inside the minds of the specialists and the authors as a means of trying to understand their views.

The last identified way of knowing utilized in the constructed knowledge mode was self-knowing. Belenky et al. (1986, p. 137-138) stated that this is accomplished by "searching for a core self that remains responsive to situation and context." As the data in this inquiry were analyzed and interpreted, the interviewer's voice became integrated with those of the specialists and those of the authors of the literature reviewed.

CHAPTER IV

JANE

Jane, a pleasant, single 27-year-old woman, elected to have her interviews conducted in the living room of her home, which was located next to a large church on a quiet street. While Jane was very cooperative from the beginning of the interviews and appeared to be comfortable with the idea of sharing her thoughts, she became more relaxed and at ease as the interviews progressed.

Undergraduate College Experience

After graduating from high school in 1975, Jane attended a small South Carolina college, where she majored in physical education with an emphasis on elementary physical education. She enjoyed her college experience because she liked being independent and having the challenge of making her own decisions. The most positive feature of her undergraduate program was the amount and the quality of support offered by the faculty. She said, "They had the confidence in you [in your abilities, abilities] that you never knew you had until you got there."

Jane mentioned that her undergraduate course work included classes in (a) elementary school physical education, (b) curriculum, (c) dance, (d) motor learning, and (e) special education. She could not remember having a favorite class, but did state that she particularly enjoyed her course work in special education and motor learning. In general, she preferred courses in which she was an active participant. It was not surprising, therefore, that Jane liked her one elementary school

physical education practicum and found her student teaching experience to be "positive" and "very pleasant." Jane believed that active participation courses were the most beneficial and wished she had had more opportunities of a similar nature.

In addition to having more field experiences and possibly additional movement education courses, Jane could think of only the following two areas in which she wished she had been better prepared as an undergraduate: adapted physical education and classroom management. As an undergraduate, Jane had not realized that she would be asked to work with special populations in a teaching position, and, having had only one special education course, she felt somewhat ill prepared.

She was also unprepared to deal with the severity of classroom discipline problems that she encountered in her second teaching position. Jane expressed some doubts, however, as to whether classroom management skills could be taught in an undergraduate program. She stated that learning how to deal with discipline problems was more likely "something you just learn through experience."

Career Choice

Deciding to be a teacher and deciding to teach physical education were a packaged deal for Jane. She did not remember a time when the two were ever separated in her mind.

Following in the footsteps of her mother, Jane elected to attend the same undergraduate college, chose to major in the same content area, physical education, and made the same career choice, teaching. Her mother taught only for a period of time before Jane "was even born," but her influence was still very evident in Jane's career decision.

Jane "always wanted to teach PE," but she did not decide to teach at the elementary school level until she was in college. Because she attended school in a system that did not have a formal elementary school physical education program, she was basically unaware of a teaching option at that level. When she entered college, therefore, she was considering a physical education teaching career at the junior high level. The decision to teach at the elementary school level came as the result of being influenced by several of her undergraduate professors. When asked what it was about those people that drew her to the elementary level, she said, "They were just so into it [elementary school physical education] ... it was just everything to them."

Outside influences brought Jane to elementary school physical education, but her love for elementary school children kept her there. Throughout the interviews, any time Jane spoke of children individually or as a group, her speech and manner became more animated. She believed that physical education had something to offer preadolescent children and that students of the elementary school age had a willingness and enthusiasm to accept it. Jane said,

I love kids. I really enjoy the children, and I think that it's important for them, as they're growing up, to get the skills that they need to be able to participate later on when they get into high school or college or whatever. I think, if they get the skills that they need at a younger age ... they're going to be more proficient when they get older.

Jane also explained why teaching at the junior and senior high school levels did not appeal to her. Many children at those levels were "apathetic" and "could care less" when it came to physical education. By contrast, elementary school children, according to Jane, think

physical education is "the thing" and "they love it!" She further described elementary school children in physical education in the following manner,

I think, they're just a lot more open-minded and are willing to try and do anything that they could possibly do when it comes to their body and moving and sports, or whatever. I think, at that age they're just ready to go and do.

Teaching Experience

At the time of her first two interviews, Jane was nearing the end of her sixth year of teaching elementary school physical education. During the six years, she had had two different teaching positions within her hometown school district.

First Physical Education Teaching Position. In general, Jane's attitude regarding her first teaching position was very positive. She felt fortunate to have been assigned to her first school. A primary factor contributing to this conclusion was her contact with a fellow physical education teacher who became her mentor. Jane explained,

I was kind of lucky. You know, when you first go out to teach, and you're kind of scared and skeptical, and you don't know what in the whole world's going to happen--- But there was a guy that was teaching with me.... He kind of helped me along that first year of teaching. He helped me to see the ropes.

In addition to having another physical educator's help, Jane was impressed by the amount of parental support in the school and by the good working relationship she had with each of the two principals who were assigned at different times to the school.

Another reason that Jane liked her first teaching position was that she enjoyed getting to know some of the students in an unusual way. The school guidance counselor was a good friend and frequently when the

students were unable to locate the counselor, they would find her. Jane found this type of contact with the children to be especially rewarding.

The lack of facilities for her physical education classes was the only negative aspect that Jane identified. As a result of this lack of facilities, her classes were required to meet outside or in the regular classroom when the weather was inclement.

In addition to teaching responsibilities, Jane had bus and car duty in her school and coached a junior varsity basketball team at the local high school. The bus and car duty was not an automatic assignment for her as the physical education teacher, but she "took that over" because her principal asked her.

Jane's initial interest in coaching had been partially motivated by an effort to "stay in athletics." While attending high school, Jane had played on two athletic teams, tennis and basketball. She felt that her participation in college athletics was prevented, however, both by a lack of personal talent and by knee surgery during her high school senior year. Jane explained that in college she had remained in athletics by becoming an athletic trainer. In her first full-time position, she discovered that the same desire to stay close to athletics was not great enough to maintain her interest in being a high school junior varsity basketball coach.

Jane's first teaching position lasted for three years. At the end of that time she lost her job due to a cut-back in the local budget. There had been a "reduction in force" in the school system and the number of physical education teachers was reduced. Since Jane was the

"lowest person on the totem pole," her contract was terminated. She said, "I didn't know what I was going to do."

Second Physical Education Teaching Position. At the end of that summer, however, Jane took a substitute teaching position in the same school district in which she had worked the previous year. Her job was to fill in for a regular classroom teacher who was on maternity leave. Jane thus found herself in the role of a first grade classroom teacher for a period of two months. When the regular classroom teacher returned and Jane's temporary position ended, she was rehired luckily to fill in for the physical education teacher who was also taking maternity leave. The teacher did not return full-time, so Jane kept her position and still remains there as the elementary school physical education specialist.

Jane's second teaching position was in the same school district as her first, but she did face some changes. For example, instead of teaching in the same school five days a week as she had in her first position, Jane was assigned to work in two schools each week.

In the same school where Jane had been a substitute teacher, she was assigned to teach four days a week providing a complete physical education program to approximately 500 children in grades 1 through 6. Out of the 500, Jane taught an adapted physical education class to 16 children described as "profoundly mentally handicapped." On the fifth day, Jane was assigned to a different school where she taught swimming to approximately 150 children in grades 4 through 6.

The four-days-a-week school was described as an "open classroom situation" in which the classes met in "pods." In terms of physical

education facilities, Jane was more fortunate than she had been in her previous position. She described the facilities by saying, "I have a gym, so it's real nice, and all kind of facilities."

The one-day-a-week school in which Jane taught swimming was one of the three newer schools in the district with swimming instruction facilities. She described her swimming instructional area as "a 30-foot-long, 5-foot-wide trough."

Jane thought that the first year of her second teaching position was a "real adjustment" because the "kids were so different" from those at her previous school. The children she taught in her second position came from a "different side of the street" from those in her first position. She explained,

The children there are very apathetic, they just don't care. Their attitude is terrible. I mean, I'd just as soon have one bite me than look at me, you know, some of them. They're just a whole different type of child.

Jane found that the differences in the children created problems for her in the classroom. Many of the children were disruptive and some just did not want to do what she asked of them as part of her instructional program. During this adjustment period to her second position, Jane frequently asked herself, "What do I do with this child?" She explained, "I just didn't know ... I was pulling my hair out." She continued,

The first year that I taught, I was in a good school and a good situation with a good principal. If I would have taught at _____ [name of second teaching position base school omitted] my first year--- if that would have been my first year--- I probably wouldn't still be doing it [teaching] today.

In addition to the children being different and coming from a "different side of the street," Jane also stated that the parental support in her second teaching position was not as great as in her first position.

Jane believed that with time she had learned to handle the earlier adjustment problems "pretty well." One experience in particular, however, seemed to have bridged the gap that she felt at the beginning between the students and her. At Christmas time she had helped the music teacher with the Christmas play and by working with the children in a different setting she improved her relationship with them.

During the three years Jane worked in her second physical education teaching position, her base school principal remained the same. Her nonteaching responsibilities included having early morning duty once a week and being "the head of the committee for teachers" who met twice a month.

Teaching Objective

The major objective for Jane's physical education program was for the children to be exposed to the different experiences in different areas with a goal toward the children becoming "more skilled ... better movers, more efficient movers." Jane stated that due to the limited contact time with the children (one day a week) her goal was spread out over the elementary school years. In the first grade students were exposed to skills at a very low level, but as they progressed through the grade levels the difficulty and complexity of the skills increased. Jane stated that by the sixth grade students should be able to use the skills introduced in the first grade in a "more proficient way."

When asked if she included a physical fitness emphasis in her program, Jane said she tried to instill in the children the importance of an active lifestyle, but due to time restraints she was unable to focus on fitness. She explained,

I think I'm more skilled oriented than I am fitness oriented. I mean, what can you do in 40 minutes once a week? Maybe that's a bad attitude to have, but you do what you can do ... [and] you can only do so much.

Perceptions of Physical Education

Jane perceived the purpose of physical education to be skill-related, but she felt strongly that few children, parents, teachers, and school administrators believed likewise. According to Jane, most individuals see no clear distinction between the purposes of recreation programs, youth sports, and physical education. Jane, however, saw the focus of most nonschool movement-related programs for children to be more greatly associated with play and the whole image of game than on skill. She felt the lack of understanding of the purpose of physical education has been demonstrated by the lack of value that schools place on the physical education program.

Jane believed that many of her co-workers perceived physical education as "a play time," or a time for the children to "be active" and "let their energy out." In her first teaching position, she did not feel that most of the classroom teachers were concerned with the physical education of the children. Instead, the concern of the teachers was that they receive the release time granted them while the students were with the specialist. This lack of interest in physical education also was reflected in how the teachers approached the four

days of physical education for which they were responsible. They would let the children go outside and "run and play" rather than follow-up Jane's physical education class with appropriate lessons. When she first started teaching, this whole situation was very difficult for Jane to accept. She said,

As far as PE goes, it bothered me a lot that the teachers didn't see it [physical education] as being a class like, or subject like, anything else.... They couldn't have cared less what the children were doing in PE --- just the fact that they [the teachers] had their break time. And that surprised me and that bothered me.

Jane did feel that things had improved through the years. Many of the teachers in her current position still failed to understand physical education, but they did seem to appreciate her role in the school to a greater degree.

A possible higher frustration, however, was how the children perceived physical education. Jane said,

As much as I try to instill in them that physical education is a subject, something that's going to help them be better movers and something that's going to take them right on up through high school, college, the rest of their lives, I don't think they really see it that way. And it's not their fault, and it's not my fault, I think, it's society's fault all in itself.

According to Jane, the fact that society fails to see any difference in the purpose of physical education and nonschool movement-related activities is reflected in the expectations of the children whom she teaches. She expressed that children are "playing" sports at home and in organized programs with an emphasis on the "play" of the activity either for enjoyment or to promote the "image of the game." So when the children come to her physical education classes, Jane said, "All they

want to do, is play." She explained that "it's hard for them to understand" that they are in physical education to learn.

Four other examples were given of how schools demonstrated the lack of value placed on physical education. The first was the limited amount of specialist contact time with the children. The "educators at the top," according to Jane, placed physical education at the "bottom of the totem pole." She believed if administrators thought physical education was "important enough, then they would make time for it, too." Jane felt strongly that the "lack of money" reason frequently given for not having a specialist work with the children five days a week was merely an excuse for the lack of value placed on physical education.

She spoke with passion when she gave a second example of how physical education was negatively perceived in the schools.

This bothers me real bad. Our district--- If they can't find a substitute [when the physical education teacher is absent], they just don't have PE. And that really bothers me. What if they couldn't find a substitute for the classroom teacher? You know, I feel like I'm just as important as they are, and that bothers me!

They do try to find a substitute, but then [even if they do find one] the substitute isn't really qualified in any way; it's just somebody to fill in. But I guess they do the best they can.

A sense of injustice was expressed by Jane as she related a third example. Upon returning to school after being sick, she found that no substitute had been hired during her absence, and that she was expected to make up her missed classes. She explained that she had to double-up classes (take two classes during the regularly scheduled time of one) and still had the sick day taken from her benefits record. She said,

It would have been fine with me if I'd made up those classrooms, but don't take my sick day [too]. Things like that bother me!

The fourth example dealt with the limited opportunity for physical education inservice and staff development experiences. This fact was true for Jane as the physical education specialist and for the classroom teachers who were responsible for 35 of the 75 minutes of state-required physical education instruction a week.

Inservice and Staff Development Experiences

In the school system in which Jane taught, formal inservice or staff development experience fell into two categories: (a) experiences planned for an individual school or for the entire school system and (b) experiences planned specifically for a particular subject or interest group. In general, the first category of experiences was more frequently workshops held in the individual schools rather than system-wide. While all teaching personnel attended these workshops to earn required yearly inservice hours needed for state recertification, the content of the workshop programs was designed to meet the needs of the majority, the regular classroom teachers. The inservice needs of the school specialists were seldom addressed. In Jane's case, even though the classroom teachers were required to teach physical education, there were no in-school physical education inservice programs. She said,

We have a certain many inservice hours that we have to meet ... but (laughs) how many of those are in physical education? I mean, I have to have a certain many in-service hours, but look what I'm doing? I'm doing math projects; I'm doing computers; I'm doing science. You know, what good is that to me? I mean - don't get me wrong, you understand what I'm saying - it's good for me and I'm learning something different and something new, but as far as my own profession ... I didn't get anything out of it.

Only one time in five years had Jane's school district sponsored a physical education inservice activity "big enough" to count for inservice credit. It was a system-wide meeting in which all the teachers, classroom and specialist, gathered at the local high school for a physical education workshop. The workshop was led by Jane's former major college professor and the physical education specialist with whom she had done her student teaching.

Jane said that she felt "somewhat cheated" because the administration planned school and system-wide inservice opportunities in other content areas on a regular basis but failed to do so for physical education. She believed that, while the administration was looking at physical education more positively than it had in the past, it would be a long time, if ever, before the administration saw physical education as "important enough" to be emphasized in terms of staff development.

The second category of staff development experiences was those organized for the elementary school physical education specialists by the physical education coordinator for the school system. Jane explained that the physical education teachers "meet once a month" to "get together and talk," "have make and take days," and "every now and then" listen to a speaker. Jane was disappointed that the content of the meetings, particularly when there was a speaker, did not count toward the required yearly inservice hours.

Two examples of activities during the monthly meetings were discussed during Jane's interviews. One example was a local teacher conducting a workshop on Laban's movement themes. Although she felt this type of experience was beneficial, Jane diplomatically explained

that she was already "...fortunate enough to be familiar with what she [the workshop leader] was talking about."

A second example of an activity during the monthly physical education meetings was the development of a "standards test." The concept of a standards test was offensive to Jane. She resented the fact that she was required to participate in the development of a test that she felt went against her physical education teaching philosophy. She explained that the specialists were "having to do it ... for the superintendent." She continued,

It really bothers me to be doing the standards test. The way I teach, it's what you can do; how you can do it to the best of your ability; but [on] the standards test you have to be able to do it [a specific skill] this [a specific] way.

Despite the fact that Jane's physical education inservice/staff development opportunities included activities with which she was familiar and of which she did not approve, she stated they were "pretty productive," and she reacted positively about the opportunity to meet with the other teachers. She concluded by pointing out that the real advantage of meeting monthly with other elementary physical education teachers was the fighting of isolation.

The Coordinator and the Freedom to Teach

With the exception of one topic, Jane's comments about the physical education coordinator for the school system were brief and limited to (a) how the coordinator helped to improve the administration's perceptions of physical education; (b) the role the coordinator had played in planning the monthly physical education specialists' meetings; and (c) how the coordinator observed and helped the physical education

specialists. Jane referred to the coordinator in more detail when she discussed the topic of freedom--freedom to teach what she wanted to teach and how she wanted to teach it. Jane explained that in her school system a teacher at the elementary level was required by the coordinator to teach utilizing the "movement approach." The coordinator would help a teacher learn the movement approach, but would not allow teaching from a traditional approach.

As an undergraduate, Jane had been taught the approach that the coordinator required and, therefore, felt the rule had worked to her advantage. Jane had mixed feelings about the rule, however. She liked the movement approach and was committed to it, but she felt that it was somewhat unfair to the others who had their own way of doing things. She had heard some of the teachers with traditional backgrounds complain about having to change their ways of teaching, but she said, "They do it and they do the best they can at it." When Jane was asked if she would continue to work in the system if the situation were reversed, she replied,

I think I could do it ... it would be easier for me to teach traditional type PE than for somebody who's been taught traditional to teach movement.... But, if I had to do it, I'd do it, but then I'd look elsewhere. I mean, if I could and if I wasn't stuck to that town or that city or that place.... Why should I have to do something that I don't feel comfortable doing? Why should I do something I don't want to do ... or don't believe in?

Generally, Jane felt that the coordinator had given her a lot of freedom in her teaching position, but she did have a personal taste of what it was like to have to teach something or in some way that she did not want to teach. The coordinator "insists" that all the teachers use

a specific "exercise record" for the first ten minutes of every class. Jane thought the record was good, but she resented being told that she had to use the record every day and disliked not having the freedom to choose an alternate way of presenting the fitness concepts.

Academic freedom was valued greatly by Jane and was not something she wished to lose. In teaching physical education, she believed she had more freedom than in most academic subjects or even other professions. In physical education an individual has an "unique" opportunity to be "creative" with both the content and the methodology.

Job Satisfaction and Dissatisfaction

Jane's feelings of job satisfaction centered around the children she taught. She enjoyed the feeling that she had contributed to their learning. She valued her relationships with the children; they felt comfortable talking with her "not just in PE or about PE, but just life itself." Pride was also taken in the fact that the children wanted to participate in her planned movement-oriented extra-curricular activities, such as Jump Rope for Heart. Most of all, however, Jane enjoyed contributing to the children's feelings of success. She was touched by their joy when their skills improved or when they were successful at a movement task.

Two other factors were discussed that were of lesser importance, but associated with Jane's job satisfaction. While she described herself as "open to change," Jane liked the fact that upon graduation from college that she had been able to return to her hometown to teach and had been able to remain there. She said,

I'm happy here. This was my home, and family and friends and whoever are here. If the situation came up where I didn't have a job here, I don't know what I'll do. I don't know if I'd go on and look somewhere else or not.

Jane also liked the amount of vacation time she had as a teacher. She stated that "working nine months and off three" had "something to do with" her ability to "keep going."

When asked what about her job was dissatisfying, Jane identified only one aspect: the amount and types of discipline problems in the schools. She believed that teachers had to "put up with a lot." Regret was expressed about the time and the energy wasted in dealing with discipline problems. Jane said, "I feel like if I could just teach and not have to worry about their behavior then I would accomplish so much more."

Jane identified discipline problems as the only dissatisfying aspect of her job, but in her interviews she discussed other factors that seemed to affect her job satisfaction negatively. The two factors mentioned were isolation and monotony.

According to Jane, it was important that individuals sharing a like interest in physical education have an opportunity to meet together. She explained,

I think that it's very important that you do have people that you can talk with and learn from and [with whom you can] exchange ideas. I think that's very important.

Yet, in Jane's situation, she complained of being somewhat isolated. At an earlier point in her teaching career, there had been another elementary school physical education teacher in the same system with whom Jane frequently shared ideas and concerns. The other teacher,

however, had left the area to attend graduate school. The loss of this colleague created a void in Jane's professional life. She commented,

When she left it was bad for me because we could relate to each other and talk about things and the situations. Now there's really nobody.

Jane was also bothered by the fact that she felt less creative in her job now than she had in earlier years. She expressed a need to do the "same things different ways," and a need to do "different things." She blamed the monotony of her teaching environment for these feelings. She said,

I enjoy teaching, but I just feel like I'm just teaching. Do you know what I mean? I don't feel like I'm doing anything creative or doing anything new right now. I feel like I'm doing the same thing that I've been doing.... After doing it for six years ... it's kind of old.... When you've done it for so long and you're teaching the same skills, it just gets old.

She concluded by saying, "I feel like I'm locked in, and I don't like it."

Career Goals

Upon graduation from college, Jane's immediate career goal was to find a full-time elementary school physical education teaching position. She indicated that at that point she did not think much beyond that goal. At the time of the first two interviews, Jane still had no long range career goals, but she had considered her options. She said,

Sometimes I say I want to go back and get my master's [in physical education], and then I say I don't want to get my masters in PE because I can't see myself teaching PE the rest of my life. You know, when I'm 40 and 50, I know I could, but I just can't see myself doing that.

When asked what she thought she would like to be doing when she was 40 or 50 Jane said,

I don't know. I have no idea. If I went back tomorrow to get my master's, it would be in guidance and counseling on the elementary level or in a juvenile delinquent place, or something.... I enjoy the children, and I like trying to understand what they're feeling, and what they're going through.

Jane was then asked why she stayed in physical education now if later she felt she would make a career change. She said,

I enjoy it. I really do enjoy it. I enjoy the kids.... I feel like that what I do, they get a lot out of.... I enjoy the children, and I feel like that I can contribute to their learning.

Additional Course Work and Professional Activities

In discussing her formal education, Jane explained that after her college graduation she had not "pursued it any further." Since completion of her bachelor's degree, however, Jane has enrolled in a "couple of courses" from a college relatively near her hometown.

Jane stated that she was a member of a state and a national physical education organization: South Carolina American Alliance for Health, Physical Education, Recreation and Dance (SCAAHPERD) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). Her membership in the physical education associations, however, reflected an effort by Jane to "stay in touch" with the profession. She was also member of a state and national education association primarily because of the protection against legal liability that membership in the organizations provided.

As an undergraduate, Jane attended one national convention sponsored by AAHPERD. Since her graduation, she has attended occasionally the state physical education convention sponsored by SCAAHPERD. Jane commented that she "enjoyed" and had gotten "a lot out

of" these meetings. When describing the type of convention program that appealed to her, Jane said that she liked "the elementary things ... something that's going to help me out while I'm teaching." She also discussed the type of program format that she preferred.

I prefer ... when you're active, the practice kind of sessions. I like those. The theory kinds of things, they're good, you know, they really get you thinking about what you're doing and where you're going and things like that, and new ideas, but if I had to choose, I'd choose the practice type of sessions.

Summer Jobs

During most of her summer vacations between school years, Jane found temporary employment. Two summers she worked at a South Carolina beach. Her jobs included working as a waitress and at a day care center as a life guard. The summer prior to the first two interviews, Jane worked as the "aquatics coordinator" for the three city pools in her hometown.

Since all but one of her summer jobs involved working with children, Jane was asked if she felt being around children in the summer had any particularly positive or negative results on her teaching during the school year. She replied that it had no effect at all. She realized that many teachers would "get tired" of the children, but she said that she loved being around them and that they "kind of keep the life in you."

Jane thought that her summer jobs and her teaching job were very similar in content, yet her attitude toward the two was very different. With teaching swimming lessons in the summer, Jane said that she basically taught "all year around," but that in the summers she was "a

bit more relaxed." She explained that she could shed "that teacher image" and not have to be on her "P's and Q's all the time."

Self-Perceptions

When asked to describe herself as a teacher, Jane painted a verbal picture of a woman who was both confident and competent, but concerned that she might not be all she could be professionally. She said,

I think, I'm pretty good, you know, pretty good with the children. I try to see things their way a lot of times. I get along well with most of them. I do have a few that we have personality conflicts. I try to set a good image around school, and then out of school, too. I guess like a role model ... somebody they can look up to and feel like they can come talk to....

I try to teach what I've learned. And I like to read materials that will help keep me going as a professional. I know there's a lot more I probably could do, but in those ways, I think, you know, I'm pretty professional. I think what I do is important, and I think physical education is important. I don't think I'd be a professional at it if I just saw it as just something for them [the children] to do, or [if it was just] play time, or if I just threw a ball out there. But I do try to teach them the things that are important for them as they go through life.

As far as appearance and doing things professionally and setting a role model, or whatever, I think, I do real well; but as far as sitting down and really thinking about things and how I'm going to do things, or what I could do to be creative, (pause) I'll be honest with you, I don't sit down and take the time [that] I probably should.

Jane described a conflict or internal battle that she was fighting. In some ways she felt that her teaching position provided her an opportunity to grow, to learn, and to develop professionally. She explained,

I think that in every day teaching you grow and learn because of the situations that come up. When you're giving the children a task or a problem, or whatever, it [the children's responses] might trigger a thought in your head. You say 'Well, golly,' here's this child doing this, and then you may have to stop and look at what you've said, or what they've

done and put the two together. So, I think that [in that] way I'm growing and learning all the time.

Yet, several times during the interviews, Jane expressed that she felt "kind of stagnant right now." She was concerned about this feeling not just for herself, but also for its potential impact on the students that she taught.

Central to the conflict between Jane's feelings of growth and feelings of stagnation seemed to be the issue of contentment. Jane explained that when she left college and got her first job that she felt "set" for the rest of her life and "content." She also used the word "content" to describe the majority of her feelings about her present teaching position. Her increasing concern, however, about not wanting to become stagnant had forced her to begin dealing with the issue of contentment and its importance in her life. She said,

I'm really torn right now on what I want to do. And it's easy for me just to say, 'I'm content,' doing what I'm doing, but, yet, I know I have more in me than just to sit still.

Continued Professional Learning

Definitions. Jane defined continued professional learning broadly. She said that it meant "continuing on with your profession," by "going back to school, going to inservice workshops, learning from day-to-day experiences, and reading magazines to keep up with what's going on in your profession." She suggested that there might be a subtle difference between continued professional learning and continued professional development. She explained the difference in the following manner:

Maybe the learning part would be going back to school, etc., etc., and the development part could be you developing as you teach, as you go along in your teaching.

Some distinction in definition was seen between personal learning and professional learning. Jane said that professional learning dealt specifically with "what you're teaching and what you're doing professionally." Personal learning, according to Jane, was what you "learn about yourself," for example, the development of traits such as "patience" and "understanding." She believed that personal learning and professional learning greatly influenced each other.

Jane also used the terms inservice education and staff development interchangeably. She acknowledged that some people saw a distinction between the two, but emphasized the fact that she did not.

Preservice Education. When asked if during her preservice education any thing was done that now influenced her perceptions or commitment to continued professional learning, Jane answered, "No, not really." She explained that very little had been said or done in her undergraduate program to imply that there was a need for continued professional learning.

In many ways, the support that Jane had felt from the undergraduate faculty regarding her abilities had translated in her mind to mean that when she graduated from college that she would be finished as far as her education was concerned. When Jane actually did graduate and moved into her first teaching position, she said that she "wasn't even concerned" about continuing to learn. In fact, she felt that as long as she was doing the job that she was supposed to do there was no need for professional growth. The belief that she was finished with her education continued through the years until Jane recognized that something was missing in her professional life. Not until that point

did she begin to actually feel a need for continued professional learning.

Suggestions. Jane described the type of inservice experiences that would be the most beneficial in her present position. She said,

I think, there're two things that would be most beneficial. One is application type things ... something that I can see and take back to my classroom and do. The second type thing is I would like to have more insight into motor learning things. You know, Johnny's having trouble jumping; what can I do to help him be a more efficient jumper.

The type of physical education course that Jane would like to take from a university would be focused on the application of the research. She would like to see someone take the main disciplines of physical education--such as motor learning, motor development, and exercise physiology--and translate the principles found in each into workable information that could be used in the classroom to help teach children.

Jane would like to have the class structured so that the students are active participants. This participation should also at times, include an opportunity for the students to share the role of teacher.

The idea of university personnel possibly coming to her school was appealing to Jane. She would like to have more suggestions on how to help specific children with motor problems. In addition, Jane expressed a desire to have someone from the university come into her classroom and select specific content from one of the content areas (games, dance, or gymnastics) and then demonstrate how to present that material. She believed that this direct contact between the university and the school would be very helpful.

Motivation. According to Jane, some teachers are alive and enthusiastic professionally, while others are stagnant because of their "self-motivation" and the amount of environmental support available to them. While she identified both of these factors, she felt that the difference was more internal than external. She explained that to stay alive professionally a teacher had to have both "personal satisfaction" in and a professional "commitment" to the position. Jane believed that if a teacher had (a) the internal portion under control, (b) had a good relationship with the students, (c) kept in contact with people in the profession, and (d) read professional journals, that stagnation would be less likely to occur.

The idea that motivation initially comes from within a person and then is influenced by external factors was found in Jane's comments on how continued professional learning was fostered and nurtured. Jane acknowledged, however, that personally her actions were "contradicting" what she thought she believed. She explained that she was currently not feeling self-motivated at all and that she needed some "outside" motivation to spark her interest in continued professional learning.

When Jane was asked if her school system had a responsibility to help provide her with that spark, she answered that she thought that was her "own responsibility," not that of the school system. She did state, however, that she thought the idea of taking on that responsibility was behind the practice of school districts that offered inservice and incentive programs to their employees.

Final Interview

As a result of the final interview two minor corrections were made to Jane's narrative and several clarifying statements were added. Jane expressed the feeling that the write-up was accurate and well reflected her beliefs at the time of the first two interviews.

Update. Jane was also given the opportunity to provide update information regarding the two year period of time between the second and third interviews. The following statements summarize the changes that she identified:

1. Jane's students had begun to embrace the idea that physical education was an instructional period. She had been at her current school "long enough now" that most of the students had experienced only her type of elementary school physical education program and, therefore, the students were now more accepting.

2. For the 1985-1986 school year only, there was an increase in the amount of inservice programs for the physical education specialists and the classroom teachers. Jane and another physical education teacher provided the leadership for these workshops as a part of their participation in the state "Teacher Incentive Program" (TIP).

The "TIP" program provided experienced teachers with an opportunity to earn a \$3,000 bonus based upon merit. Jane explained that to earn the bonus a teacher had to: (a) receive a superior rating from his/her principal, (b) earn "so many professional points," (c) earn "so many inservice points," and (d) show documented significant improvement in student performance scores on the "standards test." Due to lack of documentation, Jane was unable to show student improvement in the 1985-

1986 school year and was therefore unable to earn the bonus. During the 1986-1987 school year, however, Jane recorded student pretest and posttest scores on the standards test and was able to document significant student improvement and received the bonus.

3. Jane believed that she was now less isolated professionally than she had been at the time of the first two interviews. The teacher with whom she had worked in the "TIP" program had helped to take the place of the colleague that had left the school system prior to the earlier interviews. The new specialist had a similar philosophic orientation to elementary school physical education, and Jane enjoyed having someone to talk with regarding professional matters.

4. As to summer jobs, Jane now believed that working with children year round was less positive than she had felt earlier. She explained that this was particularly true due to the fact that she not only worked with children year round, but that they were the same children.

5. The major change that Jane identified was in the area of career goals. At the time of the third interview, she was in the process of completing the next to last course required to receive her guidance and counseling master's degree. Jane explained that her degree would be completed in December, 1987, and that her plans were to leave physical education and work as an elementary school guidance counselor for the 1987-1988 school year. Jane explained her desire for a career change in the following manner:

I feel like I'm going somewhere if I move into a guidance position - there is open road ahead, but if I stay in physical education that's all there is. So ---, I guess, I feel like I'm bettering myself. Not putting down physical

education, because I love it and I believe in what I do, but I feel like going into guidance is a step forward for me.

Jane believed that a degree in guidance and counseling offered her a "broader area to get into." She emphasized that if she decided that she wanted to get out of education that she had more options with a degree in guidance than she would have had staying in physical education. She continued,

I'm glad I started out where I did and that I've come to where I am now. I don't regret not starting out in guidance. I think because being in p.e., it's like an insight into everything else. Because in p.e. you sit back and watch the teachers and you watch the administration. You don't have some of the pressures and the paper work that everybody else has. So, you sit back and watch it.... In physical education you see the children in a whole different way than classroom teachers and not only that, the children see you in a whole different way. They really relate to you. So, I have no regrets about going into p.e. first and then going into guidance.

Concluding Thoughts. When Jane was asked if her participation in the study had, in any way, influenced her professionally, she answered by saying that questions regarding her career goals had caused her to sit down and think about her future. Jane explained that just talking about it had helped to clear her head about what she wanted to do. This time to think, along with strong encouragement from her boyfriend, family, and friends, resulted in Jane's decision to change careers.

According to Jane, there was nothing that the physical education profession could have done to prevent her from leaving the field. She said that she was "just not an into it type physical education person." Jane described this type of person to be someone who "really wanted to be there" and "really wanted their life to be about physical education."

She gave as an example her undergraduate college professors, whom she described as "die-hard dedicated physical educators."

Jane believed that if she did not want to be an "into it" college professor that there was no future in continuing to make physical education her career. She expressed frequently that she "just needed more" than what she currently experienced as an elementary school physical education teacher. Jane did not, however, blame the physical education profession for her lack of satisfaction. In fact, she was very careful to explain that most of the people in physical education with whom she had attended college were "still in p.e." and that she did not believe that they would ever change careers. Jane stated that these individuals were just content.

Due to the voice tone used in making the "just content" statement, along with the somewhat negative feelings expressed on the topic in the earlier interviews, Jane was asked if contentment was bad. She laughed and said, "some people say it is, some say it's not. I've got a friend who says if you're content that you might as well be dead." Jane explained that she did not believe that contentment had to mean stagnation. She did express, however, that as a teacher "you can very easily get yourself into that position" by not looking to the future. She said,

I'm content teaching p.e., I mean, I love my job and I enjoy it. I'm content, but then I want more. I think it's good to be content as long as you have other goals and you try to reach those goals.... I think it's good to be content and still be able to move ahead, or go somewhere and not take your job for granted, or not take people for granted, or whatever your content about. But you need to keep that insight to move ahead.

Ultimately, this became the issue for Jane. She knew that she could be content teaching elementary school physical education, but she also believed that she had about reached the point where she had no goals to set and she could no longer move ahead. At this point, therefore, she chose to pursue a different direction.

In closing, Jane recommended that all teachers take time to "look within themselves" to be sure that they are doing "what they want to do" and that their life is what they "want it to be". If their jobs do not make them "happy," then, Jane suggested they needed to "change it." She also said that they should "go for it" if, after "looking within themselves," they discover that they are doing what they should be doing. Jane believed that this self-examination process was essential if a teacher wished to stay alive professionally.

CHAPTER V

GINNIE

The 37-year-old Ginnie is an articulate, petite woman with a ready laugh. Her first interview was held in the researcher's apartment in Greensboro, North Carolina. The second of Ginnie's interviews took place in the living room of her comfortable home in a town in the state of Virginia.

Ginnie explained that she had grown up in a small town in Massachusetts and had entertained herself as a child by playing with two very athletic brothers and the rest of the boys in her neighborhood. She characterized herself as a tomboy who really liked athletics. During her high school years Ginnie had participated actively in sports. Out of school she played on a church league basketball team, and in school she enjoyed sports "whether it was intramurals or just in phys. ed. classes." She stated that during her high school days that there had been very few opportunities for women in "sports, per se."

Ginnie's past active lifestyle went beyond her participation in team sports. She had been a cheerleader and a member of her high school drill team. During her senior year, she was also honored with the physical education award for women.

Ginnie first became interested in teaching physical education during her high school years. She explained that her interest in physical education had been partly due to her high school physical education teacher. She said the teacher had been kind of a role model

and she had admired her. The respect Ginnie had for her teacher and her love for physical activity were the primary factors in her decision to seek a career in physical education.

Undergraduate Experience

Following a 1965 high school graduation, Ginnie entered a community college located about a 45-minute drive from her hometown. Due to her "own shyness" she had not been a "top student" in high school; therefore, upon graduation she had not been able to enter a four-year college. Because Ginnie wanted to teach physical education she seriously pursued the college degree program at the community college and made plans to move to a four-year college. There was no physical education department at the community college, so Ginnie chose to major in a related field, recreation.

Attending the community college turned out to be a "good experience" because it was during that period of time that Ginnie developed "a lot of self-confidence." While at the community college, her goal was to get into physical education at a university; therefore, she worked "really hard" at her studies and made "A's in everything."

After a year, Ginnie transferred to a large university in the state and was pleased to have the opportunity to major in physical education. She took the regular subjects such as math and English, and the typical physical education major courses: anatomy, physiology, and kinesiology. She could not remember any particular course that she had liked more than any other, but she had been really interested in the child development and the elementary school physical education courses. She explained that she had gone "a few extra lengths to really delve into

some of that information." The only course she could remember disliking in her undergraduate program was statistics.

As an undergraduate, Ginnie did not participate in any competitive sports. During her last two years, however, she did find a great deal of satisfaction from her participation in "NIADS," a University synchronized swimming group.

Overall, Ginnie enjoyed college, but she said that those years "were not the happiest years" of her life. She explained,

I enjoyed it, but I was a transfer student. It was a very large college, so I never really felt that I was a part of any one group. I had a lot of different friends of different ages within the school, but I don't think that I would be called one of the typical college students who had a ball. I think I was going through a lot of emotional growing-up type things that were on my mind and tended to need my attention more than participating in a college setting. I was there to get my degree and to study, and I had to work out a whole lot of things for myself as far as ... leaving home. I was tied to the [apron] strings of my mother and was not an independent person at all. And so, this was a very difficult time in my life.

Ginnie found it hard to remember details about her undergraduate experience. She did remember, however, that she had had very few opportunities for field experiences. There had been a lab school right on campus, but only in her elementary school physical education teaching course had she been able to have a few lessons with the children. The teacher for this course had arranged for Ginnie to conduct an after-school gymnastics program in the lab school, but Ginnie thought that she had worked there on her own because she wanted to work and not because it was a part of a course.

Very little was said by Ginnie about her student teaching experience. Even though she had been in a K-12 certification program,

she had not been given the option to student teach at the elementary level. In fact, when she asked if she could teach at the elementary level, she was informed that it would not be possible. Her high school student teaching experience was basically uneventful, but Ginnie felt even "way back then," that "something" was telling her that she should be teaching at a different level.

As an undergraduate, Ginnie remembered attending two or three national physical education conventions, but she could not remember her impressions of the conventions. She said that at least on one occasion she had been a participant in a convention program conducted by one of her university instructors.

When asked if she thought that there was anything missing or lacking in her undergraduate course work, Ginnie identified two areas. First, she said she wished there had been an opportunity to take more elementary school physical education courses, particularly in "movement." It was as an undergraduate that Ginnie was first exposed to the Movement Approach to physical education. Her exposure was limited to her elementary school physical education methods course under an American instructor and an educational gymnastics course from a woman teacher from England.

The other missing content area identified was music education. Ginnie expressed a need for a "basic music course," a course designed for someone with little or no background in music. She believed it would have been very helpful to have had a course designed for individuals wishing to teach dance by utilizing the Movement Approach.

Ginnie stated that as a result of her undergraduate experience that she had felt prepared to teach. She had thought she could teach "the skills and things like that of the different sports" and had also thought she could manage or control the children in an appropriate manner.

First Teaching Position

After her college graduation in January, 1970, Ginnie accepted a half-year position teaching high school physical education and coaching girl's gymnastics and softball. Ginnie described the school setting as "great," but stated that once she started teaching and coaching she became very dissatisfied. She discussed three aspects of the position that had frustrated her. First, she found the students to be very apathetic. They just "didn't want to be there" and Ginnie spend a good bit of her time having to "chase them around."

Second, she did not feel accepted as a part of the school faculty. Her acceptance was greatly hindered by the fact that she had replaced a woman who had been very close to the faculty and who, as a coach, had been very good in gymnastics.

The third aspect of her job that frustrated Ginnie was the lack of academic freedom. She said,

I was told exactly what to teach, what had to be taught, and I don't think I liked that. The program was there, and it had been there like this for a trillion years, because these same people had been there. And I think my coming in, you know, I was just to fit the groove and go along with what was going on. And I didn't like that aspect of it.

By the end of the school year, Ginnie had been so frustrated by the whole experience that she was ready to quit teaching. She said the high

school athletic director, however, convinced her to apply to elementary schools and to try it there. The decision to give teaching another try was not an easy one. In fact, Ginnie said the athletic director had "really pushed" her into the decision. This was the first time she gave teaching at the elementary level serious consideration. This was particularly interesting because Ginnie's previous work experiences had primarily involved contact with young children. She gave as examples some of her summer jobs: lifeguard, camp counselor, and baby sitter. For Ginnie becoming a high school physical education teacher and coach was more the result of choosing an occupation than the selection of an age group with which she wished to work. Prior to college, she had never really known that physical education teachers "taught elementary." This was true in spite of the fact that Ginnie could remember "some man" who came to the elementary school she attended and "played games" with the children. Ginnie said college had provided her with an introduction to elementary school physical education and that an interest in working at that level must have "snuck out" as she made the decision to give the teaching profession a second chance.

Second Teaching Position

Ginnie acted upon her decision and accepted an elementary school physical education position in a very small Massachusetts town. She described the school setting as "the typical New England scene" with a "church on every corner." Ginnie had worked with a male teacher and the two of them had covered three schools. In contrast to her first position, she enjoyed her second teaching position and really liked teaching at the elementary level.

At that level, Ginnie no longer had to coach and was not assigned any other duties in addition to her teaching. She did, however, volunteer to conduct a gymnastics program after school. In the beginning stages of the program, Ginnie started out by herself with approximately 20 children, but by the time she left the school, she had several high school students coming down to help her with the 100 children who were coming every day.

The type of physical education program conducted in her school was characterized by Ginnie as "creative." She gave the following two examples: "I taught soccer in a creative way" and "I made up little stories for them [the children] to move to." Ginnie had worked on specific skills, but had not perceived helping children to become more skillful as the primary responsibility of an elementary school physical education teacher. She had believed that the primary purpose of elementary school physical education was for the children to have fun. Ginnie enjoyed teaching at the elementary level, but after two years she began to question the purpose of her program. She decided that she "really wanted to teach movement," but she was not really sure why. Ginnie "jotted down everything" her available books had to say, but still did not find what she wanted or needed. Ginnie also tried to get help from workshops. She said,

I knew it was movement [the Movement Approach] that I wanted and I had been to workshops, but every time I went to a workshop it was lesson number one all over again. So that didn't help me.

Because of a strong need to be more "effective" and to "feel happy" about what she was doing, Ginnie sought help from her undergraduate

instructor in elementary school physical education methods. Her former teacher sent her a flyer about a program at a college in England. The program content was on "studying movement" and it was to last for four or five weeks. Ginnie remembered thinking about the program in England and saying, "Well, this is where it all started, and if I'm going to learn what it is, that's where I have to go." Near the end of her third year of her second teaching position, Ginnie abandoned her normal pattern of behavior and "hopped on a plane" by herself and was off to England. Ginnie was surprised by her own decision to travel by herself; she was not a very independent person.

The England Experience. Ginnie described her trip to England as a "terrific experience" and "one of the highlights" of her life. It was interesting to take classes and to "go out to Laban's schools and the [other] schools in England to see movement being taught first hand." Ginnie stated passionately that the experience had been very helpful and good for her in many ways. The trip was a personal growth experience, an opportunity for Ginnie to be on her own and deal with people as an individual. She also enjoyed the chance to talk with people from different parts of the world about the physical education profession.

While Ginnie was in England, she received a letter from her former teacher of elementary school physical education methods notifying her that one of the larger school systems in Massachusetts "wanted somebody in movement" and was offering Ginnie a teaching position for the following year. Ginnie stated that the offer put her "in a turmoil," but she ultimately returned to her former school.

Ginnie began her fourth year at the school and "tried out" what she had learned in England. Having given it a try, Ginnie discovered that she still did not feel comfortable with the Approach. She said, "I went back [to the former school] for a year and tried some things and still didn't feel that I understood it [the Movement Approach] well enough to be doing it the way I wanted to be doing it."

Graduate School

As a result of these ideas, Ginnie went back to her undergraduate university and talked with the chairman of the Physical Education Department. The chairman suggested that Ginnie should consider going back to school and recommended two universities. Following the suggestion, Ginnie made application to one of the two recommended universities. She knew nothing about the programs of either school; therefore, she based her decision between the two schools upon their geographic location and length of their application forms. She said she did not know why, but as interested as she was in movement, she had not known anything about the people at either university. She stated,

I just hadn't read into any of the material, I guess, and that whole aspect of it just wasn't with me then. I didn't search out any materials like that. I searched out people and programs and conferences and things like that, but not the reading.

Ginnie was accepted by the university that she had chosen. She stated,

That started my next experience in life that I will never forget. It was just fantastic.... It did turn out to be a very good experience for me. It was the first time that I had ever been made to think or to really learn, in my opinion, in all the school years that I've had. Because other times I just felt that it was read the book and memorize and come back. At _____ [name of university

omitted] I was just so stimulated. I'd go home from a night course and I couldn't sleep. My mind was just going, ten million --- It was the BEST educational experience I'd ever had.

When Ginnie entered graduate school she had not been seeking a master's degree. She said, "I was coming for movement; to learn how to teach it and that was it." Ginnie later decided if she was going to take all of the course work, then she might as well also take the comprehensive exams and write a thesis in order to complete the master's degree program. After two years, Ginnie left graduate school, thesis data in hand, to accept her third teaching position.

Third Teaching Position

Ginnie first heard about her third teaching position when representatives of a Virginia school system visited the graduate school Ginnie attended to seek "people in movement" to teach elementary school physical education. After talking with the representatives, Ginnie later went to Virginia for a formal interview and to see the teaching situation first hand. During the interview, she visited two elementary schools. One of the two schools was a "newer school," and it had "all the whittle equipment." Ginnie stated that she was excited to see the equipment and believed that the presence of the expensive equipment was an indication that the system was committed to the Movement Approach.

Ginnie accepted a teaching position at the newer school. She explained that her first year was very difficult. In addition to finishing her thesis work, Ginnie was faced with a complex teaching situation. The previous elementary school physical education teacher in the school had taught by utilizing a traditional approach and had taken

as many as 50 children at one time in order to give the classroom teachers smaller groups. Ginnie was determined to implement what she had learned in graduate school so she pushed for the right number of students and classes. Ginnie described that first year in the following manner:

Needless to say, I had 30 teachers or so upset with me. I'm very fortunate that the principal didn't just say, 'That's it - forget it kid,' but she let me go on and see what I could do with the program. We worked it out. That first year I had ten classes a day, which is way too many to really teach the program. I hadn't realized when I came in, but it was also annexation year. So we had children in the hallways and in the closets; it was a difficult year for the teachers; and then to have me come in and start with 'my fanfare' of this is how it's going to be --- but we worked through it. They finally agreed to give me the same number of children they had in a class. I would take one class at a time. I had to have ten classes to fit everybody in the way they wanted them to fit in. So, we went along like this for that first year. By halfway through the year, I think that they accepted me more and I was on better terms with them. The children were also beginning to accept the program. It took almost a full year to get it going. I had sixth graders at that time, also who had nothing but traditional, which was rather difficult.

Giving three reasons, Ginnie explained that the second year at the Virginia school went much more smoothly. The first reason was everything had been "set" the year before, so all that had to be done the second year was to "just take off." The second reason was the classroom teachers began to realize that Ginnie was doing something "important." The final reason was that the school population decreased and with a smaller number of students, everyone had a lighter teaching load.

At the time of the first and second interviews, Ginnie had been teaching at the Virginia elementary school for nine years. Between the second and ninth years, the school enrollment and her teaching load had

continued to gradually decrease. Her ninth-year teaching schedule included eight classes a day with each class period lasting 30 minutes. She saw each class on a rotating basis. The rotation meant Ginnie worked with each class either one or two times a week depending on the rotation week schedule.

When asked if during her third position she had been assigned any other duties or responsibilities, or if she had any other paid jobs in addition to teaching, Ginnie answered, "No." During her first year at the Virginia elementary school she was assigned afternoon bus duty, but after that first year she was not assigned any other responsibilities beyond teaching. Ginnie also stated that earlier in her career, during her first elementary school physical education teaching position, she taught women's exercise classes in the evenings at the recreation department. Now, however, due to her approach to teaching elementary school physical education and her class schedule, Ginnie believed she no longer had the energy to hold down an additional job besides her teaching position. She said, "I have eight classes a day, which, when you're teaching the Movement Approach, I think, is a pretty grueling schedule."

The way in which Ginnie viewed the role of the elementary school physical education teacher had changed greatly through her 13 years of teaching. As stated previously, in the early years she believed her role as teacher was to plan creative activities for the students with her primary focus directed toward the children having fun. At the time of the first two interviews, Ginnie related her more current views. She explained that her role was to set the atmosphere for learning, to

design learning experiences to help the children develop their motor skills, to observe the children, and to be aware of their needs in relation to developing the physical education content. Ginnie listed four goals for the children in her physical education program: (a) to become more effective and efficient movers, (b) to be more versatile in their movement, (c) to really enjoy moving, and (d) to gain a working knowledge of themselves as movers.

Job Satisfaction and Dissatisfaction

Ginnie firmly stated that the most satisfying aspect of being an elementary school physical education teacher was the children. She said the happy smile on a child's face and the children's eagerness to participate in movement were often enough to "make the day." In physical education, more so than in any other subject area, children "feel freer" and are able to do something "they really like: the moving." During a lesson, Ginnie experienced great enjoyment and excitement from watching children accomplish a movement task on which they had been working very hard. The quality of the movement did not have to be so "terrific" that you would want to "put it on TV," but just a "super movement" for the child's ability level. Ginnie concluded by saying, "I feel very good and excited when I know that I've had a lesson that has really worked."

Academic freedom was also described as a positive feature of her job. Ginnie said,

_____ [name of school system omitted] is a terrific school system and I'm allowed to do what I want to do, which I feel very fortunate to be able to do. Not a lot of pressure is put on me as it is on the other classroom teachers.

Ginnie found it difficult to identify factors that were dissatisfying about her role as an elementary school physical education teacher. Sometimes she would get concerned when negative behavior by the children prevented a class from "going well." She also related that at one point she was required to do physical fitness testing and that the requirement had "disgruntled" her "a little bit." Ginnie explained that her objection referred to the structure of the testing situation. The only other dissatisfying aspects that Ginnie related had to do with how physical education was perceived in general and how those perceptions influenced her status in the school.

Perceptions of Physical Education

Teaching physical education was perceived by Ginnie to have the same status or value as teaching any other content area. She believed the study of physical education makes a unique contribution to the school curriculum. Ginnie started, "It's your body; I just feel very strongly that you should learn to understand it, how it moves, how it works, and to feel the joy in movement." She was quick, however, to point out that she realized that many people failed to see physical education as an important content area.

According to Ginnie, the "thrust on the three R's" in the education field has been greatly responsible for the lack of importance placed on physical education in the schools. Specifically, Ginnie cited an example from her third teaching position. The "back to basics" emphasis in education had changed the goals of the school system in which she worked. At the time she was hired, elementary school physical education had been an administrative priority. The administration had wanted

specialists in movement education. She said, "The goal was to get ... movement education teachers in that system and develop a program."

Somewhat sadly she continued,

I don't think physical education is a priority with them anymore. Education is being pushed and pushed to the point of just the basics, the basics, the basics. They [the administration] don't want to hear about anything else.

With this lack of emphasis came a lack of status for the physical education teachers. Ginnie discussed the fact that a new career ladder program had been introduced in the school system, yet physical education teachers were not being initially included in the "master teacher" program. She said, "We're supposed to be equal teachers, but we're not if they're [the administration] not dealing with us on the same level as the classroom teachers - which they are not."

Ginnie discussed how she thought she and her physical education program were perceived in her particular school. When she was asked if she thought that her school community shared her beliefs in the value of physical education, she said, "I think so." She explained, for example, the principal had made it clear to all the classroom teachers in her school that children were to go to physical education. She said that she thought this action reflected the fact the principal recognized physical education as important. In the past, the classroom teachers had used having a child miss physical education as a punishment for classroom problems. Ginnie added that the principal's action could possibly be an effort to conform to the state law rather than to demonstrate any real support for physical education, but she thought the principal genuinely believed in her program.

In addition, Ginnie commented on how physical education was perceived by the classroom teachers in her school. She said,

I think that the staff feels that what I'm doing is important. I don't know that they feel that it's as important as what they're doing. Probably not, but I think they see some merit to what I'm doing over traditional or some of the other programs that they've had.

With time, Ginnie earned the respect of her fellow teachers. She cited examples of positive comments made by the classroom teachers about her program. Most of the comments reflected the classroom teachers' surprise at the level of skill Ginnie was able to pull from the children and how hard she worked at teaching. Ginnie felt a great deal of pride in her relationship with the classroom teachers. Some concern was expressed, however, that the changing emphasis in the system toward the basics was beginning to influence how she and physical education were perceived in her school. She said,

I think they [classroom teachers] appreciate what I'm doing and I think they like my program. But sometimes, I do get the feeling, which I haven't had in the past very often, but just recently, and I might be wrong; it's just some feeling that's coming to me more and more - that I am an extra. I am part of the program and they usually involve me in everything, but I just sometimes get the feeling that while this push is on all this other stuff ... they think, 'Hey, you're just a phys. ed. teacher and you're just an extra-curricular type thing.... We need you here because it's state law, but ---"

Ginnie referred to only one other group, parents, when she discussed the perceptions of the school community regarding physical education. First, she indicated the parents were supportive of her program, but added, "I guess supportive - I haven't really heard anything negative."

Professional Activities

Since completing her master's work, Ginnie has taken several courses for teacher certification renewal, but only two courses were described as worthwhile or beneficial. One course was in "AV type work" and the other was a "health course." Ginnie expressed frustration over having to take the non-beneficial courses. The courses were very different from her graduate work because they turned her "off again to education." The courses had been like her undergraduate work because she "went right back to memorizing and spitting out" what she had memorized. Laughing, but somewhat seriously, Ginnie stated that she had decided that the school she had attended for her graduate work was the "only place for true learning and knowledge."

Ginnie was a member of AAHPERD and received publications from the organization, but did not get involved beyond that point. She stated that she was "not involved on the state level at all."

In the early years, Ginnie had attended a lot of workshops, but after graduate school she became somewhat more selective. She explained that she would only attend workshop sessions on curriculum or elementary school physical education that reflected the Movement Approach she was taught in graduate school. Ginnie acknowledged that this perspective was somewhat narrow-minded, but she believed that workshops that were not planned from this perspective offered her very little. Ginnie explained that she had similar convictions about professional conference programs.

I think this goes back again to my narrow mindedness and my seeing with blinders on, but to me if I went to those sessions, there's nothing they can offer me anyhow. In fact,

I think I would get upset and frustrated if I attended meetings where they were blowing this [physical fitness, New Games, traditional programs] all out, and, to me, I was doing the most important thing in physical education that there could possibly be. So why should I sit and listen to them?

Ginnie said, "There's something inside of me that when somebody else is there saying what they're doing I just hit the ceiling." The reasons for these feelings were difficult for Ginnie to explain. She thought maybe jealousy was a part of the feelings, not jealousy of the other person's program, but jealousy because that person's program was being acknowledged and her program was not.

Ginnie made it clear that her views were beginning to change somewhat. She explained that hearing some of her graduate school teachers speak about the issue of being more aware of what was happening in the profession had made her a bit more open to attending conference sessions that did not necessarily match her beliefs.

Inservice, Staff Development, and Supervisors

During the school year, Ginnie's school had several opportunities for inservice training. She explained that the special inservice activities were normally of a general nature, and each year the topic primarily addressed the popular theme of the time such as, "children from broken homes" and "down time in the class room." On other occasions, her principal would concentrate on teacher behaviors he believed were important for an effective teacher--for example, telling the children the objectives for the day before beginning a lesson.

In general, Ginnie expressed a positive attitude regarding her participation in the inservice experiences. She said,

This is one way that I do feel a part of the school.... Even though I know that some of the things are very specific to the classroom, math or reading or something like this, and some days I say, 'Why do I have to sit here?' But I'm glad that I do, because it helps me to understand what the teachers are going through and what the children are going through.

Ginnie did, however, express regret over the lack of inservice opportunities for the physical education people. She said that when she first began working in the system, there had been quite a few workshops for the "movement people." She explained that several had been conducted by a nationally recognized movement educator and others had been conducted by local people such as herself. In the last few years, the administrative focus had changed and the change had "just kind of left" the physical education teachers "out there" with little professional contact with each other.

Despite the change in focus, the administration still made statements to the public that the school system taught "movement education" in its elementary schools. Yet, Ginnie believed that the administration did little to support these statements. She thought a strong physical education supervisor was needed to screen individuals hired to teach elementary school physical education. She said, "They're not hiring people that are going to teach what they say they want to be taught." The elementary physical education specialists have two superordinates. These two administrators are in charge of the cultural arts area of the curriculum. One of the individuals is an art teacher and the other is an elementary supervisor. Neither of the administrators has a physical education background.

In the year before the first and second interviews the physical education specialists did not have any meetings. Ginnie stated,

This year we are having some meetings, but the meetings --- The way I feel about it is - the meetings are to meet their [the supervisors'] objectives. We all have objectives. Their objectives are to have so many meetings. And we go downtown and we sit and smile at each other and we leave. And they're [the meetings] not worthwhile.

Ginnie placed some of the blame for the lack of professional contact on herself as well as the other specialists in the system. She explained,

There's no reason why we couldn't call meetings and get together and discuss what we're doing.... I'm not sure why we don't get together and I'm not sure that maybe others do get together, kind of on a friendly basis. We're always very nice to each other when we see each other, you know, 'How are things going,' and this kind of thing. But what they're doing is totally different from mine, you know. They'll talk about, 'Well, we're doing juggling today.' I'm not saying their programs are bad. Because I think they do work. For a while I didn't and I don't really know, because I've never been out in the other schools. I think some of them roll the ball out, but I really feel that some of them have a legitimate program going on. To me, it's not as worthwhile as what I'm trying to do, because well, it's more traditional, but at least they have a program as such. So, I don't know. They might get together more often because what they do is similar. There's another girl there from _____ [name of Ginnie's graduate school omitted] in movement. We don't get together. I don't know why we don't, but we [laughs] don't. I think once you're out there, you get so busy going ten million different directions --- I just haven't---

According to Ginnie, the administration wanted to do "the best" for the the teachers in the system. They were "very accommodating" when she wished to be gone from school to make a presentation or to attend professional conferences. The school system would also pay for teachers to take three college or university credits each semester.

Ginnie as Teacher

When asked to describe herself as a teacher, Ginnie made the following statements:

I try to be professional with the children and the rest of the staff. I take it seriously - being a teacher; it is an important job working with the children. I feel that what I'm doing with them in movement is worthwhile for them; therefore, it has some worth for myself to be doing the job.

My job as a teacher is one of the most important parts of my life, so I do want to a good job at it. I feel that with the knowledge that I have right now, I'm doing well with it. I know that I can do better and I want to do better; but I feel that where I am now I'm doing a good job.

Ginnie believed that being a professional was "an attitude and a way of approaching a job situation." She felt very strongly that teaching is a profession. She said,

I think that education is a very important part of anybody's life, and, therefore, teachers have one of the most difficult jobs that there can be.

According to Ginnie, teachers have the responsibility for helping children to learn and to find direction in their lives. She also explained that with the extension of the school day the relationships formed in schools almost create "another family" for children. Teachers become key agents in the "molding and developing of a child's life." Ginnie believed that teaching is an important profession because of the tremendous responsibility given teachers.

Career Goals

Thinking back to her earlier career goals, Ginnie said, "I think that I'm where I always wanted to be." She did not think that she would "ever want to do anything different," particularly if doing something different would mean totally leaving the elementary school. Ginnie

liked "teaching movement" and "enjoyed working with the children." She continued,

I'm happy doing what I'm doing and I feel that I'm doing well at it. I feel that it's worthwhile - so, I'll continue to do it.

Ginnie would like, however, to have more contact with college students. She explained that she had worked with the local colleges in a limited capacity, but she believed that the potential was present for those relationships to be expanded. On one occasion, Ginnie had done a slide presentation for a class at one of the colleges. She believed that the slide show had been beneficial for the college students; and it had provided her with an opportunity to "get away from the little ones for a while and to respond to movement on a little different level for a different group of people." In the past, Ginnie had also worked with student teachers from the colleges, and frequently college students observed her physical education classes. Ginnie liked this contact with the college students, but she was frustrated by several factors. Opportunities such as presenting her slide show were infrequent. At times, student teachers had been placed in her school without any effort by the colleges to be sure that Ginnie's program matched the philosophy of the course work that the students had taken. This type of situation created difficulties for both Ginnie and the student teachers. Finally, Ginnie was very frustrated by the fact that, while college students often observed her classes she had very little opportunity to talk with them either before or after their observations. She expressed concern that the students might not understand what was happening during her lesson and leave with an inaccurate impression of her program. Ginnie

would like to work more directly with the instructors in the elementary school physical education courses. She believed that a possible team approach would be beneficial to both the college students and to herself.

Continued Professional Learning

Definitions. At the completion of the first interview, Ginnie was informed that during the second interview she would be given the opportunity to talk specifically about continued professional learning. As a result, Ginnie had reflected on the topic, and at the time of her second interview she had a written definition for what she called "continued professional growth." She said,

I decided that professional growth or continued professional growth is the involvement in any experience that furthers your knowledge and your ability to deal with or work in your area of interest.

Ginnie further explained her definition by saying,

Sometimes you get the feeling that it's just going back to school. I think that's what I had in mind all the time or for a long time, that that's professional growth - I have to go back to school. I think that just talking with you [the researcher] some and having to think about this has given me a little different outlook upon it. Actually, there are lots of different experiences that we have that can be labeled as professional growth, because it helps you in what you're doing.

Staff development was defined as "similar to professional growth, but not exactly the same." According to Ginnie, in staff development the administration sets up or offers special activities to "help teachers within their system develop professionally." In her school system the administration offered two types of staff development, inservice experiences and courses for recertification.

Ginnie explained that she did not believe that the primary purpose of staff development was to motivate teachers to develop professionally. Instead, she thought the purpose was to present "certain educational issues that are important." These "situations or concerns of education" were introduced in staff development sessions so teachers could study and begin to think about how the issues affected their actual teaching situations.

Self Perceptions. When discussing the reasons some teachers stay alive and enthusiastic while others become stagnant and stale, Ginnie stated that many teachers fall into a "rut or a routine of doing the same thing or following the same schedule over and over." She also said that, in general, children, parents, and society fail to respect teachers. She believed these factors ultimately could be contributing factors to teacher burn-out.

When asked if she perceived herself as a person who was continuing to grow, to learn, and to develop professionally, Ginnie expressed mixed feelings. She said, "I think I am, but not to the extent that I would like to be."

Throughout Ginnie's teaching career she had intuitively known when she needed "more" professionally. In the past she would reach a point where she felt she was in a "rut, and on the verge of complacency." At those points, Ginnie would seek out whatever change she believed was needed to make her more "alive," professionally.

At the time of her first two interviews, Ginnie felt more confident and competent than in previous years. For a long time, teaching physical education was Ginnie's "reason for being." She stated that it

was hard to explain, but in the past, she would feel somewhat guilty if she was not thinking about or doing something related to physical education. At the time of the interviews, teaching physical education was still very important to Ginnie, but she felt her life had "broadened out more." An attempt to find "other interests" had provided Ginnie with an opportunity to grow as an individual. Ginnie believed her personal growth had only helped her professionally.

With maturity and experience Ginnie had become content with her life as a whole.

I'm rather content where I am. I think that it's helpful for a while. I've spent so many years where I was on the edge of things struggling and struggling. It's nice to be content for a while, but not to feel like I'm not growing. At times, I feel that way and I get worried. It bothers me, but I think I'm coming to understand myself a little better, to know that if it bothers me too much I'll do something about it.

The one facet of Ginnie's professional life that seemed to concern her was that she felt as if she was "pulling in." In her early teaching years she had tried very hard to sell everyone on the Movement Approach for teaching elementary school physical education that she used in her program, but now she was no longer "on the band-wagon." She explained her more current feelings,

I just feel like, more and more, I'm just closing in in that little room, doing my thing and people don't know about it. And I'm not going anywhere to let people know about it. I don't know why. I guess, to stop the struggle of trying to help people understand it [the Movement Approach] when they really don't understand it.

Ginnie added that although she seemed to be pulling in in terms of going out and trying to sell her program, she thought she was still open to opportunities. She gave as an example the fact that two students

from a local college had dropped by to observe her classes and she had found herself ready to "start in gung ho all over again." She qualified her response, however, by adding that she did not share with the students as much information about the Movement Approach as she would have in the past. Basically, she now only told students that she would be available to answer any of their questions and that she would be happy to try to help them understand what she was doing if they would like.

Colleges and Universities. According to Ginnie, colleges and universities should help graduates to have a "happy balance" between feeling confident in their abilities and understanding that there is a need for continued professional learning. The college she attended as an undergraduate did little to "get the point across" that professionals need to continue to grow once they are in the field. Ginnie said that it might be helpful if undergraduate programs would show students "different ways that people can reach out for more professional growth." She also believed it was important to help students "understand that when you first begin that you will need, probably, more help in doing what you're doing."

Ginnie expressed an interest in going back to the graduate school she attended as a master's student to work full-time on a specialist's degree. She explained the factors that seemed to prevent her from making this decision,

If I leave my program at school, I might be able to work it out so I could get back in my school, but there's no promise. And I'm not going to have everything I've worked for in nine years down the drain while some traditional teacher, or any teacher with a different philosophy, comes in and stirs them

up all over again. I can't leave my house unless I rent it and find somebody to rent it too. And it's darned expensive being an out-of-state student. So you put all that together and you think about the amount of money to put into education and some of the other things I'd like to do in my life, and sometimes it's a difficult decision.

Although Ginnie thought she might enjoy trying summer school, the actual decision to attend was a difficult one. Each year she checked the summer school course offerings, but generally had found very little offered in her interest area. She indicated, however, that even when the university did offer something in which she was interested that she never seemed to be able to "drag" herself away from her other summer activities.

Ginnie enjoys her summer vacations as a break from the children. Each summer Ginnie closes up her house and travels. She tries to spend time with her parents and visits friends all over New England. She also likes to visit new places like Nova Scotia or Europe. As a result, it was very difficult for her to commit herself to going back to summer school. She said, "Summer only comes once a year; you know, it's a long ways around."

Ginnie identified one other problem associated with going back to school. She said, "There's always the fear ... can I handle it?" Ginnie expressed concern over the number of years in which she had been out of school. This fear somewhat surprised her considering the positive experience she had had as a master's student, but it was a reality she had to face if she chose to continue her formal education.

Suggestions. Ginnie offered some suggestions for colleges and universities if they were interested in helping her, or teachers like

her, to grow as a professional. One suggestion was that someone at the university, possibly a graduate student, could create a list of current articles, new books, and unpublished studies that were selected on the basis of the potential of the materials to help teachers with their teaching skills or with the physical education content. Ginnie explained that she was often unaware of the new literature related to her teaching position, and it would be helpful if she could get the sources of information from the university.

Having experienced frustration over attending workshops that have been presented from a different theoretical perspective than her own, Ginnie was sensitive to the fact that other physical education teachers might experience similar reactions if workshops were presented from a perspective similar to her own. She therefore suggested that, when university personnel conduct general workshops in a school system, they design the content to meet the diverse philosophical orientations of the teachers. Ginnie believed this was best accomplished by selecting content of a more generic nature that could help all of the teachers. She suggested topics such as classroom management or the application of specific research areas to teaching, for example, motor development.

In discussing workshops, she thought it might be helpful sometimes to have workshops that were designed and presented as an "awareness type thing" to expose teachers to the "new ideas that are happening in physical education." She thought this type of program might make teachers deal with issues and decide how the issues impacted their programs.

The third suggestion was the one that Ginnie felt would be the most helpful. She would very much like to see someone from the university, "a master teacher," assigned to a school system to work on an individual basis with the different teachers in the system. She believed this type of relationship offered the greatest potential for helping teachers to grow. Ginnie called this type of opportunity "on-the-spot training."

Personally, Ginnie thought a master teacher coming into her school would be very beneficial. She would like to have someone come in and "set up situations with the children" that would demonstrate how to take students to a "more advanced level of movement."

Ginnie also made a fourth suggestion on the type of course she thought colleges and universities should have in their graduate programs. She was very clear that she did not believe that graduate courses should have students follow a pattern of "go through the book, memorize, and feed back." She felt teachers of graduate courses should acknowledge that their students already have a knowledge base and the course work should take them beyond the point where they began. She said,

I'd like it to be a truly learning experience where the material is given, you know where to find it, do some reading, come back and talk about it and then apply what you're reading and the knowledge that you're using.

The last suggestion Ginnie made was about research in the schools. She thought she would enjoy working on a research project, but she had no desire to design and to implement a project on her own. She suggested that if a university person wished to work in a team relationship on a research project she would be interested. Ginnie

perceived this type of experience as an opportunity to grow professionally.

The Responsibility of the School System. Ginnie believed a teacher had the right to expect the school system he or she worked in to provide opportunities for professional development. She said, "like any job" the employer should be concerned with "keeping up the quality." According to Ginnie, if a school system wanted teachers of the highest quality the administrators must accept some of the responsibility beyond hiring good people. The administration should provide opportunities for the teachers to "further their development." Ginnie stated, "They'll have better teachers if they're interested in helping them grow professionally."

Ginnie also thought education was "their [the administration's] concern." As an educational organization, she believed, a school system should be "concerned about the educating of their faculty and staff."

She wished school systems provided teachers with the opportunity to take a year off from their positions to go back to school, and have the option of returning to their same position at the end of the year. She recommended that all teachers have the option after five years of employment.

Motivation. Ginnie believed continued professional learning begins with a teacher who is committed to being the best teacher that he or she can be. She explained, however, that for many teachers this commitment is not enough to foster continued professional learning. She discussed the fact that teachers are frequently both isolated and lulled into professional complacency.

According to Ginnie, "There's not enough mingling among faculties of other schools." She said, "Things need to be stirred up some to get everyone going." Ginnie explained that without outside contact schools and faculties become like "stale air after a while." She suggested that teachers need to get out and have contact with other people.

Ginnie also believed that the monotony of a repeating schedule and the rhythms of the teaching routine are partly to blame. She continued,

Sometimes, I don't know, you get settled and you get too comfortable. Things are going so smoothly; you know you're on tenure; you know that everybody likes what you're doing. Everything's going okay, so you just kind of relax a little bit.

As a result of both the isolation and the monotony, Ginnie believed that most teachers need some level of external motivation in order to fight complacency. From a personal standpoint, she explained that she needed somebody to help "stimulate" her and to get her "moving in the right direction."

Final Interview

The first part of Ginnie's third interview was spent reviewing the purpose for the study and the rationale for the style in which the narrative had been written. Ginnie obviously had read and studied the write-up thoroughly. Her comments were reflective of her commitment to the accuracy, clarity, and relevancy of the write-up. Several statements were corrected and one deleted to represent more accurately the events in Ginnie's past and her interpretation of the events. Clarifying statements were added in several places to give the reader a clearer understanding of the information provided. Upon Ginnie's

request, one statement was deleted from the write-up due to its sensitive nature and its limited importance to the topic of the study.

Update

Ginnie was asked to provide a brief descriptive update of any significant events that had occurred in the almost three years since her first two interviews. During that period Ginnie had hit a point where she considered getting out of the teaching profession. She explained,

Things had been getting a lot worse as far as my not being happy at the school with anything and I found myself getting more and more depressed. I wasn't happy about anything. I was getting where I didn't even enjoy the children. If there had been anything else that I thought I was interested in or I could do, I probably would have quit.

Ginnie shared that these feelings were primarily the result of her personal reaction to an incident in her school where a child's parents had threatened a lawsuit. She stated that it bothered her a great deal that the teaching profession had reached a point where teachers had to live with this reality. She explained that this realization temporarily influenced how she perceived her position and negatively affected her ability to perform her job in her normal manner. Ginnie dealt with these feelings by separating herself from the problems in her school and focusing on personal growth. As a result of this strategy, she believed that she was now more positive about herself and more loving and caring toward the children. Consequently, Ginnie believed that her professional life also improved. She said,

I feel better about my teaching. My teaching seems to flow a lot easier now. I feel a little more creative when I start trying to make-up learning experiences. I'm happier right now in my teaching and probably in everything than I was then.

This more positive attitude toward her teaching position was creating a desire for greater professional growth. Ginnie said,

I guess I'm just taking the blinders off a little bit and reaching out more to any opportunity I can find that might be profitable for me to try to experience. I just feel if I'm going to stay in movement I need to get myself going.... I need to start something to get me interested and to keep me doing what I'm doing.

The following examples were given by Ginnie to share her attempts at "reaching out" and to cite her participation in activities she considered related to continued professional learning:

1. A school system committee formed to "look at physical education at all levels" within the system, hosted a nationally recognized movement educator as a speaker to the group. Even though Ginnie was not on the committee she made arrangements to hear him speak. Ginnie was interested in "hearing what he had to say because he taught movement differently" than she did. Ginnie acknowledged that this interest was a departure from her past pattern of behavior. She explained that in the past her "blinders" would have prevented her from making an effort to hear someone speaking from a different approach than her own. After hearing the speaker and talking with him briefly, Ginnie concluded that they held similar philosophies, yet would conduct their classes differently.

2. Ginnie had been told that there was "a college in New York" that did "a lot with Laban's work in dance." Believing that dance was an area in which she would like to improve her teaching skills, Ginnie wrote the college to gain information about the possibility of attending a week-long summer workshop the college "supposably offered." The

college responded to her letter by sending her a copy of their dance program. Ginnie said that since she was not interested in their regular dance program she guessed the option of attending the summer workshop had "fizzled out."

3. Since the first two interviews, Ginned had taken two graduate courses. One of the courses, "set-up and paid for" by the school system in which Ginnie taught, was on physical education for the handicapped. Ginnie enjoyed the course, particularly because the instructor involved the students in a workshop she was doing for the city and surrounding communities. Ginnie found her part in the workshop to be "different and kind of interesting."

The second course Ginnie took was a summer course offered at the graduate school where Ginnie did her master's work. Ginnie found the course to be beneficial and stated that she returned home "very excited." As a result, she seriously considered going back to school full-time to work on the specialist degree. She went to the main office of the school system and talked with the administrator in charge of personnel. She said,

When I talked with him it was like I said earlier, he would not promise that I would get back in the same school.... The system just doesn't allow for it [taking a leave of absence] because you can't return to your same position and for me to not return to it I'd have to start all over again. And then there is the cost again and everything else. I really questioned myself at that point - I enjoyed that class in the summer, but I was just auditing it and if I went back full-time the pressure of that --- I don't know if I want to handle that kind of situation, but I was very excited and enthusiastic after that class.

4. The school system in which Ginnie worked was in the process of redividing the grades housed at the elementary school level. If the

plan is carried out during the 1988-1989 school year the elementary school in which Ginnie works will either house kindergarten through third grade or fourth through sixth grade children. Either way Ginnie's program will be greatly affected. She stated that the shift in grade levels will mean that a new group of children will be assigned to her school to replace those children moved to other schools. She said, "What this is going to do to my program is bring in a bunch of children who aren't into movement and have never had it mixed with the children who have." Ginnie thought it was ironic that she did not wish to leave her school to go back to graduate school because she did not want to deal with the possible resulting changes in the children. Yet, now she may have to face similar changes as a result of the reorganization of the school system.

5. The school to which Ginnie is assigned has made some significant changes in the time since her first two interviews. Within the school, the "units" and teachers assigned to different parts of the building were switched. A master schedule was created as a result and Ginnie's physical education schedule was significantly altered. She ended up having to teach more classes each day. She explained,

I had three days of nine classes. Before, I had gotten into a rut with my schedule and I knew that, but I did have time between classes. After the switch, I didn't anymore. I had Kindergarten followed straight after by fourth and fifth. There was no time between classes - they went straight through to lunch. Some days [I had] four [classes] in a row and other days, I had five in a row and I never had had that before, and it was unbelievable. So, what I had to say with my teaching was just, 'I'm going to survive.' In a way it was good for my teaching because I had to be clearer - work very specifically on a smaller portion of the content. But also it wasn't good in a way because I started to say, 'I can't move equipment so everybody has got to do the same

thing.' I had to struggle with that a little bit. I kind of went on the survival technique too much.

The second internal change in the school was the result of a major fire that destroyed a portion of the school building. Consequently, the fourth and fifth grades were moved into a vacant building that formerly housed a private school. Ginnie explained that she was sad that the school burned, but the resulting move had worked to her advantage. Her teaching schedule had to be altered to meet the needs of the two schools and resulted in an equally demanding, but somewhat better, schedule. For example, on Thursday mornings Ginnie now has Kindergarten classes all morning so she doesn't have to worry about changing equipment each class period for the different grade levels.

The former private school building has a full-sized gymnasium that is about twice the size of her multi-purpose room in the other school building. Ginnie has discovered that having a large facility is a tremendous advantage with the fourth and fifth grade children. She explained that the additional space has been "fantastic." She said that the children "can function better" in the gym and she has enjoyed planning learning experiences without having to restrict the activities because of the lack of space. She has also found that she enjoys traveling from one school to the other because it provides a break in her routine.

6. In an effort to give conventions another try, Ginnie attended the Southern District convention of AAHPERD. She said she was trying to "broaden" her perspectives somewhat, but felt her attendance at the convention did little to change her previous negative impressions. She

said, "It didn't do me any good. I just felt I went down again on conferences."

7. The career ladder system that Ginnie mentioned in her first two interviews was now in full operation. Physical educators have been allowed to participate in the program and Ginnie has moved to the first step of the ladder. As a result, she now receives an additional \$2,000 more above her regular pay scale. Ginnie explained that after you apply to the program you are observed repeatedly in your school by individuals identified in your school as "superior teachers." The staff development office may then approve your application the next year if the information on your application form and the results of your observations indicate that you meet the standards.

Ginnie explained that in her situation the "superior teachers" observed her teach seven times, some announced visits, but most unannounced. She indicated that the observers were looking for specific teacher behaviors, such as classroom management, and not curricular content. She said that in her case, the observers knew very little about movement.

The career ladder system had not been well accepted by the classroom teachers. A great deal of resentment had been expressed over the identification of "superior teachers" in the school. Ginnie said that most teachers found it "difficult to take criticism from an equal." It bothered Ginnie to see the other teachers so "upset" over the way the career ladder system worked.

8. Ginnie indicated that she had served on several committees since the first two interviews. She named the "staff development

council, the child study committee, and the social committee." She also stated that she had worked with some of the new teachers in the system to help them with their adjustments to the school system.

9. In the time period since the second interview, Ginnie indicated that the number of local college students observing in her classes had dropped. She thought the college from which most of the students came may have quit offering the elementary school physical education course. She also explained, however, that she had indicated to one of the instructors at the college who sent the most students to observe that she would prefer that the students "come fewer times and stay a shorter duration, rather than making it go on for months and months at a time." Ginnie said that she also indicated that she would rather the students not just "walk in" without making previous arrangements. She said, "I had really gotten to a point that I really didn't want them to come."

Ginnie did agree, however, to work with a student teacher from the same college. She indicated that initially she had been somewhat concerned because the student more than likely had been taught a different approach to elementary school physical education than she used in her classes. She continued,

It worked out all right. It was the first male student teacher I had ever had, but he was interested in the children so he was open to the Movement Approach.

10. Ginnie was excited by the potential to work with another local college. One instructor and three students from the college dance department visited one of her "movement" classes while she was working on dance. She said the college instructor and students stayed after the

class and "talked and talked." Ginnie later attended one of their dance concerts and talked with them again. The students indicated that they needed a place to do some teaching and Ginnie offered to let them come in and work with her children. She said,

This is the kind of thing I've always wanted to do, but it never gets off the ground anywhere. I didn't know these people over there in the dance department were interested in movement and Laban's content and all of this so, even if it's in dance they could come and work it like we did at _____ [name of graduate school omitted]. I could give them some small groups or I'll teach what they want me to teach and work it more like a center. I was excited about it, the instructor was excited about it, but I haven't heard from her. It's been a week, but they may be in the planning stages. I'm excited and that's more like professional growth. Of course, then I might not ever hear from them again, but if I do that would be exciting.

Ginnie concluded the update portion of the interview when she explained that by feeling better about herself and her teaching she was more satisfied to enjoy day-to-day experiences. She made it clear, however, that even though this meant she spent less energy "looking ahead" that she was still open to new directions. The arrival of Ginnie's 40th birthday and the experience of dealing with her brief period of professional dissatisfaction had made her really stop and think about her future. She knew she did not want to be doing exactly the same thing she was now doing for the rest of her career, but she also knew that she wanted to stay in something related to movement. The later portion of this decision was based upon her realization that she could not turn her back completely on her professional interest, education, training, and experience. She also realized, however, that this meant her options were limited. She said,

I feel like in movement I've narrowed myself down some. It's very, very difficult for me to use what I know anywhere else because it - this specific movement idea that I work with - really is narrow.

Ginnie expressed some frustration over this situation, but explained that she had made a conscious choice to enjoy now, to try to seek ways to grow professionally, and to still keep herself open to opportunities that might present themselves. She said,

I'm just trying to stay open to everything that's available. I think if something came up that I thought was exciting and interesting to do with movement I wouldn't mind switching my position and going into it.... I think I'm beginning to understand now that I would have to do it [make the change] if it looked good to me and it was something I really wanted ... but it would be difficult.

Concluding Thoughts

Ginnie was asked if she thought her participation in this research study had influenced her in any way. She concluded the third interview with the following answer:

If I hadn't been in the study I would probably have still done the same things that I have done the last few years as far as professional growth, but I think that at the point that you came to me I realized that I was in a rut. I don't think I did anything right away to change it, or maybe still haven't really, but I was starting to reach that point. I think being in the study helped me to look at myself a little closer and maybe go through more of a self-analysis in relation to my idea of professional growth and also to my feelings of getting in a rut. So I think it was good in that way for me. It was also a learning experience for me. I enjoyed just talking about everything with you.... I began to look at myself in relation to my profession. It was a learning experience for me in that the questions that you asked me were thought-provoking. I would sit and spend some time to think about them. I enjoyed that aspect of really having to think through some things. You don't have a whole lot of that once you get out of college.... Anyhow, those are the things that I thought about in regards to my participation in the study.

CHAPTER VI

JOYCE

Joyce, a relaxed, easy-going, 28-year-old woman with a strong southern accent and speech pattern, selected the researcher's home in Greensboro, North Carolina, as the site of her first two interviews. As Joyce talked about herself, she revealed that she was born in North Carolina, had remained in the state for all of her formal schooling, and now worked in a North Carolina town relatively close to her hometown.

For as long as Joyce could remember, she had been interested in sports. When she reached high school, she had been disappointed that there were not more opportunities in sports for girls. During that period of time, no girls' sport teams existed in her high school. The one sports-related organization that was available was the Girl's Athletic Association (G.A.A.). Joyce participated in a very active role as the president of the organization for a three-year period. She "loved that atmosphere" and enjoyed being the leader.

On a trip with the G.A.A. to a state university to participate in a "play day," Joyce became impressed with the university. As a result, she made the decision to attend that university for her college education. Joyce explained that the main feature about the university that had impressed her was the large wooden gymnasium floor. Laughing, Joyce stated that she knew it sounded "real strange" that she would base her college choice on the fact that the gymnasium had a wooden floor, but prior to that time she had never before seen a gymnasium with a

wooden floor, and this feature alone made a significant impression on her.

The University

Joyce applied to the university of her choice and was accepted. She enrolled following a 1974 high school graduation. Once in college, Joyce became active in athletics; she played on the university softball team and on many of the intramural sports teams. In addition to playing on the university team, she also played softball in a city recreation league and on "an industrial league team." When not playing softball or other sports, she managed the university volleyball team and officiated at intramural games.

Despite her contact with other sports, Joyce described playing softball as her college "priority." As an example of her dedication to the sport, she related that she changed her original college major in order to play. During high school, Joyce had worked "in a hospital in physical therapy." Because she enjoyed the work, she selected physical therapy as her original undergraduate major. The requirements of the major, however, prevented her from being able to finish the softball season; so after a year and a half as a physical therapy major, she changed her major to physical education teacher education. Even though Joyce changed her major, she never really wanted to be a teacher; she just wanted to play sports.

Changing her major to physical education, Joyce was required to take additional course work. By making the change in the second semester of her sophomore year, she had to take "twelve hours of activity classes plus the education courses" that she needed to "catch

up" with where she should have been at that point in the physical education program.

When Joyce was asked if she enjoyed being a college student, she replied,

Yea (laughed), I did. I guess the whole experience of college was new to me. If somebody comes to a college because they [the college] have a wooden floor, you know that it's not the academics involved. It's the thrill of something new, and that's what it was for me. And just the whole college life itself was --- that was something for me. It was entirely different from the way I was in high school and it's entirely different from the way I am now.

Joyce was not interested in a lot of the courses that she was required to take. When discussing the courses she liked and disliked, Joyce's statements reflected both how she had felt as a student and how much she had used the material from the courses in her teaching. For example, her physiology of exercise course was described as "interesting" and "applicable." Joyce explained,

I could take the things that we'd learned there and know when I was teaching, why I was teaching this certain thing, and what I was trying to get from it.

Kinesiology was named as her least favorite course because she never understood the reason for taking the subject. She stated,

I just couldn't see the point in it to begin with. We had a professor who always asked us a question, 'If a baby fell out of a window, how long would it take you to catch it?' Now, you know --- (laughs) how many times in your life are you going to have to catch a baby out of a window? It [the course] wasn't applicable to what we were doing and I thought it was a waste of time.

Joyce regretted not having had more instruction in "teaching methods." She believed that her twelve hours of required activity

courses could have been more beneficial if the instructors had spent more time "emphasizing methods."

Courses in "educational gymnastics and games" were described as "sort of an exposure to something we [the students] didn't know really a lot about." As a result, Joyce did not pay much "attention" to the courses because she had not realized how important they were. During the first interview, she explained she now realized the significance of the courses to her teaching of elementary school physical education and she wished that she had taken the courses more seriously as an undergraduate.

Prior to student teaching, Joyce had very little experience teaching children and she thought that was a problem. The only field experience she had with children was in a class in which she had worked with three children twice a week in an adaptive physical education program in one of the local schools.

Despite the fact she had the field experience in the adaptive program, Joyce believed that she was most definitely not prepared for teaching "TMH [trainable mentally handicapped] children." She stated, "When I had to teach TMH, it was a nightmare." Joyce thought she should have had more field experiences in general, but explained that it really hurt her not to have had more opportunity to teach special populations.

For Joyce, student teaching was an important point in her undergraduate program. She viewed student teaching as the best thing that happened to her as an undergraduate. It was during her student teaching experience that "everything sort of pulled together." She related,

That's where I knew after going through all those two and a half years of learning that I had picked up something. I didn't think that I had. I had stuck with it somehow and they [the faculty] had pushed ... and it had been worthwhile and I learned something --- more than what I thought I had.

It was during student teaching that Joyce made the transition from athlete to teacher. During that period of time, "everything else [like sports] stopped." Joyce remembered spending more time in the library and doing more research than she ever did with any of her other course work.

The decision to teach physical education at the elementary school level also came about as a result of student teaching. In the preliminary phases of the preparation for her student teaching experience, Joyce was asked at what level she wished to work. Her choice of the elementary school level was based upon the fact that the teachers at the university told her that the job openings were in elementary school physical education. She added that the newspapers at the time had also confirmed this information.

Joyce reaffirmed that she had never really worked with younger children, but she had thought she would have fewer problems working at the elementary school level than the secondary. She had observed in physical education classes at both the elementary and secondary levels and was impressed that at the elementary level the children were "moving and working all the time." She said, "I guess I saw then that I wanted to be in a situation where I could do some teaching."

The choice to do her student teaching at the elementary school level was never regretted. Joyce said,

My student teaching experience was such a positive experience for me that I knew I had found what I was going to do. The other kids [other student teachers] came in talking about secondary schools and how they weren't getting anything done; and I was teaching and I felt good about that.

Joyce was fascinated by the fact that she had learned as much in college as she had because she thought she had been into everything except her studies. In addition to a positive student teaching experience, she also scored well on the National Teachers Exam. Joyce credited her undergraduate faculty for helping her to learn in spite of her attitude. She stated,

I was proud that they had pushed as hard as they had. And I was ashamed that I hadn't worked harder.... It disappointed me after I got out and realized how crazy and stupid I'd been, but I learned something from them, somehow.

Teaching

In the spring of 1979, Joyce graduated from college and accepted a half-time elementary school physical education teaching position in one of the larger school systems in the state of North Carolina. After the first week of employment, her job was expanded to be a three-quarters time position.

On a three-quarters position schedule, Joyce worked four days a week. An interesting feature of the job was that on Monday mornings she traveled to different elementary schools to serve as a substitute for other physical education teachers so the teachers were then free to visit other schools to observe other physical education teachers teach. As a new teacher, this experience gave Joyce a "feel" for what the other elementary school physical education teachers in the system were doing in their physical education programs.

On Monday afternoons, Joyce taught three or four classes in one school. At her base school where she taught the remaining three days, Joyce maintained a hectic schedule. Her base school principal thought she already had a "heavy load" teaching 532 children in three days and did not require her to have bus or cafeteria duty, or any other responsibility outside of teaching.

During Joyce's third year in the school system, she was put on a full-time contract to teach two and one half days at her base school and the same amount of time in a second school. At the time of her first and second interviews, Joyce was teaching in the spring of her sixth year in the same city/county school system. During that time, Joyce had experienced a lot of changes. When she first started teaching, the school system had been participating in the "open school" concept of education, but there had been a transition to a more traditional approach. Joyce perceived another change as a shift in teacher vocabulary. She said the words used and the ways in which teachers talk to children have changed with the times.

Even the structure of the school years had changed since she began teaching in the school system. Originally the schools had been grouped into five grade levels, "K-4, 5-6, 7-8, 9-10, and 11 & 12." Following a "reorganization plan," the school system switched to an "elementary, middle school, and high school" system. The elementary schools now housed grades kindergarten through fifth; the middle schools combined sixth, seventh, and eighth grades; and the remaining four grades were considered high school.

Prior to the reorganization plan, Joyce taught in one "K-4" school and one "5-6" school, but since the implementation of the plan she now worked in two "K-5" schools. Joyce "definitely missed" teaching sixth grade students; she believed that "six graders have more of a personality" than the younger children. She continued,

They're not just bubbly; you have to deal with personality differences and individuals more. I miss them. They would come up and just could carry on a conversation that was better than, 'I like what you have on,' or 'Your hair looks pretty today,' or something like that, that the little kids say.

The reorganization of the schools resulted in Joyce's dropping a "real popular" after-school program that she had conducted in her 5-6 school. She explained that prior to reorganization that the fifth and sixth grade students had gotten out of school at 2:00 p.m. and two days a week she had let some of the children stay after school to play in "something like an intramural program." Under the new set-up, grades kindergarten through 5 got out at 3:00 p.m., and she was less willing to stay later with the younger children.

Considering the fact that she enjoyed working with the older children, Joyce was asked if she had any desire to work at the middle school level and she answered, "At this point, no." She explained that from what she understood about the middle school program, the schools had not "settled down" from the reorganization and "all" the teachers were doing in the physical education classes was "more or less, playing games and working on fitness kinds of things." Joyce was not interested in teaching in that kind of program because she was more interested in developing skill.

The Children

As a result of teaching in a large combined city/county school system, Joyce believed the teachers were faced with a student population representing a wide variety of student backgrounds, interest levels, and ability groupings. She talked about the students with whom she now worked and stated they were representative of all the children with whom she had worked. She said,

In the two schools that I teach in, the I.Q. level is averaging a hundred with the majority falling below a hundred. So far as their athletic ability goes, it's about average, I guess, and maybe in some cases above average; but so far as teachability goes and being able to understand what you are teaching --- [voice drops off and then pauses] sometimes it's hard. It makes it difficult. We have a lot of discipline problems.

The schools in which Joyce worked had a big problem with "stealing, vandalism, and that kind of thing." The students whom she taught and the situation in which she worked were quite different from the highly intelligent children with whom she worked in the private school where she had done her student teaching. This difference forced Joyce to look at teaching from a another perspective than she had as a student teacher. She said,

I had to completely change my whole outlook of how to approach things. I expected them to know more. I expected them to be able to develop their own learning environment. I didn't expect to have to develop it for them. Being able to be quiet, being able to come in and follow direction; I just expected them to be able to do that. I expected them to work the whole thirty minutes, and that was --- Oh, gosh, my first year was a rough year in regards to that.

Another difference that Joyce faced as she began teaching was that the children with whom she worked had had a previous teacher who taught from a different philosophical orientation than she had learned as an

undergraduate. She explained that much of her first year of teaching was spent breaking through the old patterns.

Program Goal and Complications

The goal of Joyce's program was for the children she taught to "gain skill." She explained,

I teach skill development. I don't teach a lot of the little funny games, and you know, this [that] kind of thing. It's an experiment with the kids to start with to see where they are, and then each year build on where they are and what they're doing at a particular level. I think you have to develop some observation skills for each child. I think you have to see each child and you have to see where they are. You have to monitor what they're doing, what kind of equipment they're choosing. You have to get the parents involved, where they are. You have to provide enough experiences that the children can be successful in something.

The difficulty of seeing each class only one time a week was also discussed. In a one-day-a-week elementary school physical education program, the teacher has to make curriculum decisions about the content to be covered. She stated,

In our situation it's difficult being one time a week. You can't really have progression in a particular skill for development. So it's really an every other year type thing that I've done. I've just taken, say, for instance, striking skill, and taught it every other year. You really have to get a basis for what you're going to do at the very beginning and then carry it through the four or five years, depending on how many grade levels that you have.

Joyce tried to make each elementary school physical education class a "quality experience." Until reorganization changed the student population in her schools, Joyce felt that she was helping the children to "develop to their potential." Her system of rotating content between years and then progressively building on that content each year had been founded on the assumption that she would have basically the same

children each year. When the school system was reorganized, she had gotten "a whole new group of kids" in each of her schools; as a result she was now "having to build from the very beginning again." Joyce said the time period since reorganization had been difficult and she had not felt as successful at meeting her skill development goal.

Coaching

During Joyce's second year of the three-quarters time teaching position, she began coaching a track team at one of the local high schools. She received a coaching supplement to coach the track team in the afternoons from two to four o'clock. Joyce coached for two years and then was forced to give it up because of the principal at her base school. To meet her coaching practice schedule at the high school Joyce had to leave her elementary school physical education teaching position before the end of the school day. This meant she had to reschedule her late afternoon physical education classes to earlier time periods in the day. Her principal did not like the fact that she was paid to teach the full day at the elementary school, yet left early to go to the high school to coach and still received a coaching supplement for the same period of time. Joyce said, "She [the principal] felt that since I was receiving double pay for double time that I should quit." The principal's request was disappointing to Joyce, but she was not ready to give up her teaching position to coach, so she gave up the coaching.

"On the Job" Learning

Joyce said that "on the job" she had learned a good many things that she had not learned as an undergraduate. Her teaching experiences taught her that establishing a learning environment was a developmental

process. It had taken two or three years for Joyce to teach the children that physical education was not just a play period. Joyce explained that developing some methods or a plan on how to handle discipline-type problems had contributed significantly to establishing a learning environment in her classroom.

A second thing that Joyce learned on the job was that "there were some things that you couldn't say ... to the children." For example, she said,

You know, most PE teachers or coaches that I've known, if you said the word "butt" it was okay, but in elementary PE it wasn't okay.

Joyce also learned that based upon their cultural background, students react differently to things a teacher says.

The third thing Joyce discussed was that a teacher must teach younger children differently from older elementary school children. With young children she had learned that "you had to go about it sort of psychologically." This meant that the teacher had to "entice them to learn" rather than being more direct.

The last thing that Joyce learned on the job was that she "had to sort of feel out the teachers." This meant that she had to try to understand what the classroom teachers thought about physical education and related topics. Joyce learned that it was important that she communicate her own beliefs. She explained that she had to "fight some battles." First, she had to help the teachers see why it was important for them to respect her time with the children. Joyce finally got the teachers to understand that they were preventing the children from learning something important if they scheduled a field trip or other

activities on the one day a week that she had physical education with the children.

Joyce also ran up against the teachers at her base school over the type of field day she would conduct. Formerly, the teachers had wanted a highly competitive field day while she had wanted a cooperative one. During her six years in the school, field day had changed from "a competitive situation to totally cooperative." The change was the result of her discussing her reasons for wanting a more cooperative field day and of her acknowledging the wants and needs of the teachers and of trying to incorporate their "input" into her plans and actions.

Her Role and the Current Situation

When Joyce was asked what she thought was the role of the physical education teacher in the elementary school, she said,

I think that my job is to help the children develop physically skills that are necessary for carrying on an active life. I think that it's important for their self-esteem and it's important for their social development. It's also important, I think, through my methods of teaching to develop a way of cognitively thinking about certain things. I think that I should teach the children how to teach themselves to learn certain skills. I think that I should teach them how to get along with other people. I think that I should teach them how to enjoy playing a different game or a variety of games. I think they should feel successful in what they're doing at this elementary age. I think that it's important that I relate, not only to the students and the teachers, but to the parents as well, the importance of physical education....

In Joyce's sixth year of working in the school system, she teaches an approximate total of 37 classes in her two assigned schools. She sees slightly less than 800 children each week. This number is the lowest that it has been in the four years that she has been on a full-time contract; the number had reached over a 1,000. When asked how she

could keep up with that many children, she replied that she had always found that learning names was an easy thing for her to do. She did say, however, that it had become much easier two years prior to the interviews when she had started giving grades and testing for skill development. Having to record information about each student had forced her to learn the children's names more quickly.

Joyce said that the current year had been the hardest to learn the children's names. The change in the student population due to reorganization, and having a student teacher at the beginning of the school year and thus not being able to "call children's names constantly," prevented Joyce from learning the names of all the children. Not knowing all of the children's names had made Joyce "feel bad" and she had already placed learning the children's names as a goal for the next school year.

In one of her schools, two self-contained classes of children with learning disabilities were mainstreamed into physical education classes. At that same school, she also taught one non-mainstreamed class of twelve educable mentally handicapped special education students. In both of the schools, Joyce conducted special classes or class periods. At her base school she had two special periods in which she "can take children who are less skilled and bring them in for 10 to 15 minutes for extra time." In her other school, she had two special classes in which she sets up time to work, in addition to their regular class period, with the kindergarten children.

Satisfying and Dissatisfying Features

Joyce said that she was basically satisfied with her job and liked the independence she felt within her teaching position. She enjoyed teaching what she wanted to teach in the ways she wanted to teach it. Joyce also stated that she had all the equipment that she needed to do her job. The feature of her job that she felt was the most satisfying, however, was working with the children and watching them learn.

When Joyce talked about the dissatisfying aspects of her job, her discussion included one concern that was beyond the boundaries of just physical education. She explained that she was bothered by the fact that some children are never challenged to reach their potential.

Another factor that Joyce identified as dissatisfying was "inconsistency in discipline." She thought that adults too frequently were inconsistent with what they expected from children. Joyce said that, as a specialist, it was extremely difficult to work with a group of children whose classroom teacher had inconsistent expectations.

The final feature of her job which Joyce identified as dissatisfying was that she did not think that the classroom teachers cared about physical education. She explained that she was "just so gung ho" about physical education that she expected the classroom teachers to be also, but she had learned that this was not the case. The classroom teachers were responsible for teaching physical education on the four days of the week when the children were not working with the physical education specialist. These days were supposed to follow up what the children were learning with the specialist. Joyce was very

frustrated because she believed that only a very small percentage of the classroom teachers did any follow up to her lessons.

According to Joyce, most of the teachers "use the PE time as a play time." There are some teachers who plan activities, but the activities were generally more recreationally oriented than instructional. She named two children's games, "Duck, Duck, Goose" and "Squirrel in a Tree" as examples of the planned activities. A large number of the teachers attempted to teach games that were found in the elementary school physical education curriculum guide. They were not, however, very successful in their attempts. Joyce stated, "I expect them [the classroom teachers] to be able to look in their curriculum guide and choose a game and just go out and play it, but a lot of people can't."

Joyce had conducted "some workshops" in her schools to help the teachers learn how to use the curriculum guide as a follow up to her lessons, but she was not sure how helpful the workshops had been. The teachers were not really interested in learning more about teaching physical education and her efforts to help them, while acknowledged, resulted in very little change in their behavior.

In an effort to help the teachers with their programs, Joyce had also tried making her equipment available for their use. Like the workshops, this practice resulted in very little change.

Joyce was aware that classroom teachers often use physical education time to catch up on missed academic work or to keep some children from participating in physical activity as a punishment for poor behavior during another class period. Joyce did not get "upset" over the practices because she did not really think the teachers were

teaching physical education during their scheduled physical education time, and she also believed that it was important for the students to learn their academic subjects.

Through the years, Joyce had come to the conclusion that classroom teachers were never going to follow up her lessons as she would like. She summed up her feeling about the situation in the following statement:

It's difficult to believe in something [skill development] and know that with practice it's [the children's skill level] going to get better, but they're [the classroom teachers are] not going to do anything about it.

Although frustrated that the children were not getting what they needed in physical education with the classroom teacher, Joyce seemed to accept the situation with a degree of understanding. She keeps the teachers informed about what she is doing in her program and accepts the fact that the classroom teachers do not have the knowledge base, experience, interest, or time to conduct the type of elementary school physical education program that she would like for them to do.

Joyce's discussion of dissatisfying factors led into other comments about things that made it difficult for her to do her job. She said the one most significant thing was the lack of time. It was very hard for Joyce to accomplish what she believed should be taught in an elementary school physical education program when she only saw the children one day a week and when there was no follow up to her lessons by the classroom teachers. She believed that if she could see the children on a more regular basis, she would "really see a change" in their motor skill development.

Classes not being on time or the classroom teachers being late to pick up their classes after physical education were also small problems, but the second most significant problem was the combination of factors that distracted the students from their lessons. The generally low I.Q. of the students made it more difficult for them to understand what she wanted them to do. This factor, along with what Joyce described as the absence of consistency in how many classroom teachers conducted their classes, created a situation in many of her physical education classes where too much of the children's learning time was spent with the teacher having to give instructions or explanations.

Another factor that Joyce discussed was how physical education was perceived by society. According to Joyce, for the most part people looked at physical education in the schools as a "waste of time." She firmly believed that this perception was largely based upon what people experienced in secondary physical education, yet elementary school physical education programs also felt the negative fall-out. Joyce thought that "secondary PE" was "killing physical education." She believed that due to the lack of secondary physical education teachers' efforts to "reach the kids individually" that the students' parents were not convinced that physical education had a place in the overloaded school curriculum. Joyce thought that the parents were beginning to "push" for the removal of physical education from schools. This push made her feel that she had to constantly fight to do her part to show the parents of her students that physical education was important.

Principals

During the six years Joyce has worked in her present position, her base school principal has remained the same. In her other schools she has worked with approximately four different principals. Joyce explained that the five principals have represented a wide range of ability in meeting the qualities of a good principal.

Joyce firmly believed that the principal should be the school leader and set the tone for the whole school. According to Joyce, a good principal should be intelligent, have excellent managerial skills, and establish a positive learning environment for teachers and students. When working with students, Joyce thinks a good principal cares, sets limits and expectations, and tempers discipline with trust. The principal should also respect teachers as professionals, and know what is going on in the classrooms, but give teachers room to do their jobs without interference. If a principal knows a teacher is not doing what is required, the principal should step in and confront the individual teacher rather than expressing to the entire faculty that some things are not being done the way they should. Principals who follow the latter strategy seldom get the desired results from the individual who is causing the problem; in fact, this contributes to the breakdown of morale of the remaining faculty. Joyce concluded her comments about the qualities that make a good principal by saying that a principal should be supportive of the entire faculty and all of the areas of the school curriculum.

Joyce experienced the impact of having a principal who did not value a curricular area. The current principal in one of her schools

told Joyce that he did not think physical education was important. He also said that the children and teachers would not care if physical education were cut from the school program. Her principal's lack of appreciation for physical education was demonstrated at the first of the school year in subtle ways. Joyce would frequently arrive at the school to find chairs set up in the gymnasium for a program that she did not know was scheduled. On other occasions she would find equipment from other rooms stored in the gym. This limited the space for the students in her classes. Joyce became increasingly frustrated over the situation and finally decided she had to confront the principal. She said, "I had to ask permission to speak my mind." She explained to the principal that the gymnasium was her classroom and that her lesson plans included taking into consideration the instructional area available. The quality of her lessons suffered when, without prior notification, she was forced to move her classes outside because the gym was being used for other purposes.

The meeting with the principal resulted in the correction of many of Joyce's earlier problems. She said,

Throughout the year it has helped. I'm now notified ahead of time when programs are scheduled, so I can [plan to] move outside and not just be expected to take the kids outside [without warning].... They [the principal and teachers] don't have extra activities unless it's absolutely necessary and then I'm always notified about those changes. Sometimes you really have to put your foot down, even though it is the principal. You have to pitch a fit, but in an appropriate way. It has helped.

Although Joyce strongly believed there are times when it is effective to speak one's mind, she also believed there are other times when it is better to "play the game." Some of the older teachers taught

her that sometimes one has to play "manipulative games" on the principal. Joyce said,

You have to know when not to say anything. For instance, if you want the equipment moved, move it yourself. And if they say, 'I didn't want it moved.' Say, 'I'm sorry, I didn't know.' So you play the fool.

Other Jobs

For three years prior to the first two interviews, Joyce had a second job at a local day-care center. When she first started the job, she was active in an after-school program for children. Working with children for so much of the day became a strain, however, and she asked to make a change. She explained, "I needed just some release time. So I asked them if I could clean up and they agreed to let me do that. So I am the maid at the day-care, and that's a release-type job."

Joyce works at the day-care center year round. In the summers she not only works at the center, but also runs a community-sponsored summer recreation program three mornings a week.

The summer prior to the interviews, the day care center was building a new building that required extra time to clean and to work on the building landscape. Joyce said the extra demands of that job along with the recreation program and the fact that she helped her grandparents "work tobacco" had left her physically drained at the beginning of the new school year. She stated,

By the time school got here in August, I was just worn completely out. I wasn't ready for school to start. This has been one of the first years that I've ever had that happen.

Staff Development Within The School System

Joyce described two types of staff development within her school system. One type was in-school inservice sessions designed to meet the needs of the majority of the teaching staff. Topics for these sessions had included (a) "motivation theory," (b) "Madeline Hunter's theory," (c) "teaching techniques used in math and science," and (d) "computers." Sometimes the topics were relevant to Joyce's teaching position, but at other times they were not. The only in-school inservice sessions scheduled on the topic of physical education were the ones Joyce planned and conducted for the benefit of the classroom teachers.

The other type of formal staff development experience available to Joyce was under the direction of the Health, Physical Education and Athletics Coordinator for the school system. Prior to the year of the first two interviews, the coordinator had planned monthly activity sessions in which the 15 to 20 elementary school physical education specialists would meet and share ideas.

The sessions planned by the coordinator sometimes had leaders from outside the school systems and at other times were led by local people. Joyce believed that the monthly activity sessions were beneficial no matter who led them. She did comment, however, that she had to work hard sometimes to find something in the sessions of personal value. Frequently, the approach to teaching demonstrated by the session leader was different from the one Joyce utilized. She explained that she taught from a "skills-oriented" approach. When the session leaders taught from a different orientation she tried to pick up something else

from their presentations, like their enthusiasm or how they motivated students.

Joyce thought exposure to different approaches to teaching elementary school physical education was a positive thing, especially when those approaches were held by the other specialists in the school system. She respected the other specialists and said, "We're all striving for the same thing - goals, but the way of getting there is different."

The opportunity to meet monthly with the other specialists was greatly missed by Joyce. She explained that the coordinator was spending more time working at the middle school level and with his many other responsibilities and was not scheduling meetings for the elementary school physical education specialists. Joyce liked the coordinator and found him always to be willing to help if she needed him for a specific problem. She was disappointed, however, that his other duties prevented him from spending as much time as she would like on elementary school physical education. At the time of the first two interviews, Joyce said about the only contact she currently had with the coordinator or the other specialists was when someone shared information in the school mail.

Career Goals and Graduate Courses

When asked if she had any career goals, Joyce answered, "Yes." Her most immediate goal was to complete a master's degree. She planned to begin that process at the end of the school year by enrolling in one course offered at the same university where she received her undergraduate degree. Joyce expressed some concern whether it would be

feasible to attend graduate school and to teach at the same time; but she believed she would have a better understanding of what would be expected of her after taking the summer school course.

Joyce stated that she thought at some point she might want to go on for her doctorate and actually make a change from teaching at the elementary school level, but for now she just wanted to know more about what she was doing. She said,

I think that it's time that I went back and started [graduate school] and begin refocusing on certain things that I need to learn to help me with the kids.... I think just knowing where I'm going and what I want elementary PE to be for my kids [will help]. I think that I'll be able to go into graduate school with a more open mind and just be ready to learn some things and put some things in focus.

As Joyce discussed what she hoped to gain from her graduate experience, she identified some things that she would like to see covered in her graduate program. The first topic Joyce mentioned was motor development, specifically developmental patterns. She wanted to know the levels children pass through as they learn the fundamental motor skills.

A second topic that Joyce would like to learn more about is observation skills. She explained that experienced teachers get in a rut and do not do a lot of things that teachers need to do.

The third and fourth topics were tied together. Joyce wanted more course work on long-range or unit planning and help in how to plan to meet the individual needs of her students better, particularly in gifted and talented classes and special education classes.

Joyce also commented on how she would like the university teachers to teach a graduate course. She would like to have the freedom to say

what she did in her program as well as the opportunity to see other teachers teach. Joyce wanted the university teachers to meet the graduate students "on their level" and to acknowledge the fact that the students brought experiences in teaching with them to the class. Joyce concluded by saying that the teacher should actually generate the discussion and challenge the students to think about what they are doing in their programs, because the students would actually learn more from each other than they would from the teacher.

Before beginning a new topic in the interview, Joyce revealed that she had always kept one other career possibility in the back of her mind. She believed that teaching elementary school physical education was a very demanding job and she was not sure that she could continue to do it for her entire career. If she "became physically unable stamina wise to remain in elementary physical education," Joyce contemplated switching back into "a physical therapy type program." She said,

I know that, so far as physical therapy goes --- that's always there. If I ever wanted to go back and do that --- I enjoyed it and I could.

Professional Organizations

Joyce is a member of the local and state educational associations and the state physical education organization. She indicated that she has also been an "off and on" member of the district and national (AAHPERD) physical education organizations.

Through the years, as a part of her membership in the physical education organizations, Joyce attended many conventions. Attending conventions, however, was not a high priority for Joyce. She said, "It won't break my heart if I don't."

When Joyce does attend a convention, she makes a point of hearing the keynote speaker because the presentations are normally "motivational." She also likes attending sessions that will directly help her in her teaching. Joyce believed that sessions that have a mixture of both theory and activity are the most beneficial. She explained the benefits of attending convention sessions in the following way:

I think it sort of regenerates the focus of teaching. Everybody's technique is different and their methods are different, but those new ideas --- when you see how somebody else does it, you can compare it to what you do and draw from it. And I think it's always helpful to see what other people do and how they do it, and if it can apply to you. Now, I've seen a lot of things I can't use there at the convention. But certain motivational techniques such as doing magic, or juggling, or little eye-catching things; signals that you can use with the kids that other people use - I guess more management type things that make it go quicker --- I guess that's what I look for.

Teaching Elementary School Physical

Education as a Career

At a point in the interview, Joyce was asked if she would recommend that someone go into the career of teaching elementary school physical education. At first she had a difficult time answering. She explained that a career in "the whole teaching field" was "questionable." Joyce finally answered the question by saying,

I think if you love it enough, you can learn to live with all this stuff, that's what I've done.... Going back to those kids day after day, after day, it's a drawing kind of force within me. And although I will gripe and I will complain and I will pitch fits about elementary PE, about teaching and how unfair it is; I know that I love it. I love working with those kids, and I love seeing them develop.... Yea, I'd tell them to go into it. I'd tell them though, to make sure that they were up to it.

Joyce clarified the latter part of her statement by explaining that before her first job she really did not know what she was getting into in terms of the teaching realities. According to Joyce, teaching seven to nine classes a day during student teaching was "nothing" compared to teaching seven to nine classes a day for an entire school year. She said she had not known that it was equally important to know how to deal with parents as it was to know how to work with children. Joyce also pointed out that teachers have to know how to deal with liability issues more than she had been aware of when she first started teaching. Joyce said if a prospective teacher are aware of the realities of the teaching world and still thinks they would like to teach elementary school physical education, then she would recommend that they do so.

Joyce's Description of Herself as a Teacher

At the beginning of the second interview, Joyce was asked to describe herself as a teacher. She said,

I perceive myself as a very organized person, who has specific ideas about the way children are supposed to act. I have very high standards that I expect the children to live up to and, therefore, through my classes, I think that I ask them to behave; I ask them to perform the highest ability and I will not tolerate it if they don't. So, sometimes I feel like I have to be overly consistent and sometimes the children perceive that as being ugly or mean to them, but I don't think that many of them actually feel that way. But I am very highly organized. I know exactly what I want to do most of the time. Not all the time (laughing)! I care about the kids. I want to see them be something and I want to teach them, not only things about physical education, but things about life, and how to deal with life. I guess I perceive it as a big game itself, and playing a dodge ball game or playing a modified basketball game is much like life. You have to deal with different situations. I like for them to be successful; therefore, I try to tailor the skills and the requirements that I have to meet their needs, so that they can be successful.

Joyce explained that teaching was a profession and had as its primary goal the education of the whole child. Physical education, according to Joyce, contributes to that goal and, therefore, is necessary in the schools. She also thought that as a physical education teacher she should have the same amount of status as teachers in other content areas. She stated,

I think although the requirements that teachers have are different, as far as paper work and this kind of thing, I train myself to look for certain things as science teachers trains themselves to look for a certain thing. And because I see the kids year after year, I have that ability to notice some consistency and some progression with the children. I don't think that a person who is not trained in physical education can pick up that. Not without some experience, anyway. So I do think that they're [physical education teachers are] right on the level with those people [teachers of other content areas].

Continuing to Grow and to Learn

When Joyce was asked if she perceived herself to be continuing to grow and to learn, she replied that she did not think she was stagnant. She said,

I think, so far as my physical education program goes, I'm just getting started. I'm just getting my classes where I want them to be, and I don't know where it's going to go from here, but I think that it's going to continue to go up, if I keep pushing. I'm not stagnant yet, I don't think.

She also thought that when a teacher reaches the age and maturity level, and has had the amount of teaching experience that she has, that teacher is ready to grow. This growth can take place in a lot of ways: (a) attending workshops, (b) taking part in conferences, and (c) going back to school. The ways Joyce currently grows and learns are by sharing materials with other teachers in the school system, reading professional journals and magazines, attending workshops, and working

with students. All of the ways except the latter, Joyce knew when she started teaching. Growing and learning by working with students came about as a result of experience. Joyce explained that each group of students whom a teacher teaches is different and the teacher learns something different from each group. With experience, the teacher also learns how children react to instructions and what children can do physically.

Continued Professional Learning

Continued professional learning was defined by Joyce in the following manner:

I think that continued professional learning is not only learning from the students and from your experience, but also keeping in touch with what's now going on in our field, physical education. I don't think that you can dismiss yourself from the changes that are occurring. I think that you have to keep up with what the universities are doing, and, of course, you do this through your journals, and through your national workshops and state workshops and so forth. Continued professional learning is growing in every aspect, not only physical education, but in everything; and I think that you have to broaden your scope and look, not only at physical education ideas, but ideas about teaching children in general. They're constantly changing.

Professional learning was perceived to be one type of personal learning. When a person learns something related to his or her career, that knowledge helps that individual to grow as a person.

Although Joyce predicts that the future will bring changes and the state will be more involved in requiring teachers to participate in continued professional learning, she currently believes that continued professional learning is primarily fostered from within the individual. She said,

I think continued professional learning is an individual thing. I think that it comes with desire to do better. I think it comes with knowing that you want to improve. Everybody has room for improvement, and I think that you have to be broad minded enough to realize that.

The degree of personal commitment that an individual makes to seeking professional growth, according to Joyce, determines the outcome.

Joyce continued,

I think personal commitment is how much you're going to put into it. I think anybody can pick up a magazine and read an article, but it's not going to do a hill of beans any good if you don't use it.... If you don't put it to use, then you're not doing anything.

Joyce believed that teachers should set their own goals at the same time as they make instructional goals for the school year.

When asked if she thought that continued professional learning could be fostered from an external source, Joyce answered, "Yes," and explained that she believed that under certain circumstances a school principal could pressure a teacher into performing. Some teachers were forced to improve their teaching when they worked under a principal who demanded a particular style or method of teaching. She gave as an example the two schools in which she worked. In one school, the principal required the teachers to utilize the "Madeline Hunter theory" of teaching, checked lesson plans, and frequently visited in the classroom. In her other school, Joyce said the principal had a very low profile and demanded very little from the teachers. Joyce said she preferred the latter situation because she liked being able to work independent of the principal. She said,

I guess I feel like I'm sort of left alone. And the more I'm left alone, the better I am. If I have a situation where I just gasp for breath when the principal comes in ... if I'm

afraid that what I'm doing is not what she's looking for, then I forget about my teaching and start worrying about what I'm doing. But in the other school situation, I know they [the administrators] don't care. And so it doesn't bother me, so I spend all of my time with my kids and with what I'm doing.

Joyce qualified her statement, however, by saying that she thought that some teachers "need that push" of having a demanding principal. She said,

I think that some teachers would slack off as much as the principal slacks off. I guess it just depends on your personality. A lot of people need to have somebody hovering over their shoulder, and a lot of people feel uncomfortable with it.

Describing herself during her first year of teaching, Joyce stated that she was very immature and lacked self-confidence. It took her three years to settle down and to see what her students could do and how she wanted to run her program. During that time, Joyce focused on the world inside her classroom and never once thought about the possibility that she might need to continue growing and learning professionally. She said that if at the time someone had suggested that she needed to do this, she would have said, "What for? I just got through with school." Through the years, however, she became aware of the need to get outside of her classroom by reading professional material, by attending workshops, or by sharing with other teachers. Joyce credited this change to the fact that she had matured. With that maturity, Joyce realized she was no longer afraid to look outside her classroom for help.

Joyce did not think she could have grown professionally if she had not changed personally. She explained how different her classes are now compared to the early years,

I think my classes have more of a continued progression involved in them now. I know how much time I can spend on certain things and I know which skills, annually, that I want to cover; therefore, I'm not fishing with a lesson here on, say, using the parachute, or say running a relay race. I have an idea of what I want to do each unit and that's changed a great deal. When I first stated, I wouldn't know what to do. Our curriculum guide gave all these games. I felt like I had to play them; this was our curriculum guide. I found out later that I could teach what I wanted to, how I wanted to, and nobody would say anything as long as I was seeing some development and the people in charge were seeing some development. And so that freedom helped me to decide what I could do.

The resulting confidence Joyce gained provided her with the desire "to get back into the stream of things." This confidence allowed her to reach out in an effort to grow and to learn professionally.

Undergraduate Education and Continued Professional Learning. When asked if she believed her undergraduate university fostered a positive attitude toward continued professional learning, Joyce replied that she thought so and explained how,

Just developing you as a professional. I don't think they [the faculty] ever said to me that you have to come back [to school], but I think that they made it a priority in a round about way. I think that just being the type of people that they are, they show you that you didn't learn everything that you need as an undergraduate. You need to go out and get some experience and come back --- not necessarily to the same school.

Joyce did not recommend that universities spend time verbally telling undergraduate students that they need to continue their professional learning after they graduate. She believed universities should be places that help students to learn how to seek out answers.

According to Joyce university faculties could help students develop an attitude about continued professional learning in the same way that they teach them to develop their philosophies. When pushed to be more specific about how this should be done, she said,

I think just by how you go about developing your philosophy. How do you do it? You go to the library, you check out books, you look at magazines, you see what other people do, you find out what you believe about children. Just going through the undergraduate study itself develops your thinking about what you're going to do when you get out, I think.

Based upon her experiences as an undergraduate, Joyce also believed that a university faculty member can set an example. The faculty in her undergraduate program never told her that she would need to continue to learn after graduation, but they did demonstrate the concept in their own lives. She said,

We [students] all knew the kinds of things that our professors did. We knew that they were publishing in journals. We knew they were involved in research. We knew they were speaking around the country. We knew they were studying.

Joyce concluded her comments by saying that university faculty members can not "tell you" how to continue to grow and to learn. The faculty can only help the students to know how to find the resources that can help them and then personally provide the students with positive role models of professionals continuing to grow and to learn.

Staff Development and Continued Professional Learning. Joyce perceived staff development and inservice education as interchangeable terms and concepts. She defined staff development as "taking a main idea" and "getting some teaching points from it." She gave computers as an example of a main idea and then said an example of a staff

development program would be a workshop designed to teach the faculty how to use computers in the classroom.

Continued professional learning could be fostered, according to Joyce, by staff development if an individual teacher was "interested in it." Staff development programs only foster continued professional learning when they match the needs and wants of the individuals participating in the programs.

Joyce was unsure of her beliefs as to whether a school system had a responsibility to help the teachers it employed to grow professionally. She knew that her school system provided some opportunities for teachers to participate in staff development experiences, but she was not sure that teachers had a right to expect this from a school system. Her reluctance to embrace the idea came from her belief that continued professional learning is something that comes from within a person, even when a teacher needs some type of outside motivation to get started. Joyce thought the ultimate responsibility was on the individual. She did say, however, that she guessed that if some people needed "a push" the school system should be there to provide it.

In describing the type of staff development experience she would like to have, Joyce said she would prefer a workshop that demonstrated theory into practice. She indicated that she would like the topics to be on learning observation skills and on how to detect children's developmental levels in specific skills.

Stagnant and Professionally Alive Teachers

According to Joyce, the difference between a stagnant and a professionally alive teacher is the degree of personal growth a teacher

experiences. A stagnant teacher fails to grow, but a teacher who is professionally alive and enthusiastic seeks personal growth. The teacher who experiences growth also gains self-confidence and Joyce believes the more self-confidence teachers have, the more likely they are to continue to grow and to learn professionally.

Joyce said that it is easy for a teacher to become stagnant. She described a stagnant teacher as someone who gets in a "rut" and stays there too long. Some teachers get out of the rut by making a change. The change could be something like moving to a different grade level to teach or it could be something more drastic. Examples given of the more drastic changes were of teachers who took temporary leaves of absence from their teaching positions or made decisions to get out of the teaching profession.

When Joyce was asked if a teacher could do anything else besides making the kinds of changes she mentioned to avoid becoming stagnant, she answered, "Yes," and explained that she thought it was an issue of "motivation." She said,

I think a good teacher always wants to do well. But I think that situations and just the bearing of the weight, and the wear and tear that teaching requires starts to wear that motivation down. I think periodically, everyone needs a little boost. For different people, it's [what motivates them is] different things.... I think sometimes it's going to be planned; sometimes it's going to be unplanned.

Planned activities, according to Joyce, may include going to workshops, reading professional literature, and going back to school. Some of the unplanned events that Joyce personally found to help her stay motivated are (a) having the opportunity to see children develop, (b) having parents and teachers demonstrate support, (c) having the

"children come up and put their arms around you," (d) having "children give you a picture with 'I love PE!' written on it," (e) having "conversations with her former undergraduate professors," and (f) having "children in the halls signal 'I love you,' in sign-language.

Joyce concluded her comments about stagnant and professionally alive teachers by saying,

I hope and pray that I don't let it [job dissatisfaction] get to that point [that she becomes stagnant]. I hope that I'm able, willing, and enthusiastic about going back and continuing [to grow and to learn]. I hope that I'm able to do that. However, if it gets to the point where it's [teaching] not serving a purpose for me, I think I'd get out. I think that I care too much about what the children are getting out of it, and I hope that I would have sense enough to get out and not worry about whether or not I was going to be in retirement or whatever.

Final Interview

At the beginning of the third interview, Joyce stated that she believed the write-up of the first two interviews was "very accurate" and "right on track" with how she had felt at the time. She made one minor correction to the text and requested that one phrase in a quote be omitted; her request was honored. Joyce said the write-up was much more thorough than she had anticipated and she had enjoyed reading the narrative and thinking back to the time period of the first two interviews.

Joyce was asked to provide an update summary of anything she had experienced related to continued professional learning in the three and one half years since her first two interviews. She replied that in addition to several minor things such as quitting her day-care job, there were three significant things she would like to share:

1. During the summer following the 1986-1987 school year (one-and-one-half years following the first two interviews), Joyce changed schools within the same school system. She explained that prior to this change she had considered one of her two schools to be "good" and the other to be "bad." Some of the classroom teachers at the "good" school provided Joyce with the support she needed to survive her "bad" school. Just after school was out for the summer vacation, Joyce learned that several of these teachers had requested transfers to other schools within the school system. The thought of having to teach in her "bad" school without the support of her peers in her "good" school motivated Joyce to seek a change. She knew of an elementary school physical education opening within the system and contacted the physical education supervisor to see if it would be possible for her to make the transfer. The supervisor said that it "would be fine" with him and instructed her to make an appointment with the school principal for an interview. Joyce already knew the principal at the new school because at an earlier point in her teaching career the woman had been a principal at her "bad" school. Joyce had not previously felt that she had made much of an impression on the principal, so she was very pleased when during the interview the principal offered her the job. The job offer made Joyce feel good about herself and increased her self-esteem. Joyce accepted the teaching position and has remained in the school since that time.

Joyce described her new school as "wonderful." For the first time in her teaching career, Joyce was in a "real school setting." She stated,

As far as an actual effective school this is the first effective school that I have worked in where the kids were the primary interest.... It's a combination of a lot of things at this school, the teachers, the community, the students, just the entire attitude, the entire atmosphere of the school is different from any other school that I've been in.

Joyce explained that when she began working in the school she found the physical education program to be organized and "well on its feet." She said it was a situation where she felt she "could jump in and follow" what the previous physical education teacher had begun. Although Joyce saw this as a positive feature of the job, it also created a "nervous situation" in which she felt pressured to work very hard to follow the previous teacher. She continued,

I had hives the first few weeks of school [laughs]. It's worked out well and this year is the first year that I've felt very comfortable in this being my school. I'm starting to do some things and building the program in the way I want to see it grow.

Working in her new school has made Joyce rethink her earlier comments about what she wanted from a principal. She explained that earlier she had not liked her "good" school principal's pressure tactics for helping the teachers learn, but she had used what she had learned from the principal in her "bad" school. At the "bad" school she was able to try out the strategies she learned from her "good" school principal in a free and open situation because her "bad" school principal left her alone. After working in her new school, however, she had learned that a principal could be helpful and still not put unneeded pressure on the teachers. She continued,

In my particular situation, my principal has allowed me to be myself. I have an opportunity to teach in a way that I can teach and a way that I feel comfortable teaching. It's not a

textbook kind of atmosphere for me. I'm allowed to joke and to laugh and to enjoy what I'm doing and not push it to the limit, but to just be the best that I can be. This principal has allowed me to do that and feel comfortable with it.... I feel like if there is a problem that I'm having with a student or with a teacher, I can go to her and I can talk to her just like I can another friend teacher and not feel pressure; and not feel like she is summing up me as a teacher based on maybe a mistake or something that has happened.

Joyce explained that the principal had "grown into this" type of behavior. The first time Joyce worked under the principal, the woman had been very formal and "did everything literally by the textbook." Joyce was pleased that the principal had grown and was now more relaxed. She qualified her comments by saying that even though the woman had "loosened-up," she was still a "principal first." This meant that the principal would always keep some distance between her role as principal and her role as friend.

Joyce was happy in her school. She liked being in an environment that put the children and their learning first. She found the teachers and the principal to be supportive of her and her program. She summed up her feelings about the change of schools in the following manner:

Anytime you have to change, you're going to grow. It's going to force you to go out and meet new people, to expand your knowledge, to reorganize what you've learned and to give you an opportunity to try something different --- to try things you couldn't do before, or just had no opportunity to do. I found this school's system to be the way it's supposed to be. It's been good totally.

2. Joyce referred to two things that she had done to improve her professional competence. First, she enrolled in a 30-hour after-school workshop sponsored by the school system. Joyce said the "Teacher Effectiveness Training" workshop was intense, but worthwhile.

Second, since the first two interviews, Joyce had also completed her master's degree. She participated in a graduate program custom designed by a college in the state for the physical education specialists in her school system. Joyce believed that going back to school had helped her to grow. She said,

Professionally it has made me grow. It has made me focus in on the teaching profession. It has made me focus in on the current issues in teaching.... It gave me a different point to view, which is one of the things I had hoped for and that was good.

Although Joyce thought she had grown as a result of going back to school, she also believed that she had chosen to take an easier road than if, as was originally planned, she had chosen to return to her undergraduate institution to obtain her master's degree. Joyce made the statement that she knew that if she had entered the graduate program at her undergraduate institution that the program would have prepared her even more than the program had that she entered. When asked to explain her statement, she replied, "Because they [the faculty] really pick your brains over there [at her undergraduate institution]; they really force you to work extremely hard."

The last part of her statement reflected the major concern that Joyce had expressed in her earlier interviews. She was not convinced that she could have completed her degree at her undergraduate institution and still have continued to teach full-time. She stated,

Teachers that I have known that try to teach and go to school there can not do it. As a matter of fact, we had two or three people in our cluster [the group with which she went through the graduate program] that had dropped out of the _____ [undergraduate institution name omitted] program because they could not teach and go to school there.

Joyce perceived her graduate program requirements for time and work to be much less than she would have experienced if she had gone through the other program.

In discussing her graduate program, Joyce stated that the focus of this program had been different than the one she had experienced as an undergraduate. Joyce explained this difference,

Their [the graduate program faculty's] whole outlook at teacher education was different than _____ [name of undergraduate institution omitted]. My undergraduate program taught me how to use my thinking processes more in developing an educational program. They gave me a lot of background for that. This particular program [her graduate program] was more practical.

As an example of how her graduate program was more practical than her undergraduate program had been, Joyce explained that in her graduate program she learned and practiced Mosston's styles of teaching. As an undergraduate Joyce had been "left free to develop" her own styles. Prior to taking the graduate class she had been aware that she used different styles of teaching, but she had not been aware that the different styles had "names."

The courses in her graduate program were taught by two different groups of teachers. Some of the courses were taught by university faculty that commuted to the school system to teach the classes. Other courses were taught by individuals in the field such as a physical education supervisor from one of the nearby school systems and an administrator from within her school system. Generally, Joyce preferred the courses taught by the individuals in the latter group because she believed these individuals were "in a job situation and knew how things actually were." As far as the university faculty was concerned, Joyce

said some were not "up to par intellectually" with some of the students in her classes and she found this to be disappointing.

In discussing the quality of her graduate courses, Joyce gave her teacher education course and her adapted course a positive evaluation. Compared to her undergraduate "test and measurement" course, however, Joyce found her graduate research course to be much too easy. She also stated that her graduate philosophy course had been a total waste of time. Joyce explained that frequently in her graduate courses, just attending class and turning in a course assignment "was good enough for an A."

Despite some of the problems with the quality of the content of her graduate program, Joyce believed her graduate experience was very positive. She gave two reasons for this position. First, her graduate program "put her in contact with people" who had "similar interests." In fact, since the program was designed for the school system, Joyce was able to take classes with other physical education specialists whom she knew from her school system. She said, "We learned from each other and improved from each other; that was good!"

Attending class and sharing ideas with other physical education specialists had exposed her to different ways of looking at teaching and physical education content. She believed that it was important to try and understand and to learn from other teaching approaches. As an undergraduate, Joyce had learned a single approach to elementary school physical education content and instruction. She expressed that through the years she had felt frustration when she did not understand the different approaches that other teachers used. Attending graduate

school provided Joyce with a different point of view, a change in perspective that she valued.

The third reason Joyce found her graduate experience to be positive was that completing the degree made her feel good about herself and her abilities. She explained,

Graduate school gave me confidence that I could do something in a focused sense. I was interested in school and in doing well professionally; where as in undergraduate school, as I said before, I don't even know how I made it through. I did not realize a lot of things that I was learning at the time and I didn't realize how important they were. Graduate school gave me, I think just confidence. Confidence in myself that I was doing something. I was teaching and going to school at the same time. I was making good grades and I was still involved in a lot of other activities. I didn't think I could do it. I didn't think I could go to graduate school, work at the same time, be involved in my church activities, be on school committees, and have other responsibilities, but I did. Although _____ [name of graduate school omitted] does not have the national ranking that my other school had, I know that in a lot of ways it has made me a better teacher.

3. The third significant point that Joyce related to continued professional learning was a rather personal one. She explained that in the time period since the first two interviews she had grown spiritually and that this factor had made her a better teacher. She tried to put into words the change she had experienced.

I don't know if you would even be interested in putting the religious part in, but that has been a major change in my life and a real positive one for me. I owe a lot of things to the Lord and I guess if you really got down to it that's been the major change. I know where my blessings come from and it forced me to calm down tremendously and take the time to appreciate what other people do for me and what the Lord does for me.

Summary. Joyce concluded the update summary portion of her third interview by saying that as a result of changing to a "great" new

school, furthering her formal education, and growing spiritually that she now felt as if she "fit into the world." This settled feeling had created in Joyce an even greater commitment to the children with whom she works and made her rethink her career goals. She no longer believed that she would complete a doctoral degree. She would now like to remain at the elementary school level, but in a few years, possibly seek an assistant principal position.

Concluding Thoughts

When asked if she had anything else she would like to add before the conclusion of the third interview, Joyce volunteered the following statement:

I would just like to emphasize the importance of the undergraduate program. I think that there's where you're going to have the bases for whether or not a teacher makes it. Whether or not a teacher has the skill or the desire to be a good teacher. They are going to get that feeling, if it means a lot to them, from their professors. I think that undergraduate programs have to be real careful about making sure that they don't turn anybody off that could be a good teacher. I think it's important that the undergraduate program recognize all the people that come there, not turn anybody away, and be examples for them. They [university faculty] may never know, but somewhere down the line they may be the influence that makes someone a good teacher. I know that's what happened to me. It started with my undergraduate program. They were inviting to me. For the first five to seven years of my teaching life I wanted to do well because of them. Now, I'm wanting to do well because of me.

Joyce concluded the final interview by sharing that her participation in this study had influenced her professional growth. She said,

I guess you have a series of events in your life that happen and they sort of draw from and build upon each other. At the time of the first two interviews, I was asking myself questions about where to go with my life and what to do. Certain pieces would fall in and certain doors would fall in

and the interviews helped me to go ahead and make a decision. I think it influenced me to go back to school.

I think everybody should have to go through something like this where it forces them to look at why they are feeling a certain way. It also forces them to look at what their philosophy is at that point. Even if you've been teaching ten years, I think it helps you. It has been very good for me.

CHAPTER VII

GRACIE

The first two interviews with the 37-year-old Gracie, a vivacious, and fun-loving woman, were conducted in her new, very attractive condominium, located in a quiet real estate development in a large North Carolina city. In the parking lot in front of Gracie's home sits her Hobie Cat sailboat. The sailboat is representative of Gracie's passion for an active lifestyle and her love of the outdoors. In addition to sailing, she runs, swims, skis, and plays volleyball and golf. Gracie also explained that her hometown is on the eastern coast of South Carolina and that she has always enjoyed the ocean and its beaches.

Gracie received her formal education in the schools of North and South Carolina. As a student in a South Carolina elementary school, she did not have the opportunity to receive instruction in physical education. Instead, the children primarily played kickball during recess or on rare occasions participated in a game organized by an interested classroom teacher.

Describing herself as an average student, Gracie indicated that participation in sport was a big portion of her school years. Beginning with junior varsity in the ninth grade, she greatly enjoyed playing high school girls' basketball. She also was a member of the girls' softball team during her senior year. Gracie regretted that at the time she was finishing high school there were few opportunities for girls in sports and no girls' college athletic scholarships.

Undergraduate College Experience

In 1965, Gracie graduated from a South Carolina high school and somewhat automatically made the decision to continue her education at a small four year North Carolina college. Her decision to major in physical education was really not a conscious one. Her advisor, a biology professor, told her that she was required to declare a major and based upon her interest in sport, indicated on her records that she selected physical education as her major. Gracie said, "And so, that was my last decision on where I am today."

When asked to describe her undergraduate major course work, Gracie said that it was very "sport or athletic oriented." The focus of her program had been on learning how to play sports and not on how to teach them. Consequently, Gracie did not believe that as a student she really understood the nature of what it meant to teach physical education.

Gracie found it difficult to remember the details surrounding her undergraduate exposure to elementary school physical education. She could not recall whether she had taken a separate course in elementary school physical education or if it had been merely covered as an unit in a course, but she did remember the content of the material was rather limited and had no theory or substance. The teacher dealt with elementary physical education as if it were "kiddie games."

Describing this as a "big drawback," Gracie explained that her only opportunity to actually teach students during her undergraduate program was during her student teaching, and that had not been a positive experience. She was assigned to an all-black junior high school and did not enjoy working with students at that "difficult" age level. Gracie,

a white woman, also found teaching only black students to be a "real awakening."

Gracie enjoyed being an undergraduate. She characterized herself as a social person back then and really liked the degree of physical activity in her program. Despite the fact that she enjoyed being involved in activities, she participated in intramurals, the majors club, and the state professional organization only after encouragement from her instructors.

Master's Degree

After graduating from college in 1969 with a B.S. in physical education, Gracie went directly to a large state university in North Carolina to pursue a Master of Arts in Teaching (MAT) degree. She explained that once again she failed to really think through her decision. As a result of a friend's suggestion, Gracie said, "I kind of fell into it."

Reflecting back, Gracie did not think it had been a wise thing to do. She explained that in many of her master's program courses, fellow students who had been out of school for a period of time would share "real world" experiences while she was forced to refer to her undergraduate work. She indicated that it was very important to be able to apply real world experience to what one is learning.

Gracie identified money as the only real advantage of going straight from an undergraduate to a graduate program. Her parents financed her master's degree and she did not think they would have been willing or able to do so at a later time. She also believed that once a person starts making a salary that it is very hard to "sacrifice a year

to go back." She, therefore, perceived going straight into graduate school as "easier" than it would have been if she had been out of school and earning a regular salary.

Citing her age and maturity level as reasons, Gracie stated that she had not taken full advantage of her graduate education. While she was in graduate school she never really knew why she was there and consequently never got excited about learning. She also questioned the quality of education offered at the university she attended. She stated that the university program was very much on the "surface level" and lacked depth. She would now attempt to choose a university more wisely.

Elementary School Physical Education

While she was in graduate school, Gracie met a woman who talked to Gracie a great deal about elementary school physical education which she taught in a large school system in North Carolina. This influence, plus Gracie's positive experiences working with young children in summer jobs--and her somewhat negative experiences working with junior high students during student teaching--made Gracie want to consider teaching physical education at the elementary school level and to learn more about it. She said, "Any chance I had in our course work to do research, or papers, or anything, I started doing it in elementary."

First Teaching Position

In 1970, Gracie graduated from the university with her master's degree and applied for a teaching position as an elementary school physical education teacher. Gracie called the supervisor and made arrangements for an interview. The supervisor met Gracie at one of the elementary schools in the school system so that Gracie could observe a

few physical education classes before the actual interview. Gracie said she was "fascinated" that the school system "had a program where they really taught children physical education."

The elementary position was offered to Gracie and she made a quick decision to accept the offer. She described how she felt about her first job by saying,

I think I was just scared, hesitant, didn't know if I knew what I was doing or not.... But I felt like it would be okay, that I would get the guidance and the help that I needed.

One factor in Gracie's decision to accept the position was her belief that she could depend on her graduate school friend, who taught in the same school system, to help her with her teaching. This factor gave Gracie the security that she needed to begin her first teaching position. In addition to her friend, Gracie found that she also had the support of her principal and the elementary school physical education supervisor. She stated that she would always give credit to these individuals for helping her to become an elementary school physical education teacher.

The principal had been a former physical education teacher and he took a special interest in Gracie and her program. He frequently observed her classes both when they were conducted inside the building and when they were outside on the playground. The principal's interest and presence provided Gracie with the support she needed.

For the first two years that Gracie taught in the school system, the elementary school physical education supervisor scheduled weekly meetings for all of the new teachers. At each meeting the supervisor

would pass out a mimeographed lesson plan, go over how to teach the plan, and then demonstrate how to organize the children for the lesson. She made it clear that the plans were meant to be guidelines and that the teachers were free to choose not to use them.

Gracie's lack of elementary school physical education preparation made the meetings very important to her. When asked if each meeting had been required, she answered,

I don't know if it was or not, but I'd have been a fool not to go. Like I said, I knew nothing about what I was getting into really. I mean, I had done that little bit of research and I knew I liked kids, but that was it. I don't know if I was planning on going in and teaching a watered down athletic program or what. I really don't know, but that's why I felt that [attending] was important.

According to Gracie, what she learned in the supervisor's weekly meetings should have been taught in her undergraduate and graduate teacher education programs. Gracie expressed a great deal of affection and gratitude toward her elementary school physical education supervisor for having been willing to help her prepare for her teaching position.

The University Interim Position

After seven years of teaching in the same school system, Gracie felt she was "in a rut" and that she needed a change, or at least more of a challenge. A one-year interim position opened at a local university and she applied for the position. The job description included "teaching the elementary physical education class to education majors" and teaching some activity courses such as golf and archery.

Her need for change, along with a belief that the job might open up something career-wise, and the fact that teaching at the college level was perceived by her family and society in general as more "prestigious"

than teaching at the elementary school level led Gracie to accept the position when it was offered to her. Gracie learned a lot about elementary school physical education by having to teach it to someone else, and her golf game improved a great deal as a result of studying how to teach golf, but overall, she was unhappy teaching at the college level.

When the year ended, Gracie was aware of some other college openings. Because of the prestige of teaching at the college level and a feeling that if she went back to teaching at the elementary level she might be stepping backwards career-wise, she looked into the college positions. With her feelings about her first college position and the belief that she was not willing to commit herself to "continuously have the professional and academic drive" to "do research," "publish," and "do everything that goes with it [a college position]," Gracie ultimately decided that she would be happier back teaching at the elementary school level.

After the University Position

When Gracie returned to her former school system, she found that there had been a "big budget crunch" and there were no elementary school physical education teaching positions open. Her former supervisor did, however, tell her about an interim position that would be open beginning with the second semester in January, 1979. Knowing that interim positions frequently resulted in later full-time contracts, Gracie applied for the job. She was offered the interim position which she accepted.

While waiting for January, Gracie worked as a substitute teacher and took a job at a store that sold sailboats. The sailboat store job turned out to be "real easy going." Gracie said, "I could close up when I needed to and open up when I needed to ... so, it was ideal." Gracie took advantage of the scheduling flexibility of the two jobs to go back to the local university to get state certification as an elementary school classroom teacher. The decision to get the classroom teaching certification came as a result of two factors. The first factor was she needed only 13 more hours to meet the certification requirements. The second factor was a thought that she had "somewhere along the way" that she might someday like to "go into the classroom." Her desire to earn the teaching certification came more out of her wanting to get closer to the children than anything else. Gracie concluded her discussion by saying that she had never used her classroom teaching certificate and did not really plan to do so in the future, but she did like having that option.

Return to the Elementary School

In January 1979, Gracie returned to teaching elementary school physical education in the interim position. She finished out the school year and was given another interim contract for the following school year. At the conclusion of that second year she was issued a regular contract.

At the time of the first and second interviews, Gracie was completing her fifth year since the end of her interim job period. Those five years, plus the period of time on the interim contract, and

the years prior to her one year of teaching at the university level gave Gracie a total of 13 and one half years at the elementary school level.

Teacher

As a teacher, Gracie described herself as open-minded and "patient with the kids." She had a lot of structure in her classroom and maintained enough control in the class so that she could direct the class wherever she wanted it to go, but she left the structure flexible enough to allow the children to make some of the decisions.

The primary goal of her program was for the children to enjoy movement. It was very important to Gracie that she help children discover the joy of movement. Gracie wanted the children to have fun, but she also wanted them to learn some basic skills in games, dance, and gymnastics as well as have a fundamental understanding of fitness. The lack of contact time with the children was largely responsible for Gracie's primary goal that children enjoy movement. She thought that if the children enjoyed what they did in a physical education class for 30 minutes one day a week that they might keep on doing it elsewhere.

When asked how she prioritized the time she spent teaching skill acquisition and the time she spent teaching fitness concepts, Gracie replied that she spent more time on teaching movement skills, because helping children to be able to move efficiently and effectively was very important to her. She added, however, that her limited time with the children each week resulted in her only "skimming the surface" of the material that she would like to cover.

Teaching Approach

Gracie classified the approach she used in teaching elementary school physical education as the "middle of the road" between the "movement education approach and the traditional approach to teaching." She taught dance and gymnastics from a more movement-oriented approach because they required creativity and decision-making. She used a combination of movement and traditional ways of teaching in her sports or games program, because it was more skill-oriented, and she did not have the space or the conditions to teach it totally "movement-wise."

Her approach to teaching was largely reflective of the changes that had taken place through the years in the elementary school physical education program in Gracie's school system. She indicated that the program in her school system was well established and had a good strong reputation due to the content and instructional consistency that had been the administrative priority of the now retired elementary school physical education supervisor. In the early days the supervisor had worked very hard to keep her total staff current on what was happening in the profession and had used the power of her position to insist that the staff make changes in order to maintain what the supervisor perceived to be a good program. Gracie's current approach to teaching elementary school physical education, therefore, was greatly influenced by the supervisor's perceptions of the value of any new trend in elementary school physical education that came along during that period of time.

At the time of the first two interviews with Gracie, the elementary school physical education program at her school no longer had the same

degree of consistency that it once had, although approximately 80 percent of the same faculty remained. Gracie said that the specialists now did mostly "their own thing." She thought that part of the difference was the result of the 1983 retirement of the supervisor and the fact that the supervisor's position remained open a year before it was filled. Gracie related, however, that the difference in the consistency had been more the result of a change in the system than anything else. Three years prior to her retirement, the supervisor had lost almost all of her power to maintain any consistency in the elementary school physical education program. Due to some restructuring "downtown," the supervisor lost the power to hire teachers and the flexibility of scheduling staff meetings "without going through a lot of red tape." The resulting reduction in staff meetings not only limited the opportunity for the teachers and the supervisor to discuss current issues, but it also changed how the program operated. For example, equipment orders were no longer processed through the supervisor, resulting in the staff's no longer having the same types of equipment with which to work. Gracie summed up the effects of the change brought on by the system, when she said, "a lot of the strength that we had as a cohesive staff kind of was thrown out the window."

The Supervisor

The former supervisor was greatly respected by Gracie. She believed that the supervisor was truly committed to elementary school physical education and had always tried to make decisions that would have a positive outcome for the teachers and students in the school

system. Gracie was also very appreciative of the supervisor's help through the years.

The supervisor had never been perceived by Gracie as threatening, but at times she made Gracie nervous. Whenever the supervisor observed her teaching, Gracie became very uncomfortable. Gracie found this particularly interesting because she really liked the supervisor and also had been very comfortable with other people observing in her classes.

Gracie believed that the supervisor's control of the elementary school physical education program had been a positive thing, but at times she had resented the power of the supervisor and some of the decisions the supervisor made. She gave as an example a time when the supervisor announced at a staff meeting that the elementary school physical education teachers were to give out "PEPI-grams--those little notes that go home and say that this kid did a wonderful job in physical education today." The supervisor's instructions for giving out the "PEPI-grams" as rewards included the specification that every child in the school was to receive one of the notes by the end of the school year. Gracie was not sure what upset her the most--the fact that she was told she "had to do something," or the fact that she did not believe that "rewards where everybody gets one is really a reward." Whatever the case, Gracie resented the fact the supervisor required her to do something in which she did not believe.

Current Teaching Situation

At the time of the first two interviews, Gracie was teaching elementary school physical education in two schools to approximately 700

children in kindergarten through sixth grade. Gracie was the only physical education teacher in one of the schools, but she shared the teaching responsibility at the other elementary school with another physical education teacher. Gracie thought it would have been great to work in a school with another teacher who shared the same philosophy and attitude toward teaching that she did, but in her current position this was not the case. The other teacher was "a very negative person," and they had very little in common. Gracie and the other teacher coordinated at a minimal level on things such as when to get the gymnastics equipment out of storage, but did not work together beyond that point.

In describing her job responsibilities, Gracie said that teaching was the only thing beyond serving on school committees that she was required to do. She was particularly pleased that as an elementary school physical education teacher she was not required to coach. Gracie's day-to-day nonteaching responsibilities were very limited. She really did not have any mandatory duties, but she did take a dismissal post to watch the children in the afternoon to make sure that they did not run in the halls. She was also asked to eat in the cafeteria, but she did not have to sit with a class. Gracie stated that as a rule the teachers sat at the teacher's table in the cafeteria, but she sometimes sat with the children so that she could have some "one-on-one" contact with them.

Rewarding and Dissatisfying Aspects

The most rewarding aspect of Gracie's job was working with the children. She greatly enjoyed the pleasure the children experienced in

movement and the children's excitement and enthusiasm over physical education. She also liked her popularity with the children as a result of teaching a subject that was "inherently pleasurable" for them.

The most dissatisfying aspect of her job was that she could not do what she wanted to do with the children because of time limitations. It was very frustrating to know what needed to be done for a better program, and yet to be forced to settle for only what she could accomplish in her one-day-a-week program. It upset Gracie that she was unable to make progress in teaching the children the skills she initiated with them.

Gracie also was frustrated by the fact that the system did not work. The way that the elementary school physical education program in the school system was set up was for the specialist to teach the children one day a week and the classroom teacher to teach on the remaining four days. This was the ideal plan, but in reality few of the classroom teachers did very much to follow up her lessons. It was frustrating to Gracie to work with the children on a concept one week with the hope that the classroom teacher would reinforced it during the week, and have the children return the next week with no memory of what they had been working on the previous week. In terms of skill development they would have actually regressed. Gracie explained the reality of the situation,

I think expecting the classroom teacher to be the follow up person, on the whole, is not happening. And I probably could talk forever about why I think this is true. I don't think they're prepared; I don't think they have the time, and I don't think they have the interest, most of them.... When it comes down to the schedule and the push and all, they don't

have the time or the energies to go put forth what I'd like to see as follow up.

Even though Gracie was very sensitive to the classroom teachers' "lack of training" in physical education and to the amount of work that the teachers faced in their positions, she still had a mixed reaction to the reality of the classroom teachers not following up her physical education lessons. She thought she had a responsibility to her students and to the physical education profession to somehow increase the amount and quality of follow up that classroom teachers did in their portion of the physical education program. As a result, she felt somewhat guilty that she did not try to push the classroom teachers into being more motivated to follow up her lessons. This feeling failed to go away despite the fact that several of her principals had made it clear that she was not responsible for what the classroom teachers did in the name of physical education the other four days of the week. The principals had told her that her responsibility ended with providing the classroom teachers with physical education information and activities.

Gracie described how she met these responsibilities with the upper grade teachers who did not attend her physical education classes with their students. She provided the teachers with a list of the activities, or skills, covered in her physical education classes each week. The list was written at the bottom of the weekly "behavior report" sheet that Gracie filled out and gave to the teacher of each group of students whom she taught. When Gracie taught she gave names to the different activities so that the children would readily identify a particular activity with a particular name. She explained that by

giving the activities names and then placing these names on the weekly list, the classroom teacher then only had to state the name of the activity and the children would know what to do.

She also discussed how she met her responsibilities with the lower grade classroom teachers who did attend her classes with their students. With the primary teachers attending her classes, she did not do anything extra outside of class to help them prepare for their follow up lessons. She did, however, spend some time each class period reinforcing, or reviewing, with the children the content presented in the lesson, so the classroom teacher, if listening and interested, would be sure to know the content to be covered in subsequent follow up lessons.

It pleased Gracie that many of the classroom teachers appreciated her efforts to help them with their portion of the physical education program, but ironically she believed that her efforts created an undesirable situation. In order to help the classroom teachers she often felt "pressured" to use her teaching time to prepare the children in some manner for the subsequent follow up lessons. Gracie thought as a result of doing this that she ended up teaching to meet the needs of the classroom teacher, not those of the children.

Gracie strongly believed that the only way the children's needs could truly be met would be for the school system to hire enough elementary school physical education specialists to insure that every elementary school child received instruction from a qualified teacher a minimum of three times a week. She really did not think that this was going to happen in her school system so as a result she had accepted her role in the school. She stated that she would continue to try to teach

skill development, but she did not think that a one-day-a-week program was sufficient to make major gains in skill acquisition. Under the present system, Gracie had very little faith that classroom teachers would ever make significant contributions to the education of children in motor skills. She summed up the discussion by saying,

I see my role as ... providing them [children] with a chance for movement experiences that are ... fun or pleasurable, successful for them. Then, if more goes on I'm delighted. I've kind of, I guess, accepted a defeatist attitude in the fact that it seems like its not doing what it's supposed to do. And I have not figured out what it is I need to change. And so, I just kind of accept that they're not going to follow up, and so, I just do my part and hope for the best.

Since Gracie was frustrated by the limited amount of contact time she had with the students she was asked if she had ever considered making a change and accepting a teaching position in a school system that provided elementary school children with physical education instruction more than one time a week. Gracie answered that she had never really thought about "taking a risk" and making a change to a "rosier situation." She stated that she was "happy enough" with her current life style and was not sure that seeing the children more often would actually be that much better.

As an example of what she meant, Gracie discussed a conversation she had had with a teacher who taught in a private school and saw the students in each of her classes every day. Gracie had commented to the teacher about how exciting it must be to see growth in the skills that she taught the children; the teacher had remarked that she thought teaching every child every day was a "hassle." The teacher reminded Gracie that teaching every child every day meant that one also had to

make lesson plans every day. In her own situation, Gracie could make one lesson plan that could "last all week long for a grade level." She admitted that she had been thinking only of the rewards of seeing the children every day; now that she considered the additional work involved in the situation it did not seem as rosy.

Gracie mentioned two other dissatisfying aspects of her current teaching position: problems with facilities and poor student behavior. At both schools Gracie used a multipurpose room for her indoor instruction and the school playground for her outdoor instruction. In one school in particular the term "multipurpose" was very appropriate for the space that she used. In the room, there was a stage divided "by a folding door divider" to create a room for the music teacher. Gracie stated that this created a problem for her because she was forced to really keep the noise level down in her part of the room to keep from disturbing the music teacher.

Gracie indicated that in the year previous to the first and second interviews that she had found it a problem when other teachers and the principal used the multipurpose room for programs and other special activities without letting her know ahead of time. This practice had been very frustrating because she had frequently been right in the middle of her teaching day when someone would come in and ask her to move to a classroom or outside because the room was needed. Gracie thought it was unfair that she had not been given the opportunity to plan her lessons accordingly. Gracie stated, however, that the problem had been greatly reduced during the current school year because of a skit that she and several of the other special subject teachers

performed to show the faculty and staff the other side of the issue. Since the skit's presentation, everyone had been doing very well at notifying her in advance of their plans for the multipurpose room. She greatly appreciated the advance notification, but she was still somewhat frustrated by the lack of control she had over her teaching area.

Both schools had playgrounds, but the only similarity was the lack of grass. At one school the playground was very small and restricted from expansion by a residential neighborhood. At this school when Gracie taught outside, the children were frequently distracted by other groups of children using the playground for free play or other activities. Gracie said it was very common to be teaching and have "other classes come and play right on top of you."

Space was not a problem at the other school because the playground was very large. It was located next to a busy freeway, however, and the noise and air fumes from the many passing cars and trucks made it difficult to teach outside.

In terms of problems with behavior, Gracie thought the children were much less respectful towards adults than they were formerly. She said that she now more frequently had to deal with "defiant" children. She also believed that many of the children were being told at home that they did not have to listen to the teachers.

According to Gracie, another factor that influenced the children's behavior in any of the special subject classes ("art, music, PE, LD, MH") was how the classroom teacher "prepared" the children for the classes. If the children entered the special teachers' classrooms quiet and ready to learn the behavior problems during the class were

greatly reduced. The attitude of the classroom teacher toward the special subjects, therefore, was perceived as having a significant influence on what happened in the special subject teachers' classrooms.

Summers

Gracie did not mention having the summers off from teaching when she discussed positive aspects of her job, but later in the interviews she said she was not sure that teaching would be as appealing if she had to work the year round. She liked the security of teaching and the salary was "adequate, though not that wonderful," but having the summers off "to play" was ideal for her life style.

After one summer of working with children as the director of a "Y" day camp, Gracie decided that working year round with children was not for her. She believed teachers needed a break from children. Since the time of her "Y" director's job, Gracie has used her summers to participate in many different types of outdoor physical activities, visit family, attend professional workshops, and work at a few odd jobs. She normally spent most of each summer doing non-school-related pleasurable activities, but in the summer prior to the first two interviews she had been hired by the school system for a two-week period to work on a small committee to develop a county-wide physical education curriculum guide.

Professional Organizations and Activities

Gracie acknowledged she was "ashamed to say" that she was not actively involved in any professional organizations, but she did hold memberships in the local Classroom Teachers Association and the main state and national physical education professional organizations

(AAHPERD). In terms of conventions Gracie said that prior to the year of the first two interviews, that she had not been to a state convention in three years and had not been to a national convention in five years. Between the dates of the first and second interviews, however, Gracie attended a national convention sponsored by AAHPERD. She said she was very frustrated at the convention because she felt that her profession had no direction. She explained,

We have some people that are hounding on fitness; some are saying youth sports. This convention, to me, I didn't get a whole lot out of. I enjoyed it. I had some stimulation ... but I used to come back from conventions really motivated from hearing new ideas and [I was] ready to go ... like a revival, ready to try some things out. And I didn't come back this time with anything that I felt that way about ... just a lot of questions of, you know, 'Well, what are we doing; what are we trying to do?'

When asked what suggestions she would like to make for the convention the next year, she answered, "Have a review of the current trends and the current literature." One program that Gracie had really enjoyed at the national convention had been a panel discussion of a current issue by two professional leaders. Gracie thought that programs of that type were the most beneficial to teachers in the field.

Student Teachers

Throughout the interviews, Gracie talked a great deal about working with student teachers. She had worked as the cooperating teacher with a total of six individuals. Gracie had enjoyed very much parts of her experience in that role. In particular, Gracie liked having somebody to talk to about what she was doing in her program. Unlike other cooperating teachers whom she knew, however, Gracie had not found

working with student teachers to be a learning experience. She explained,

I've heard other people say they get excited about a student teacher, because they bring in new ideas. I haven't found that, and I'm afraid it's a reflection on college preparation courses. In talking with them [the student teachers], it sounds like they're back where I was fifteen years ago at _____ [name of undergraduate college omitted]. You know, you had activity classes and a little bit of theory, but as far as practical application or really understanding the theory and practice there --- I didn't get it and these kids are coming out not having it either.

In addition to poor preparation for the student teaching experience, the South Carolina college with which Gracie had worked the most frequently had just that year changed the length of time in which the students had to be in the schools. Students now were required to spend six weeks at the secondary school level and six weeks at the elementary school level. Gracie stated that six weeks was entirely too short a time period to work with the students, especially if she had a weak student. She also was frustrated by the fact that the college now asked her to work with two student teachers back-to-back during a 12-week period. Gracie said doing this had been very disruptive to her elementary school children and had put them behind their expected accomplishments.

Teaching as a Profession and Gracie as a Professional

When asked if she perceived teaching as a profession and herself as a professional, Gracie answered that she did, but she had not thought that way for very long. Gracie explained that her mother had been a teacher and as a result she had always thought teaching was just

something her mother did to make a living. When Gracie started teaching, therefore, she said she just looked at her teaching position as having a job to get by and as a means to finance her "fun activities." This perception had remained intact until the fall of the year prior to the first two interviews.

Gracie thought two interrelated factors were responsible for her now considering teaching as a profession and herself as a professional. The first factor was a period of time in which Gracie went through what she described as "personal introspection." During this period of time she examined her life from several perspectives. She stated that she had always had a very difficult time making decisions, but she had realized that she was at middle age and it was time for her to make some conscious choices in what type of life she wanted to live.

Two decisions that came about as the result of Gracie's period of introspection were the purchase of her new condominium and her enrollment in a Career and Life Planning course at the local community college. Gracie explained the significance of the latter decision when she stated that since she had never really made the decision to be in physical education that she thought it would be helpful for her to stop, take the course, and really look at her career and decide if teaching elementary school physical education was really what she wanted to be doing.

As a part of the Career and Life Planning course, Gracie had been put through a battery of personality and personal interest tests. She said the results of the tests very strongly indicated that she was well suited for both teaching and physical education. The course had made

Gracie feel better because it had confirmed that she was doing what she should be doing.

During the five years between her interim contract days and her enrollment in the course, Gracie went through a period of time in which she was "humdrum" about teaching. She explained that she thought that in addition to her insecurities about her career that two other factors had contributed to her humdrum state: isolation and lack of administrative support.

Since the days of her former supervisor Gracie had had very little contact with the other elementary school physical education teachers. The new supervisor, unable to call a required meeting on school time without going through a lot of red tape, had tried having voluntary attendance meetings to give the teachers a chance to get together for "sharing sessions," but less than a fourth of the staff attended and the supervisor discontinued them for lack of interest. Gracie said,

They do not call staff meetings with us. They don't encourage it and that's what I really miss. That's one of my gripes. If I ever have a chance to gripe, I'll gripe about that. To call a meeting, _____ [supervisor's name omitted] has to go through so much red tape, but [pause] we need it [to meet] because of the support. We need to have --- I need it. I need to have the support of being able to talk to people who are doing the same thing I'm doing and sharing the same problems I'm sharing....

Gracie related that every now and then five or six of the teachers would get together independent of the supervisor, but she did not think that they did this frequently enough. She stated that she was beginning to realize that she was going to have to take the "initiative" in getting them together informally and stop waiting for the supervisor to call formal staff meetings.

In the early teaching years, Gracie and another elementary specialist lived close together and spent a lot of time "bouncing ideas off of each other." The teacher left the school system, however, and her departure along with several of Gracie's other friends "getting out" of physical education made it more difficult for Gracie to find support on a personal level. She felt very thankful for one of her good friends who was an elementary school physical education teacher in another school. She and this friend spent at least some time each week talking on the phone about their teaching positions. Despite the phone time, talking with the student teachers about her day-to-day work had made Gracie realize that she was basically isolated and really needed more contact with other physical education teachers.

In addition to isolation, Gracie believed that the lack of school administration support for her as a teacher and for her program had contributed to her feeling humdrum about teaching. When she had been taken off interim status and placed on a regular contract, she had been assigned to work under two principals with whom she had not worked previously. The principals had not been supportive of physical education and she had found this very frustrating. Gracie explained that neither of the principals had given her any feedback regarding her teaching, and as long as she had not "put tape on the floor" or caused any kind of trouble they had very little contact with her.

Gracie had not realized how important it was to have the principals' support and how much the lack of it had influenced her enthusiasm for teaching until she switched one of her schools and began

working under a different principal. The new principal made a point of saying that she thought Gracie's program was an important part of the school curriculum and that Gracie was doing a good job teaching. The principal expected the best from her faculty and all of a sudden Gracie had found herself wanting to do her best. Gracie thought it was funny that positive strokes and high expectations from a principal would make her examine more closely what she was doing professionally.

The second factor that Gracie discussed as partly responsible for her now considering teaching as a profession and herself as a professional was the fact that she had been selected to participate in the second year of a new Career Development Plan that the school system was trying out. Gracie believed that an emphasis of the plan was to help everyone involved with the program recognize teaching as a profession. She said this emphasis had already helped her to understand that she was on the "tail-end of the band-wagon" in coming to the same realization. Gracie now thought teachers had a responsibility to help society see teaching as a profession. She stated, "We need to present that and prove it and live up to it."

Gracie thought it was odd that she had received word that she had been selected to participate in the Career Development Plan program the day following her enrollment in the Career and Life Planning course at the local college. She was ready to look at her life and try to be open to the possibility that she might need to change careers, and along came the opportunity to make a real commitment to her present career. Gracie could have declined the invitation to participate, but she had thought

she needed to go into it. Ironically, Gracie sensed that another decision about the direction of her life had been made for her.

A good portion of the second interview was spent with Gracie discussing the Career Development Plan. She revealed that she did not know many of the specific details because the newly selected group had not had any orientation meetings. From what Gracie knew, the plan had been "umbrellaed under staff development." It had been developed within the school system and, according to Gracie, was based on practices in industry.

Gracie explained the program by saying that each nominated and selected "cross-over" participant, a tenured teacher participating in the Career Development Plan, was given a set of fourteen competencies or criteria associated with staff development. The first step in the process was for the candidates to grade themselves on the criteria. If the candidates gave themselves a grade lower than a "B" on any of the criteria, they were required to write "an action growth plan" that explained the process by which the teacher planned to improve that area of weakness. The teacher candidates were required to submit a portfolio that would give evidence of how well they met each of the criteria, or document the process by which they were attempting to improve an area of weakness.

In addition to meeting the criteria and submitting the portfolio, each candidate was observed by hired observer evaluators nine times during the school year. Some of the observations were announced, but others were not. The hired observation evaluators did not attempt to evaluate the candidates on the content of what they were teaching;

instead, they would look at specific behaviors, such as, how the candidate handled disruptions in the classroom, whether the candidate was prepared for class with all teaching materials ready, and whether there appeared to be any rules that the children were following regarding class behavior (e.g., "when they could sharpen their pencils"). Within 24 hours following each observation, the evaluators would give the teacher a "written synopsis" of the lesson they observed.

If a candidate met the 14 criteria and received good evaluations, he or she earned "career status." With career status the teacher received a \$2,000 increase in salary the following school year. Obviously, according to Gracie, the increase in salary was a substantial motivation for participating in the program.

When Gracie was asked how she felt about being selected to participate in the program, she replied,

In a way I feel threatened - challenged - because I'm not a leader. I'd just as soon sit back and wait on things to happen to me. It kind of panicked me that my name was chosen now.

Once she knew more about what was required of her, Gracie thought she would feel less threatened. Presently, she felt as if she was "in the dark about it all."

Gracie had three primary concerns about the Career Development Plan. First, she thought some of the competencies would be awkward for her because she saw the children only once a week and because the program had not been designed with special subject teachers in mind. Gracie had been troubled by the competency that required her to

participate in "research and development activities to improve instruction."

The second concern of Gracie's was her anxiety over the presence of the observation evaluators in her classroom. It did not bother her to have visitors observe her teaching, but she was concerned that the individuals doing the observing and evaluating might not understand the reasons why she did the things she did. Some of the teachers who had already completed the program told her that the evaluators did not look at the teachers' lesson plans and Gracie reacted to this fact with mixed emotions. Since she no longer wrote out a detailed written lesson plan, she appreciated the fact that she did not have to produce lesson plans for the evaluators. The other side of the issue, however, was that she thought that she should write up her plans so she could be sure that the evaluators would know what she was working on in the lesson. She was afraid that some of the things she did in her physical education program might look haphazard to someone who did not understand the purpose of what she was doing or the content of the material she was covering.

Gracie's third concern was over the validity of the Career Development Plan. She was aware of at least one case in which a very weak teacher had been nominated to participate in the program by a school as a result of a political move by members of the school staff. That teacher had been selected in the first group of participating candidates; and at the time of Gracie's first two interviews, it appeared that the teacher would make career status. The fact that the teacher had apparently passed the standards of the program made Gracie question the appropriateness of the Career Development Plan for

measuring teacher effectiveness. She also stated that since she had learned about the teacher she had realized that while she had heard about how hard some of the teachers worked to meet the standards, she had not heard that any of the candidates were having trouble making career status. Gracie said that it "makes you wonder about the validity of the program if everybody whose name gets drawn out [of the hat] is able to get through" the program.

Concluding her comments about personal introspection and the Career Development Plan, Gracie discussed the impact of her realization that teaching is a profession and she a professional. She said,

I'm starting to look at that and realize that it's time for me to put something into this, not just enough to get by, but to really try to grow and develop in it.... I guess I'm looking at myself, saying, I had just been doing a job before and not really putting anything into it. I think maybe that's the difference to me; it is putting something into the profession myself and making a real commitment.

Gracie believed that "putting something into the profession" meant that she needed to grow professionally. According to Gracie, professional growth is "learning and wanting to know more about what you're doing." On a continuum from stagnant and stale to enthusiastic and alive as a teacher, Gracie perceived herself as somewhere in the middle. In terms of actions, she was more toward the stagnant and stale end of the continuum, but in terms of her "desire" or what she wanted to do, she was "more toward" the other end. Gracie wanted to be a "growing, vibrant" type of teacher, but she found it difficult to do alone. She said, "It's so hard for me on my own to do - to be professionally motivated, to read, to give thought to professionalism." Gracie explained that as a characteristic of her personality she was

"more of a follower than a leader;" therefore, she needed leadership and a support group when it came to growing professionally. Gracie said she was looking for professional guidance and help, but not really finding it in her school system or in the physical education professional organizations.

Although disappointed that the school system and her professional organizations had not met her needs, Gracie was optimistic that her participation in the Career Development Plan might do so. She explained, "In a way, I feel challenged because this might be the motivation I need and the support to make me do the growth that I need right now."

Career Goals

When Gracie was asked if she had any career goals, she answered that she did not. She explained that being a goal setter was not a characteristic of her personality; therefore, she had never made any big career goals about what she wanted to be doing five years down the road. Gracie said as a result she had never really had her life in order. She thought the reason she avoided thinking about the future was because she never really pictured herself as an adult. Gracie explained, however, that although she did not have any big career goals, that on a smaller and more immediate level she just wanted to "grow with" her teaching.

Gracie enjoyed working with the kids and being a physical education teacher of children; for now, she was happy with that role. She added that she really did not have any desire to teach at the college level again, but she did try to stay open to that idea in case her feelings changed in the future. The reason Gracie did not want to teach at the

college level was that she felt very threatened and unprepared whenever she worked with adults. Gracie had not only experienced this feeling back when she taught at the college level during her one year interim contract, but also as a result of her part-time evening job during the school year as a slimnastics and aerobics instructor at the local community college.

She also did not see herself going back to college to pursue another degree. She explained,

I have no desire to do that. I have no desire to go sit and study and write papers and all. The freedom of getting out on my own and making a living and being able to do my own thing is important to me.

Gracie wanted part of what could be gained from that type of experience, but she did not want "that much commitment to it."

Perceptions of Physical Education

Gracie perceived teaching physical education to have the same status as teaching any other content area, but she did not believe that society thought likewise. She explained that people in our society look at schools as places where children work and physical education as primarily a "fun" subject and, consequently, the opposite of work. As a result, according to Gracie, physical education as a subject in the school curriculum fails to fit the "good old Protestant work ethic." She thought the primary problem was a misconception of what physical education is. She said, "The public looks at it [physical education] as just games and skills rather than really learning and thinking."

According to Gracie, there is much to be gained from physical education, and it should have the same importance as other subject

areas. She did not think, however, that she personally did enough to help alleviate the misconception about physical education. In fact, Gracie said she probably contributed more in the other direction when she would laugh and joke with her friends when they called her "Recess" and "Miss Play Teacher."

Inservice Activities

As a teacher in the school system Gracie had the opportunity to participate in inservice activities planned by two different agencies or individuals within the school system. First, the Continuing Inservice Education Department from the Staff Development Center sponsored many classes and workshops, such as "how to cope with stress," an "alcoholism workshop," and "effective teacher training." Participation in most of the activities was voluntary and teachers earned certificate renewal credits. Occasionally, the school system would, however, make attendance at a workshop mandatory.

The second type of inservice activities that Gracie mentioned included those sponsored by the Assistant Principal for Instruction (API) in her school building. The API's job was to provide things for the teachers to assist them in their instructional duties. These included providing supplies, books, materials, and making arrangements for in-school workshops. A 10-hour computer workshop that Gracie attended was an example of a workshop for which the API had made the arrangements.

Some of the inservice activities were related to Gracie's needs as an elementary school physical education teacher, but many were not. She tried to make her decision about what to attend on the basis of what

activities had the greatest potential to provide her with personal growth. Gracie thought, "anything that helps you grow personally in the long run helps you with your specific job."

Gracie also made some general comments about inservice education. Two years prior to the interviews, she had attended a physical education conference that had a day-long keynote session on inservice education. The primary thing she had learned from the session was that inservice is used better when it is designed on the needs and wants of the participants. Gracie agreed because she believed that what individuals learn is based upon where they are professionally and what they are ready for at the time.

Continued Professional Learning

Gracie believed that each person was on a learning continuum and that one never really stops learning. She also stated that "how you perceive your profession is indirectly related to where you are" on this personal learning continuum. From Gracie's experience and from what she learned from working with student teachers, she believed that when one graduates from college it is very easy to feel that your education is completed. She said, however, later in life most individuals realize that they need "more depth" in their professional knowledge than they obtained as undergraduate students. Gracie defined continued professional learning as the search for that depth and an effort to better understand how professional learning interrelates with total learning.

Gracie frequently used the terms professional learning and professional development interchangeably; when asked, she said she

thought they were interrelated, but not the same thing. She explained that professional learning was more specific than professional development and that professional development was more of an on-going process.

When Gracie was asked if she thought continued professional learning was initiated from within a person or if it was fostered from some source outside of the person, she said, "I think both." She explained that first a person had to be at a level of needing it and wanting it and be willing to make a real commitment to continued professional learning before anything else could happen. She said, that if, however, the person had traits similar to her own, he or she would still need something or someone to increase the motivation or excitement to act upon the need or desire.

Gracie stated that any job should have professional growth as a part of it; she thought the best ways for her to grow professionally would be to attend meetings, share with other people, and read professional material. She added, however, that even though she was aware that she needed professional growth that she had been unable to act on that knowledge by herself. She had not scheduled into her personal life the time to do the needed activities because she had always been more interested in "recreating" (e.g., "running, playing pool or golf") than growing professionally. Gracie qualified her statements by saying that her realization that she needed professional growth was the first step in making it a part of her life style.

Gracie explained that this realization also separated her from teachers who were stagnant and stale professionally. She believed this

separation was primarily the results of just basic personality differences. The administration, according to Gracie, was wrong in not getting rid of the stagnant and stale teachers because it was not fair to the children to have teachers who failed to make a commitment to continued professional learning. She understood that sometimes these individuals had tenure and were reaching a point near retirement and the administration just tolerated them, but she also believed that many of these teachers demonstrated from the very beginning that they were not well suited for the profession and the administration just failed to follow through with their responsibility to get rid of them. As a result, the students that these teachers taught as well as the teaching profession suffered.

Expressing a rather strong opinion, Gracie stated that, beyond the initial individual commitment to continued professional learning, schools and school systems had a responsibility to help teachers grow. She continued,

I think if a system of any sort expects quality work out of its workers, whether it's the automobile industry or whatever, they have the responsibility to make conditions and working situations the best that it can be, and to help you [the worker] do your job the best that you can do.

According to Gracie, a school system could provide this support in a variety of ways, including motivation through workshops, monetary rewards for doing a good job, and giving teachers the power to change the things that needed to be changed and the credit for the changes once they were made. She said,

If I'm working in the system - even though I am just a lowly teacher, I'm not a supervisor, or a coordinator, or an administrator - that's where the basic work is being done

with the children and if I see needs and changes - that system itself ought to help me want to improve.

Staff Development

The Staff Development Center in her school system represented to Gracie the efforts of the administration to provide the teaching staff with support for professional growth. She defined the term "staff development" based upon the services offered through the Center, which (a) provided opportunities for inservice workshops, (b) made available educational materials to supplement those found in the individual schools, (c) sponsored the Career Development Plan and the New Teacher Mentor Program, and (d) housed the Media Center. As a result of the set-up in her school system, Gracie perceived staff development to be a broad concept with smaller concepts falling under it. Gracie gave as an example of the smaller concept the term "inservice." She said, "I think inservice is what is done to make staff development happen."

The only staff development activity that Gracie discussed that she did not associate with the Staff Development Center was the in-school committees. She believed that the act of teachers working together to make their individual schools run more smoothly was very much a type of staff development.

In general, Gracie thought staff development was teacher oriented with the purpose of helping teachers develop so that they could be more effective in the classroom. She believed that the staff development activities could foster continued professional learning, but only if the individuals' personal needs were present first and the activities were

designed to meet the individual teachers at their level of understanding or experience or both.

The University and Continued Professional Learning

When Gracie was asked if she could remember anything from her undergraduate program that helped her to realize the need to continue to grow and to learn professionally after graduation, she answered, "Definitely not." She said she would also answer, "Definitely not" if she were asked if her student teachers had demonstrated anything in their behavior or discussions to indicate that they had had anything in their programs to help them with that understanding. Gracie believed that her undergraduate program and the undergraduate programs of her student teachers had failed to prepare her or the student teachers for the immediate responsibility of a teaching position following graduation and certainly had not prepared them for anything beyond that point.

Gracie was not sure what the university should do to help students understand that they would need to continue to grow and to learn after their undergraduate degrees. She thought this was important, but she believed the universities with which she had been associated had a more basic problem in preparing students to teach in the beginning. She concluded that, if the universities were able to meet the first challenge of preparing their graduates for their first teaching positions, she would recommend that university teachers also show the importance of continued professional learning by example. Gracie explained that for this to happen, the university teachers would have to be committed and to actively seek continued professional learning in

their lives and then to establish close relationships with the students so they would be able to use the teachers as role models.

Beyond preservice education, Gracie thought that universities and public school systems could learn a great deal from each other. As an example of one way that elementary school physical education specialists and the university personnel could work together, Gracie discussed a conversation that she had had with one professor at a university in the state. The professor had mentioned that she would like to "block off a day of the week" to come into the school system in which Gracie taught and work with some of the specialists. Gracie thought she would enjoy working with the professor in a joint effort to take a realistic look at a once-a-week curriculum in elementary school physical education. This type of project would truly be helpful to both the university and the school system.

The university professor's actual presence in the school would be the key component to making such a project a success. This way Gracie and the professor would have to face the "headaches and problems" that teachers in the on-site situation have to deal with each day. Gracie explained that often in universities, the professors of preservice and graduate education courses make recommendations for the teaching setting that in actuality do not work in the "real world." Gracie added that these individuals frequently are also the speakers at professional conventions, and the teachers in the field are somewhat leary of their suggestions because they are not grounded in actual experience.

Gracie identified another specific way in which she thought that someone from the university could help her. She said she would like to

take a university course or to attend a university inservice program that would provide her with an overview of different philosophies of elementary school physical education. Gracie thought this type of course would help her "come to grips" with where she was professionally in terms of elementary school physical education and help her to better communicate her beliefs.

Concluding the First Two Interviews

At the conclusion of each of the first two interviews Gracie discussed the fact that her participation in the research study emphasized how much she missed having other physical educators with whom to talk about professional issues. Following the first interview she made the following statement:

I don't have to say this on tape, but I feel like even this experience of sharing with you is going to help me with some of my decisions. To just be able to express this - you thought I was helping you out; see in the long run you're helping me out, because I haven't had anybody to gripe to, I don't mean gripe, but to talk to.... It's neat to be able to express these things to somebody that's got an ear to listen.

Final Interview

In her final interview, Gracie seemed fascinated by the fact that many of the things she expressed in her first two interviews were still true three and one half years later. When asked to express her general reaction to the write-up of the the first two interviews, she remarked,

I read it and I go, 'Gosh, that's true, that's true!' There hasn't been a lot of change. It's almost like you're rewording or saying back to me the way I really feel even now about a lot of things. There have been changes of course, but a lot of it is still the same. Most of the paper was very accurate.

Seven clarifying phrases or sentences were added to the text of the first two interviews. At Gracie's request, several minor changes were also made in word selection and one sentence was deleted from a quote. Gracie's comments during her third interview focused on two major topics. Both topics were discussed in relation to Gracie's perceptions of changes related to continued professional learning that had occurred since her first two interviews. One of the topics of discussion was the Career Development Plan. The second topic was a significant change in her teaching position.

The Career Development Plan. Gracie provided an update regarding her participation in the Career Development Plan. The school year following the first two interviews she began the evaluation process by conducting a personal assessment of her own ability to meet the effective teaching criteria specified in the plan. She then presented her review team with documentation to support the results of her personal assessment. She said, "It was kind of like going before a court, I had to prove or show that I was competent."

The review team identified two areas of weakness: one, conducting research, and two, the use of community resources. Gracie agreed that she had not been involved in research activities, but she felt the second identified area was unfair. She explained her objection and what she had done to fulfill the criteria.

I bring parents in to help with field days and I do PTA programs. In the past years I have had a square dance caller come in, so periodically I'd do something. But during like the last two years I hadn't brought anybody in. My principal was such a stickler that she put that I was lacking in that area - that I ought to be bringing more people in as resources. My argument with her was that I am a resource

person - I'm only seeing the kids once a week and if I take time out to do enrichment things during my little bit of time that it wasn't necessarily good. I'm not really opposed to it, I just didn't feel like it was a weakness. But she did, so I ended up doing it. I ended up that year bringing in a gymnast and a sports medicine person and I did other different things. Like I said, it kind of interrupted my program, but anyway - we fulfilled that requirement.

To improve her weakness in research, Gracie decided to see if she could improve her students' levels of physical fitness. She stated, "My research was overall testing; I did a pre- and posttest on the kids and all year long with classes I emphasized fitness."

In addition to working to improve her identified areas of weakness, Gracie was also observed during the school year 11 times while teaching her classes. Nine of the observations were by her review team and two were by her elementary school physical education supervisor. The observers prepared reports after each observation and then Gracie met with her team to discuss any problems.

At the end of the school year, Gracie pulled all the paper work together and submitted a written report to her team. The final report was then sent to a school-system-wide committee. Based upon the recommendation of the committee she was placed on career status level one and received a \$2,000 salary increase.

At the time of the third interview, Gracie was in her third year at career status one. During her fourth year in the program, she may apply for career status level two. This would involve her being re-evaluated by her review team. She explained,

You really don't do anything different - just your team has to say, 'Yea, she's meeting these standards and doing well on her observations and everything is going up.' Then it will

be four thousand dollars extra a year - so, that's a BIG positive about it.

When asked for her reaction to the Career Development Plan, Gracie related that overall it was positive, but she did have some negative feelings. She explained that while participating in her first year of the program she had been overwhelmed by the amount of time and paper work involved and, therefore, had felt at times that the program was more of a "hassle" than a benefit. She also believed that the focus on meeting criteria "had taken away from the joy of teaching." Another negative experience associated with the program came the year following Gracie's initial participation in the program. She was asked to represent the special subject teachers on a Teacher Advisory Committee established to study the Career Development Plan. Initially Gracie was pleased that the administration was interested in getting the perspectives of those teachers going through the program, but she became very frustrated when the program administrators seemed to be unwilling to listen to the concerns of the teachers. She said that it seemed that they had an answer for everything.

Since that time, however, the program has been significantly revised to require much less time and paper work of the teachers, and Gracie now feels that she can focus on the more positive features of the program. One of the things that Gracie sees as a positive feature is that the Career Development Plan requires a "bad" or "lazy" teacher to improve.

Gracie shared that she now knew of teachers that had not been able to meet the criteria for the Career Development Plan during the first

year that they applied. As a result, these teachers were given another year to improve their areas of weakness. While such an action did not prevent bad teachers from being in the school system, Gracie did think that the school system was taking more responsibility for helping those teachers to improve. She believed that the Career Development Plan was designed to force or require teachers to grow, but it attempted to help teachers grow in their areas of weakness.

Participation in the program was also perceived by Gracie to be of benefit to teachers that were already doing a good job. In addition to being financially rewarded for a job well done, the program forced good teachers to push a bit more. She said, "It forces you into some things that you've thought about, even dreamed about doing, but just never did." For many years, she had been concerned about her children's fitness levels, but until she had been forced to deal with the research requirement of the Career Development Plan she had not been motivated to action.

In addition, as a result of participating in the program, Gracie thought she had a broader definition of staff development. She now believed that teachers could learn through activities such as observing in their peers' classrooms and by participating in teacher mentoring programs. She concluded her comments by saying,

One of the things that I got out of the program was an assurance that what I was doing was good. Always before as long as you were here [at the school] and your warm body was down there [in the classroom] taking care of the kids, that was all that mattered. All of a sudden they're looking at your program to see if you're doing what you're supposed to be doing. They're checking to see that your content is there, that you're an effective teacher, that you're meeting the steps of an effective lesson. All of sudden - Hey, you

are important too. It made you feel better to know that you are important, that what you are doing is good.

Teaching Position Change. At the time of the first two interviews Gracie had been working at two elementary schools. After four years of a shared teaching relationship in one of the schools, Gracie was now assigned to that school as the sole teacher on a full-time basis. As a result of making the change, for the first time Gracie was very dissatisfied with her career. Her dissatisfaction was based on her new teaching schedule and the committee orientation of the school.

The fourth, fifth, and sixth grade school was trying out an experimental schedule that required the change in Gracie's position. Instead of the normal schedule of eight 30-minute classes, the school received special permission to extend the school work day and scheduled six 45-minute periods. The change in schedule came as a result of complaints by the classroom teachers. Prior to the schedule change, the classroom teachers found it difficult to find time to meet together to plan by grade level. They were also concerned about the limited amount of instructional time because the students were constantly "coming and going" in order to attend special classes and activities. Under the new plan all special classes were scheduled in blocks at the same time every day. By blocking the special classes together by grade level, the classroom teachers were given an opportunity to plan together at least once each week.

Three days a week Gracie's schedule began with two 45-minute classes back-to-back, then a 15-minute break, two more classes, a 30-minute lunch break and then two more classes. On the other two days she

had a total of three free scheduled periods. One of those times was taken up as a reward period for the school-wide assertive discipline program. In the remaining two free periods for the week, Gracie tried to do her planning, paper work, conferences with students, and phone calls to parents.

This hectic schedule was heightened by the fact that Gracie was assigned before-school study hall duty. This study hall was designed to prevent the early arriving students from disturbing the classroom teachers before the beginning of the school day. Gracie is required to monitor the study hall from 8:00 a.m. until 8:30 or 8:40 depending on the arrival of one of the school's administrative assistants. She then has until 9:00 a.m. to set up for her school day.

Gracie shared her thoughts about her new schedule in the following manner:

I'm just going straight through with no time during the day and it's just exhausting to me. I've never experienced this before.... Others see it on my face. I'm almost being upset with the least little thing. I'm not feeling well - I'm depressed and frustrated with all this. We [the physical education specialists] are giving release time to the classroom teachers, but we're not given any.

On paper it might look fine, but in reality it's not. It's not like a classroom teacher that can give the kids some seat work and sit down a minute. In our area, in all special areas, you have to be so intense with the kids for the full 45-minutes that you have them. It's not like the old throw out the ball and get out of my hair. My classes aren't like a lot of the classroom teachers where it's, 'Go kids, do what you want to do.' I don't think that's realized. I'm finally coming to grips with that. The first couple of weeks I thought--'This is just me.' But I've come to grips that it's the situation. I've identified what my problems are, but I still don't see anything I can do about it.

Following a busy school day, almost every afternoon Gracie had some type of committee meeting. She explained that the principal believed that the teachers in the school should make all of the decisions regarding the operation of the school. The principal was attempting to try out a philosophy that she developed while in graduate school: "decisions about changes that should be made, should be made from the bottom up, not top down." Gracie expressed her feelings about the principal's philosophy.

I'm becoming very frustrated with that because I feel like we're making too many decisions. She's always getting input from teachers through a committee on every minute thing. WE DON'T HAVE TIME TO MAKE ALL THE DECISIONS! There are some decisions that ought to be just made by the administrator and if we [the teachers] have complaints with them, let us go to them and discuss them. 'You made these decisions now you'll support them' - that's the philosophy behind it. If the teachers make the decisions they will support it and feel better about it, but it's kind of gone over-board.

Committee meetings and lack of in-school planning time have created a situation in which at home Gracie has been less able to fully participate in the active lifestyle that she enjoys and needs. She explained that she is getting home from school much later in the afternoons than she had previously. As a result, the length of time available for her personal work-out schedule has been significantly altered. She is also bringing more work home and, thus, is having much less "off-time" from the pressure and the stress of her job.

Gracie summarized her feelings about her teaching position in the following manner:

I'm getting into the gut of my year right now. This is why I'm all disturbed and all. I've been so tired and run-down feeling and I've really tried to analyze what was going on and finally, I came up with the word 'intense.' They [the

faculty and staff] are so intense because after the teaching day is over there is always a committee meeting. It's the most committee meeting school I've ever seen in my life. The day is just too intense for me. I've never in my life said that I didn't enjoy teaching or that I wanted to do something different, but this year - I'm saying it. I can almost cry sitting here talking about it, and I have. I have shed a lot of tears this year!

The school in which Gracie is working full-time is considered an "excellent" school. The teachers work hard to make the teaching and learning situation one in which the children can be challenged to reach their potential. Gracie said,

The type of teacher that is there must have been hand selected because they're willing to gear everything they have toward that school. They're always there. They are always working hard. I've seen the frustration in them too, but they keep pushing.

As an example of how hard the teachers worked, Gracie explained that the teachers "went for" a national school excellence award and won. Only 13 schools in the nation won this award. Gracie also talked about how the teachers "looked out for the school." Several of the teachers were concerned that the school was not attractive and, therefore, was not a "inviting" environment. They also believed that the school had a space problem and needed two new buildings, one for physical education classes. As a result of their efforts toward this end, a bond was passed to fund extensive renovation of the existing building and to add two new buildings. Construction is to be completed by the beginning of the 1989-90 school year.

Because of her personal feelings and what she sees happening around her, Gracie has reached a point in her career that she is questioning what it means to be a professional. She said,

I'm having a hard time identifying what a professional is. I think about a lawyer or a doctor. What makes a professional a professional? Is it the fact that you are committed to just an area? My principal always says, 'If we want to be treated as professionals we need to do so and so.' It's almost always related to time. The job has to be done - it doesn't matter if you stay to 5:00 or to 9:00.

Unlike her perception of her principal's definition of professionalism, Gracie did not think that being a professional means that an individual has to give up everything for the job. She was greatly concerned about this perceived expectation and the quality of life that it required. She said,

If it's going to take my blood and guts, I don't want it.... This is not living. This is not the way I want to live my life. If that's what professionalism is - taking that much time, then [laughing and selecting her words carefully] I ain't going to be no professional. I want out!

When Gracie was asked if she would seriously consider leaving teaching as a career, she answered,

Realistically looking at it, I can't afford to get out. I don't have a desire to do anything different. The only thing that I desire is to feel better about what I'm doing and not feel like I'm spending every minute of my life doing work. That's the way I've felt this year.

Other Factors. In continuing to talk about the change in her teaching position, Gracie discussed other factors that are now different than they were at the time of her first two interviews. Those factors are summarized below.

1. Working only with older children in her fourth through sixth grade level school was somewhat difficult for Gracie. She said if she were now asked what stands out in her memories about her past teaching years, she would say ...

the feeling and love and affection that gets between the teacher and the students - those good feelings. I lack a lot of that because a lot of that came from the little innocent kids in K through 3rd grades that love to come in and give you a hug or just see you in the hall and just light up. They get excited just seeing you as a person that they relate to something that is enjoyable for them. You don't have that in 4th, 5th, and 6th graders and I really miss that.

2. Another difference that Gracie noticed about working with only older students was the lack of variety in her teaching. Although her lesson preparation time had been cut down, Gracie found that there was a great deal of monotony associated with working with only upper grades.

She said,

When you're teaching soccer, let say, the skills are the same for 4th, 5th, and 6th. The ability levels, of course, are different and the quality of what I'm getting out of them, but basically I'm teaching the same lesson and that kind of drives me crazy.

3. Since the time of the last two interviews, the school system in which Gracie works has hired dance education teachers. Gracie is now only responsible for the "recreational dance part" of the curriculum. This means that Gracie only teaches folk and square dance to her students. In the past, the part of dance education that she had enjoyed learning about and teaching the most had been the more creative forms. She is, therefore, no longer responsible for teaching the part of dance that is the most appealing to her.

4. Gracie's schedule, along with the monotony of the similarity in her lesson content, and her lack of opportunity to use dance as a creative outlet had fostered a period of stagnation in her teaching.

I think I haven't even been fair to my classes this year. I haven't been able to do anything to enrich, or change, the way I taught things. I've just kind of gone, 'Well these are the skills I need to do and this is the way I'll do it.'

It's not like, 'Let's find an exciting way to do this....'
I'm only doing the basic things.

5. Since the changes in the school schedule, the classroom teachers in her school have been demonstrating a greater interest in doing a good follow up program in physical education. Gracie related that this interest is nurtured by her principal who wants the classroom teachers' physical education classes to be organized and not to be just recess. The classroom teachers at two of the grade levels told Gracie that they would like her to show them how to do the activities that she listed on the bottom of the behavior report sheets. As a result, Gracie conducted two teachers' meetings for these teachers. She explained that the content of the workshops was well received by the classroom teachers. Gracie took the teachers' request for help as a "real positive thing," but she was still frustrated by the lack of quality in their physical education classes. She said,

It [the last workshop] was three or four weeks ago and I still see some teachers out there really working on things and others that have let go for free play. I think the desire is there now, but some times the skills aren't.

6. At the time of the first two interviews, Gracie had been bothered by her lack of control over her teaching area, but since that time the problem had "snowballed." The school is crowded and until the construction work is completed on the building project, Gracie must share her teaching area with the dance teacher. To avoid this, Gracie takes her classes outside to the playground. Having to work outside almost every day has created a difficult situation. Gracie finds herself constantly altering her teaching methods and class organization so that her voice can be heard above the noises of the busy freeway.

7. Gracie described a content shift in her elementary school physical education program. Although she still believed in the importance of motor skill acquisition, she was now placing a greater importance on physical fitness. Several factors in addition to a personal belief in the importance of physical fitness had influenced the content shift. First, as a result of making physical fitness the focus for her research in the Career Development Plan, she began to emphasize it more in her program. Second, having longer class periods provided the opportunity to spend more time on fitness activities. Third, the introduction and implementation of the state Competency Based Curriculum required fitness testing, and Gracie and several other specialists formed a system-wide fitness committee to plan and implement a fitness testing program for the school system.

8. At the time of the third interview, the school system in which Gracie worked had employed the second physical education supervisor since the retirement of the one that Gracie so much admired. The school system had come almost full circle in the amount of responsibility placed on the supervisors. The newest supervisor can now call meetings without going through as much red tape. The supervisor, however, can still not require attendance.

Gracie discussed one workshop that the supervisor conducted on the topic of educational games, dance, and gymnastics. The workshop was designed primarily for the new teachers in the system, but the teachers attending were about "half-and-half provisional teachers and the oldie goldies." Following the workshop, the supervisor, a former teacher in the school system, apologized to Gracie for the "old hat" content.

Gracie said that while most of the content was familiar to her that she found it interesting to see it taught by a different person. She also enjoyed the "little bit of opportunity" to share and talk with the other elementary school physical education specialists.

Gracie's comments about the supervisor were positive, but somewhat sadly, she explained that the supervisor's role had changed. With the development of the Career Development Plan, everyone in the central office had been told that their primary objective was to see that the plan was a success. The physical education supervisor, therefore, spent much of her time in activities related to the plan. For example, much of her work week was spent as an observer in the classes of career development candidates.

9. Although Gracie had become frustrated in an environment where teachers were responsible for decisions about the running of the school, she still believed that in relation to staff development, the place to begin was with the teachers' needs. She was very encouraged that the school system was turning over some of the inservice money to individual schools for the faculty and staff to determine how it could be best used. She explained,

One of the things the system is trying to do now is reroute some of the inservice money to the school for the school to make decisions about how the money is used. I think that's good. They're asking us, 'What do you need and what do you want for inservice?' We made a prioritized list back a couple of weeks ago about what we felt we needed and wanted. Whether it was time to go observe other people, or take workshops, or attend conferences, you know, we were to come up with our own ideas of what we needed. Her [the principal's] philosophy for making decisions about everything in the school, I don't like. It's just a burden. For inservice, I think it will be good to see where the needs are

and what we want to develop it around. So in that respect - I like it.

10. In the summer prior to the third interview, Gracie attended a Healthful Living Institute sponsored by the state department. Eight individuals from the school system were sent. Their charge was to attend the institute and then "come back and make everyone aware of the health objective for 1990." Gracie said the group planned to start health programs in every school for teachers and staff members.

At the beginning of the school year, Gracie became the committee chair for the "healthful living team" in her school. She stated that it was a good program, but extremely difficult to implement in her school because of the nature of the school schedule.

Concluding Thoughts

Gracie concluded her third interview by sharing how she had been influenced by participating in this study. She said,

I think, as I told you before, just being able to express it to you and you have an ear that understands where I'm coming from. That's a positive. Also the fact that when I was doing my preliminary assessment [for the Career Development Plan], I was able to say - I've forgot under what area - but I could say I am working with someone on their dissertation. I've been able to express to other people what you were doing and how I fit in with that. I guess the other thing that I felt good about is to be able to think about these things and to have somebody probe my mind a little bit. Even though I feel like I'm shallow in my mind, in my thinking, and in my perceptions of things because I don't have much opportunity to get into any depth. The main people I talk to we might talk about what we're going to teach and that type thing, but a good philosophical professional discussion that I've had at times in my life, I haven't had in recent years. Anyway it's good to be able to do what we've done and so in that respect it's been a positive. I don't know that anything that we've discussed has changed my teaching at all. It's made me aware by just reading back over it [the write-up of the first two interviews] that I'm not progressing very far from where I was back then. Okay, like I said, I think I need support and

I still feel that way. I feel better about it now, but I don't think I've done anything about it to change it.

CHAPTER VIII

DISCUSSION

The purpose of this inquiry was to gain insight into the meaning-perceptions of four experienced elementary school physical education specialists concerning the nature of continued professional learning. Six research questions guided this inquiry:

1. What definitions do experienced elementary school physical education specialists utilize to define continued professional learning?

2. Do experienced elementary school physical education specialists perceive themselves to be learning professionally? Why? In what ways? Why not?

3. What teaching realities do experienced elementary school physical education specialists perceive that relate to their continued professional learning?

4. Are experienced elementary school physical education specialists conscious of any "deterministic dimensions of the culture" (Wehlage, 1981) that influence their continued professional learning? If so, what are they?

5. What meaning-perceptions do experienced elementary school physical education specialists have regarding the relationship, if any, between preservice education and continued professional learning?

6. What meaning-perceptions do experienced elementary school physical education specialists have regarding the relationship, if any, between formal staff development and continued professional learning?

The insight gained as the result of interpreting the collective meaning-perceptions of the specialists is presented under three broad headings. The headings reflect the purposes of the research questions: (a) the meaning and value of continued professional learning (questions 1 & 2), (b) the school and cultural factors that affect continued professional learning (questions 3 & 4), and (c) the providers of continued professional learning (questions 5 & 6).

The Meaning and Value of Continued

Professional Learning

Two themes were found in the meaning-perceptions of the specialists regarding the meaning and value of continued professional learning. The first theme was that the specialists defined continued professional learning as a broad concept. The second theme was they perceived the value of continued professional learning as directly related to the motivational and commitment levels of the individuals involved.

Continued Professional Learning Defined

The four specialists participating in this inquiry defined continued professional learning as a broad concept. Their definitions also were consistent with the belief that individuals can continue to grow and to learn professionally through "formal, nonformal, and informal patterns of education" (Dave, 1976, p. 35). Ginie's definition of continued professional learning, or continued professional growth as she called it, best reflects those given by all four of the specialists. She said,

I decided that professional growth or continued professional growth is the involvement in any experience that furthers

your knowledge and your ability to deal with or work in your area of interest.

Jane, Gracie, and Joyce provided examples in their definitions that would further explain what Ginnie described as "involvement in any experience." Some of the examples given represented more formal patterns of education, e.g., attending professional workshops and taking additional college or university course work. Other examples given were more "nonformal" or "informal" patterns, e.g., reading professional materials and sharing with peers and students.

Prior to the interviews, the specialists did not appear to perceive that nonformal and informal educational patterns had as significant a relationship to continued professional learning as did formal experiences. As a result of answering the interview questions and the probes associated with this study, they seemed to experience a new awareness regarding the breadth of those patterns and the significance of those patterns to continued professional learning. Ginnie stated,

Sometimes you get the feeling that it's just going back to school. I think that's what I had in mind all the time or for a long time, that that's professional growth - I have to go back to school. I think that just talking to you [the researcher] some and having to think about this has given me a little different outlook upon it. Actually, there are lots of different experiences that we have that can be labeled as professional growth, because it helps you in what you're doing.

In reviewing the literature for this study, the researcher also found that the dominant practice was to identify formal educational experiences as the primary means by which professionals learn (Berlin, 1983; Cervero, 1988; Cervero et al., 1985; Houle, 1980; Scanlan, 1985; Stern, 1983). As with the specialists, the types of formal educational

experiences discussed were (a) college or university course work, (b) workshops and conventions sponsored by professional organizations, and (c) planned staff development opportunities. A notable exception to the pattern of primarily discussing only formal experiences was found in the work of a few authors in the physical education literature (Bain & Wendt, 1983; Crase, 1980; Earls, 1979, 1981) who discussed more nonformal and informal educational experiences.

Continued Professional Learning

Motivation and Commitment

In discussing the nature of continued professional learning, the specialists stated that personal motivation and commitment become the important features in whether a teacher is professionally alive or stagnant. Joyce explained,

I think continued professional learning is an individual thing. I think that it comes with a desire to do better. I think it comes with knowing that you want to improve. Everybody has room for improvement, and I think that you have to be broad minded enough to realize that.

I think personal commitment is how much you're going to put into it. I think anybody can pick up a magazine and read an article, but it's not going to do a hill of beans any good if you don't use it ... if you don't put it to use, then you're not doing anything.

The specialists believed, as Gracie stated, that a person had to be at "a level of needing" and "wanting" continued professional learning and have a "real commitment" to it before growth could actually take place. They also believed, however, that often personal motivation and commitment were not enough. The realities of the work setting frequently created a situation in which a teacher needed something or someone to stimulate him or her into action.

The latter situation best described how the specialists perceived themselves. Jane, Ginnie, and Gracie talked about having mixed feelings in their self-perceptions regarding continued professional learning. At times they used words such as "content," "complacent," or "in a rut" to describe an awareness that they were not growing professionally in the manner or to the degree in which they wished. Jane explained that she learned daily from the children she taught, but in most other ways she felt "kind of stagnant." Ginnie expressed the feeling that she was growing and learning in her job, "but not to the extent" that she would like to be. She also stated that she felt as if she were "pulling-in" professionally. Gracie summed up her situation by saying that she was somewhere in the middle between being alive and being stagnant professionally. She said her desire was on the alive end of the alive/stagnant continuum and her action was toward the stagnant end. When Joyce was asked if she perceived herself to be continuing to grow and to learn she replied that she did not think she was stagnant. Her comment reflected her perception that she was "just getting started" professionally, despite the fact that she was nearing the end of her sixth year of teaching.

As was indicated by Brookfield (1986, p. 3), the literature on typologies of participation and motivational orientations in adult education is voluminous. A statement made by Houle (1980), however, both summarized the general consensus of the literature reviewed and provided support for the meaning-perceptions of the specialists in this study. He said,

Active practitioners include those whose constant effort to learn leads them to an ever more refined conception and execution of their responsibilities as well as those who seem content to grind through their days practicing routine skills and using long-familiar knowledge. The extent of the desire of an individual to learn ultimately controls the amount and kind of education he or she undertakes. If learning is eagerly sought, its burdens are light and its rewards great. If it is dreaded, regarded as an onerous chore, or viewed with indifference, any external stimulus (whether encouragement or threat) can do no more than assure a grudging and minimal participation. (p. 124)

School and Cultural Factors that Affect

Continued Professional Learning

The meaning-perceptions of the specialists regarding the school and cultural factors that affect continued professional learning focused around two themes. The first theme was that the specialists experienced the same day-to-day teaching realities as classroom teachers, but the ways in which those realities were experienced and their degree of influence were different. In the second theme, the specialists perceive physical education to have a "marginal" (Hendry, 1975) status in their schools and society and believed that this was primarily due to confusion regarding the purpose of physical education.

Teaching Realities

Although physical education specialists share the elementary school workplace with classroom teachers and experience similar day-to-day teaching realities, their work world may best be described as existing in a parallel plane to the work world of classroom teachers. This description is based upon the fact that classroom teachers and specialists may experience the same teaching realities, but perceive them differently. In this study, the three teaching realities that were

interpreted to be of greatest importance to the specialists interviewed were isolation, monotony, and contentment.

Isolation

Of the three teaching realities, isolation was perceived as the most significant. At the time of the third interviews each of the four participants was in a teaching setting in which she was the only physical education specialist assigned to her school(s). Being placed in a school setting in a teaching role that was different from that of the remaining faculty automatically created a degree of "separateness," or lack of "teacher-teacher interaction" (Lieberman & Miller, 1984), between the physical education specialist and the other classroom teachers. As a result of their unique position, the specialists appeared to function in the same school world as the classroom teachers, yet experienced their school day differently. For example, during her third interview Gracie discussed the fact that her school was trying a new schedule in which classes were put into 45-minute time blocks so that the classroom teachers would have more time for planning and uninterrupted instruction during the school day. While the classroom teachers were very pleased with the schedule, Gracie was very frustrated with it because in order to schedule all of her classes for 45 minutes each, she had to reduce her planning time.

Generally, on a personal basis, each of the specialists felt accepted within her school setting. They believed that they were respected for working hard and for trying to be good teachers. They felt isolated, however, from the other teachers due to the fact that students, parents, classroom teachers, and administrators perceived

physical education to be of less value and importance than the other curricular areas within the school. Joyce said she thought that most people believed that physical education in schools was a "waste of time." One example of the type of isolation created because of the absence of status of physical education as a subject in the schools is the lack of administrative interest regarding what takes place in the physical education classroom. Gracie explained that in two of her previous schools, the principals had never given her any feedback about her teaching and as long as she had not "put tape on the floor" or caused any kind of trouble, they had had very little contact with her.

The specialists also felt isolated due to the lack of opportunity for professional growth activities in their area of concentration. The absence of frequent planned meetings in which they could have contact with other specialists was particularly significant. Quotes by Jane and Gracie reflect the thoughts expressed:

I think that it's very important that you do have people that you can talk with and learn from and [with whom you can] exchange ideas. I think that's very important. (Jane)

I need to have the support of being able to talk to people who are doing the same thing I'm doing and sharing the same problems I'm sharing.... (Gracie)

Ginnie summed up her discussion of this point by saying that without outside contact schools and faculties become stagnant like "stale air."

Monotony

The specialists explained that there is a lulling effect associated with repetitive schedules and the duplication of lesson content. This example of what Lieberman and Miller (1984) called "rhythms" was even more significant in physical education because in a one-or-two-day-a-

week program, the specialists often repeated the same lesson content several times during the same day or week. Gracie said that in her situation she could make one lesson plan that could "last all week long for a grade level." Gracie also talked about the monotony of working with only upper grade students. She said,

When you're teaching soccer, let's say, the skills are the same for 4th, 5th, and 6th. The ability levels, of course, are different and the quality of what I'm getting out of them, but basically I'm teaching the same lesson and that kind of drives me crazy.

Ginnie stated that teachers fall into a "rut or routine of doing the same thing or following the same schedule over and over." Joyce described this as feeling less creative. She explained,

I enjoy teaching, but I just feel like I'm just teaching. Do you know what I mean? I don't feel like I'm doing anything creative or doing anything new right now. I feel like I'm doing the same thing that I've been doing.... After doing it for six years ... it's kind of old.... When you've done it for so long and you're teaching the same skills, it just gets old.

Contentment

During the interviews, Jane and Ginnie described themselves as "content." In talking about her feelings, Jane implied that to be content was a negative characteristic. When asked, she explained that it was an easy, but not necessarily an automatic, step from contentment to stagnation. Jane said,

I'm content teaching p.e., I mean, I love my job and I enjoy it. I'm content, but then I want more. I think it's good to be content as long as you have other goals and you try to reach those goals.... I think it's good to be content and still be able to move ahead, or go somewhere and not take your job for granted, or not take people for granted, or whatever you're content about. But you need to keep that insight to move ahead.

Ginnie perceived contentment to be a positive state, but was also aware of the connection that Jane had made between contentment and stagnation.

She explained,

I'm rather content where I am. I think that it's helpful for a while. I've spent so many years where I was on the edge of things struggling and struggling. It's nice to be content for a while, but not to feel like I'm not growing.

Joyce, at the time of her third interview, expressed her thoughts about her new teaching position in a manner that reflected contentment. She stated that she now felt as if she "fit into the world" and as a result was more "settled."

The four specialists also discussed their levels of contentment in regard to their futures in physical education. Each of the specialists found working with children to be her greatest source of job satisfaction. Despite this fact, the specialists did not believe that they would be content to remain in their current teaching positions until retirement.

In the period of time between the second and third interviews, Jane made the decision that she was not content with the future she saw in physical education. As a result, at the time of the third interview she was in the process of making a career change to guidance and counseling. She said,

I feel like I'm going somewhere if I move into a guidance position - there is open road ahead, but if I stay in physical education that's all there is. So ---, I guess, I feel like I'm bettering myself. Not putting down physical education, because I love it and I believe in what I do, but I feel like going into guidance is a step forward for me.

Ginnie and Gracie are in the process of considering options within the physical education field, but are saddened to realize that their

options are very limited. Joyce believes that in approximately five years, she will make a shift from teaching to school administration.

This entire discussion reflects what Lieberman and Miller (1984) called "conflicts" in the "feelings" teaching realities theme. The specialists are torn between wanting to feel comfortable and secure, yet not wanting to become stagnant. Because of their chosen profession, these conflicts are heightened by what Sikes (1988) described as being "stuck" in a career with little hope for advancement or change.

The Marginality Of Physical Education

The four specialists perceived physical education to have a "marginal" (Hendry, 1975) status in their schools and society. In general, they believed that there was a great deal of confusion regarding the purpose of physical education in the school setting. Consequently, they thought the subject was perceived by all involved as being positioned very low or at the bottom of the in-school "prestige hierarchy" (Hendry, 1975).

According to Jane, most individuals see no clear distinction between the purposes of recreation programs, youth sports, and physical education. By contrast, Jane sees a very distinct difference between physical education programs designed to promote skill development and nonschool movement-related programs that are more greatly associated with "play" and the "whole image of game."

This lack of understanding regarding the purpose of physical education in the school setting results in the perception that physical education is only about play, and, therefore, is less valuable as a subject within the school curriculum. Gracie explained that people in

our society look at schools as places where children work; therefore, physical education, perceived as a "fun" subject, fails to fit the "good old Protestant work ethic."

The perception of physical education as a marginal subject can significantly influence specialists. Each specialist in this study seemed to be conscious of the fact that her level of teaching effectiveness and the degree to which she was able to obtain job satisfaction was influenced by how society in general, or students, parents, classroom teachers, and administrators, specifically, perceived physical education.

Providers of Continued Professional Learning

This final category for describing the insight gained from the meaning-perceptions of the specialists is broader than originally conceptualized. The two research questions associated with this category, numbers 5 and 6, specifically addressed the influence of preservice and formal staff development on continued professional learning. As a result of interviewing the specialists, it became apparent that the discussion needed to reflect the influence of all three of the primary providers.

The theme associated with this category is that the specialists did not perceive (a) educational institutions, (b) professional associations, or (c) employers to be making a significant contribution to their continued professional learning. The discussion of this theme will be specific to each of the providers identified.

Educational Institutions

Preservice

Despite the fact that professions assume that professionals will continue to grow and to learn beyond their graduation from professional schools, preservice education does very little to prepare students for this reality. All four of the specialists indicated that, at the time of their undergraduate graduation, they had no awareness that they would need to continue to grow and to learn professionally once they were in the teaching field. Jane expressed that when she first started teaching that she "wasn't even concerned" about continuing to learn. She believed that as long as she was "doing the job" that she was supposed to do, she did not need professional growth. The other specialists expressed similar positions. Joyce reported that if someone had suggested to her during the first three years of her first teaching position that she needed to continue to learn professionally, she would have said, "What for? I just got through with school."

The four specialists expressed different reasons for why upon graduation they had felt "finished" in terms of their professional education. Gracie believed that many students graduating from undergraduate teacher education programs fail to see the need for continued professional learning because society defines education as formal schooling. When students complete their preservice program they are, therefore, conditioned to perceive themselves as finished with education.

Ginnie and Jane suggested that preservice education may be at the root of the "finished" feelings. They believed that this idea was

associated with the perceptions of college and university faculty members regarding individual student abilities and how those perceptions were communicated to the student. According to Ginnie, faculty members should help graduating students to have a "happy balance" between the feeling of confidence in their abilities and the understanding that there is a need for continued professional growth.

Jane expressed that the faculty at her undergraduate institution had instilled in her the belief that she was a competent individual. She was pleased that they had done this because it helped to increase her self-confidence, but she also believed it had contributed to her thinking that she did not need continued professional learning once she finished her degree.

Joyce explained that her perceptions of continued professional learning at the time of her undergraduate graduation and the induction into her first teaching position were colored by her lack of maturity and self-confidence and not because of any perceived failure on the part of her undergraduate program to encourage professional growth beyond the completion of the undergraduate degree. She was the only one of the four specialists that believed her undergraduate program had fostered continued professional learning. She perceived this, however, as not a conscious goal of the faculty, but instead as a by-product of the role-model the faculty provided by the way they conducted their classes and lived their professional lives.

Ginnie believed that it would be helpful if faculties in undergraduate programs would help make students aware of the "different ways that people can reach out for professional growth." Jane did not

give any suggestions for how continued professional learning might be fostered in an undergraduate program. Gracie said that college and university teachers should provide students with an example by actively seeking continued professional learning in their lives and then by establishing a close enough relationship with the students so that the students could see the results of their efforts. Joyce was also an advocate for college and university teachers setting a positive example. She believed that time should not be spent on verbally telling undergraduates that they need to continue their professional learning. Instead, she suggested that teachers help students develop an attitude about learning in the same way as they help students develop their philosophies of education. Although Joyce had a difficult time describing this process, she made it clear that she thought universities should be places that help students learn how to seek out answers.

Houle (1980) explained that faculties of professional schools often assume that the need for continued professional learning is self-evident and, therefore, they do not "systematically and thoroughly" communicate to their students the value of continued professional learning. Consequently, as was explained by the specialists in the study, new professionals frequently leave their preservice programs with the feeling that they are finished with professional learning. Houle (1980) provided six suggestions to help professional schools "convey the habit of continuing self-education and thus help save its students from later obsolescence" (p. 86). The suggestions were (a) practicing excellence in teaching where students participate in stimulated inquiry,

(b) giving direct instruction in the practical values of continuing education, (c) implementing student participation in continuing education activities planned for professional school staff, (d) providing students with instruction and supervised practice in the construction of personal learning plans, (e) teaching students about the evaluative and quality control systems in the field, (f) presenting as a faculty a unified example of professionals engaged in continuing education, and (g) guiding students to see the need for continuing education by placing them in community based experiences (pp. 86-89). The specialists in this study caution, however, that too much focus on the fact that professionals need to continue to grow and to learn once in the field may be interpreted by the young professionals as a lack of confidence in their abilities at the time of graduation.

Inservice

The meaning-perceptions of the specialists supported the position (Cervero, 1988; Wendt et al., 1983) that educational institutions are commonly perceived to be credible sources of continuing education. For example, Ginnie demonstrated that she believed that an educational institution had something to offer her when she described her reason for going back to school. She said, "I was coming for movement [her term for a specific approach to physical education]; to learn how to teach it and that was it." Joyce made a similar statement,

I think that it's time that I went back and started [graduate school] and begin refocusing on certain things that I need to learn to help me with the kids....

These statements also reflect what Cervero (1988) described as the perception that universities are the sources of knowledge. The

association between the research orientation of universities and the specialists' need for technical knowledge was also demonstrated in the type of information the specialists wanted from experiences planned by educational institutions. Examples were related to the content areas of (a) curriculum and instruction, (b) motor development, (c) adapted physical education, (e) motor learning, (f) philosophy, and (g) exercise physiology.

The views of the specialists were very consistent with the literature (Berlin, 1983; Cervero, 1988; Templin, 1980; Wendt et al., 1983) in their desire for continued professional learning experiences that were not "too theoretical." Each of the specialists made it extremely clear that she wanted technical knowledge presented in a way that was applicable to her teaching situation. As was explained by the specialists and in Wendt et al. (1983), physical education teachers are interested in continued professional education experiences provided by educational institutions if they meet certain conditions. Those conditions were that (a) the experiences involve active participation of the specialist, (b) that the experiences are designed so as to acknowledge the specialist's level of experience, and (c) that the experiences are scheduled at times convenient to the specialist.

As was expressed by Ginnie, the decision to return to a university for formal course work is not an easy one for specialists:

If I leave my program at school, I might be able to work it out so I could get back in my school, but there's no promise. And I'm not going to have everything I've worked for in nine years down the drain while some traditional teacher, or any teacher with a different philosophy, comes in and stirs them up all over again. I can't leave my house unless I rent it and find somebody to rent it too. And it's darn expensive

being an out-of-state student. So you put all that together and you think about the amount of money to put into education and some of the other things I'd like to do in my life, and sometimes it's a difficult decision.

In addition, Ginnie stated that, "There's always the fear ... can I handle it?"

Collaboration

An option that appealed to all four specialists was having the university come to them. The specialists expressed interest in both of the "major types of collaborative modeling" described by Martinek and Schempp (1988): "the program assistance models and the research bonded models" (p. 161). In fact, Ginnie saw the possibility of working with a university as her only real career goal. Without this hope for the future, she perceived herself much like what Sikes (1988) described: a physical education teacher locked into a career with no place to go.

As a result of talking with the specialists and considering each of their school settings, it became apparent that although this study found the concept of collaboration between universities and schools to be one tangible strategy for supporting continued professional learning, collaboration was not perceived to be a feasible option for all specialists. First, this type of collaboration requires proximity between universities and schools. Many specialists, like Jane, teach in areas that are a significant distance from a major university. Second, as was suggested by Ginnie's situation, even when there are colleges or universities in the vicinity, there is no guarantee that the individuals involved share similar interests or philosophic orientations. Third, although the specialist may be very interested in a collaborative

relationship, the necessary "support structures" (Nolan, 1988) may not be present within the school setting. For example, if a school principal failed to value physical education as a school subject, as was the case in one of Joyce's schools, he or she may be less likely to provide the administrative commitment needed to make the collaborative project a success.

Professional Associations

Although membership in professional organizations and participation in workshops and conventions sponsored by professional organizations is commonly seen as a primary means for professionals to continue to grow and to learn (Berlin, 1983; Cervero, 1988; Houle, 1980), Zakrajsek and Woods (1983) found the participation levels of physical education teachers in these experiences to be very low. Three of the four specialists in this study expressed a similar lack of enthusiasm in the perception that professional associations significantly contribute to their continued professional education. Gracie, Jane, and Joyce stated that they were members of their state physical education organization. Gracie, Jane, Ginnie were members of AAHPERD, Joyce stated that she was an "off-and-on" member. Despite their memberships in the state and national physical education organizations, none of the four specialists attended conventions sponsored by these organization on a regular basis. When they did attend conventions, their reactions were varied. Jane said that she "enjoyed" attending conventions and she had "gotten a lot out of them." Joyce said that she had found some of the conventions to be beneficial, but attending conventions was not a high personal priority. Gracie and Ginnie, the two specialists with the longest

periods of teaching experience, were frustrated with the conventions that they had attended. Based upon the convention sessions that she had attended, Gracie expressed the opinion that the physical education profession was without "direction."

These perceptions are particularly interesting in light of the position taken by AAHPERD. Elsa Nygard (personal communication, February 24, 1989) AAHPERD Assistant to the Board of Governors, stated that similar to other professional organizations, AAHPERD is concerned about the professional growth and development of its members. In fact, one of the stated purposes of "the national associations" is "to enhance professional practice by providing opportunities for professional growth and development" (AAHPERD, 1987, p. 3). Nygard also explained that the "Convention Guidelines" do not identify the purposes of professional conventions, but it is "assumed" that the purpose of the conventions is to promote continued professional learning.

Employers

Staff Development Defined

Ginnie, Gracie, and Joyce attempted to define staff development. Ginnie saw it as "similar to professional growth, but not exactly the same." She explained that the school administration sets up or offers special activities to "help teachers within their system develop professionally." Ginnie did not, however, believe that the primary purpose of staff development was to motivate teachers to develop professionally. Instead, she thought the purpose was to present teachers with issues, situations or concerns related to education so that teachers could study and begin to think about how the issues

affected their actual teaching situation. Examples given by Ginnie of the types of issues presented were: "children from broken homes," and "down time in the classroom." To Ginnie the relationship between staff development and inservice was that "inservice is what is done to make staff development happen."

Gracie said that staff development was a broad concept made up of smaller concepts. Inservice was given as an example of a smaller concept. Gracie thought that staff development was "teacher oriented" and she believed that the purpose of staff development was to "help a teacher develop." Jane's definition for staff development was "taking a main idea" and "getting some teaching points from it." Jane and Joyce used the terms staff development and inservice education interchangeably. Jane acknowledged that some people saw a distinction between the two, but explained that she did not.

Types of Experiences

Basically, all four of the specialists described staff development activities that fell into two types of inservice experiences. The first type was system-wide or in-school workshops or classes intended for all of the teachers in a school system or an individual school. The second type was designed specifically for the elementary school physical education specialists in the system. Of the first type of experiences, Jane was the only one of the four specialists to have experienced a system-wide inservice workshop on the topic of physical education. The specialists explained that the only in-school workshops on physical education were those planned and conducted by themselves. Although system-wide or in-school staff development experiences failed to address

their subject area needs, the specialists were either required or compelled to attend. They explained that these types of experiences provided the easiest way to complete hours required for recertification. They expressed mixed feelings regarding the benefits of attending the nonphysical education sessions. Quotes from Ginnie and Jane reflect these sentiments.

This is one way that I do feel a part of the school.... Even though I know that some of the things are very specific to the classroom, math or reading or something like this, and some days I say, 'Why do I have to sit here?' But I'm glad that I do, because it helps me to understand what the teachers are going through and what the children are going through. (Ginnie)

We have a certain many inservice hours that we have to meet ... but (laughs) how many of those are in physical education? I mean, I have a certain many inservice hours, but look what I'm doing? I'm doing math projects; I'm doing computers; I'm doing science. You know, what good is that to me? I mean - don't get me wrong, you understand what I'm saying - it's good for me and I'm learning something different and something new, but as far as my own profession ... I didn't get anything out of it. (Jane)

The second type of staff development experiences were those designed specifically to address the needs of the elementary school physical education specialists. Normally these sessions required active participation and were (a) led by a leader from outside the school system, (b) conducted by the coordinator or supervisor, or (c) led by a specialist from within the school system. The greatest benefit of these sessions was perceived to be the opportunity to meet and talk with other physical education specialists. Gracie stated that she "needed" that contact with other physical educators, and Joyce explained that even when she had to work hard to get something out of the content of the session, she still believed the sessions were beneficial. Jane

explained that having the opportunity to share with other elementary school physical education specialists was important in fighting feelings of isolation. Regardless of the value that each of the specialists placed on these types of experiences, only Jane was in a school system that planned opportunities for the elementary school physical education teachers to get together on a regular basis.

General Comments

The four specialists believed that there could be a relationship between continued professional learning and staff development activities, but did not believe that the connection was automatic. Each specialist talked about the fact that "initially" (Jane's word), an individual has to want to grow and to learn before anything can happen. The specialists also believed that often something or someone is needed to help motivate the teacher to put desire into action. If the personal desire is present, this is where staff development has the potential for fostering continued professional learning. Joyce and Gracie strongly believed that for staff development to foster continued professional learning, the staff development experiences have to be designed to match the needs of the teachers. Gracie said that in attempting to meet the needs of individual teachers, staff development planners have to consider the teachers' level of understanding and experience.

Despite the fact that Jane believed she needed some outside motivation to spark her interest in continued professional learning, she did not believe that her school system had a responsibility to help provide her with that spark. Joyce was not sure if teachers had a right to expect their school system to help them to grow professionally. She

believed that ultimately the responsibility was on the individual teacher, but she also thought that the school system should be there to provide teachers with "a push" if they needed it. By contrast, Gracie and Ginnie strongly believed that a school system had a responsibility to its employees to provide opportunities for professional growth. Gracie said that "every job needs professional growth" and if the school system expects quality work, then it must provide opportunities that help foster that growth. Ginnie stated that administrators will have "better teachers if they're interested in helping them grow professionally." She also explained that as an educational organization, a school system should be "concerned about the educating of their faculty and staff."

Career Ladder Plan

At the time of the first two interviews with each of the specialists, Gracie and Ginnie discussed the introduction of state career ladder plans into their school systems. Ginnie's only comments regarding the plan explained that initially in her school system, physical education teachers were not permitted to participate in the program. This fact had bothered Ginnie because she believed it was an indication that physical education teachers were not given the same status as other teachers. Gracie's comments at the time reflected her concern over being selected to participate in the plan for her school system. Most of her comments expressed a fear of the unknown.

During the third interviews, Gracie, Ginnie, and Jane indicated that they were all well involved in career plans for their school systems. In talking about the plans, the common factor between all

three was their motivation to participate. In each case, there was a significant increase in salary related to advancement in the plans. The three specialists discussed the criteria for progression in the steps. The requirements were more related to issues of teacher behavior than course or subject content.

Gracie was the only one of the three specialists that discussed the value of participating in a career development plan. In terms of negative comments, Gracie made three statements. First, she said that the amount of time and paper work involved had made her think her participation was more of a "hassle" than a benefit. Second, she believed that the focus on meeting criteria "had taken away from the joy of teaching." The third negative comment was related to the lack of openness of the administrators to hear the concerns of the teachers regarding the plan. The positive features described were that (a) the plan requires a "bad" or "lazy" teacher to improve, (b) the program financially rewards a teacher who is doing a good job, and (c) the program forces good teachers to push a bit more.

Suggestions And Summary

The four specialists were given an opportunity to make suggestions regarding changes they would like to see in the staff development practices in their school system. Joyce, Ginnie, and Gracie would very much like to have more opportunity to meet and share ideas with other elementary school physical education specialists. Jane and Joyce would also like to recommend that the planners of their staff development experiences offer more workshops that demonstrate, in Joyce's words, "theory into practice." They expressed a need to increase their

knowledge bases regarding movement and pedagogy, but to keep that knowledge tied to its practical application. Ginnie would like to see her school system broaden its policy regarding leaves of absences to include the option of a teacher to return to the previous school of employment following a leave to go back to school.

Traditionally, one of the strengths of employers as program planners for continued professional education experiences has been the employer's ability to identify and address the actual needs of the professionals (Cervero, 1988) in the work setting. The specialists in this study did not perceive the school systems in which they worked to be meeting their needs. The staff development experiences provided by the school systems in which each of the specialists worked were designed most frequently for the classroom teachers. The content of the infrequent staff development experiences designed specifically for the elementary school physical education specialists was also seldom seen as having any significant impact.

CHAPTER IX
SUMMARY AND REFLECTIONS

Summary

The purpose of this inquiry was to gain insight into the meaning-perceptions of four experienced elementary school physical education specialists concerning the nature of continued professional learning. The specialists were interviewed in a series of three in-depth open-ended semi-structured interviews. The focus of the interviews was on three broad areas: (a) the meaning and value of continued professional learning, (b) the school and cultural factors that affect continued professional learning, and (c) the present and potential influence of both preservice education and staff development on continued professional learning. The meaning-perceptions of the four specialists were individually presented in narrative form. The insight gained as a result of analyzing and interpreting the collective meaning-perceptions of the four specialists concerning the nature of continued professional learning was presented in five themes:

1. Continued professional learning was defined as a broad concept.
2. The value of continued professional learning was perceived as directly related to motivational and commitment levels of the individuals involved.
3. Day-to-day teaching realities experienced by the specialists were the same as classroom teachers, but the ways in which those realities were experienced and their degree of influence were different.

4. Physical education was perceived as having a marginal status in their schools and society.

5. Educational institutions, professional associations, and employers were not perceived as making a significant contribution to their continued professional learning.

Reflections

The proposal for this study was approved by my doctoral committee on January 25, 1985. This is a significant fact because of the length of time from then to now. Although I can not say that I am glad that it has taken this long to bring this project to this point of formal closure, I do celebrate the lessons I have learned as a result of the time that has passed.

Adult and Career Development

Conducting this project has heightened my awareness of the "extremely complex interactive nature" (Bloom & Jorde-Bloom, 1987) of the relationship between personal and professional development. An attempt to present specialist examples of this relationship is, as Bloom and Jorde-Bloom (1987) suggested, neither "heuristically neat" or "descriptively tidy." The complexity of the relationship, was, however, evident; four examples are provided. First, all four of the specialists talked a great deal about the importance of personal self-confidence to professional competence. Second, Jane said that while teaching, she personally learned characteristics such as patience and understanding and professionally learned about the content of what she was teaching. Third, Ginnie addressed the relationship between personal and professional development when she said everyone has their own personal

learning "continuum" and "how you perceive your profession is indirectly related to where you are" on the continuum. Fourth, all four specialists expressed the need to establish and maintain a balance between professional involvement and the quality of a personal life.

The specialists also seemed to fit some of the patterns of adult and career development presented in the literature. For example, Jane and Joyce, both in their late 20s at the time of the first and second interviews, appeared to have experienced something similar to the "age 30 crisis" described by Oja (1983). This age is characterized by a period of reassessing earlier commitments. As a result of this process, Jane made the decision to change careers and Joyce decided that it was time for her to grow professionally. Gracie and Ginnie, both 37 at the time of the first two interviews and 40 and 41 respectively at the time of the third interviews, were characteristic of individuals leaving the period of stability and entering the period of transition in which they realized time is limited. They both described reaching a point where they re-examined their personal and professional priorities and values.

In terms of career stage (Burke et al., 1984; Bloom & Jorde-Bloom, 1987), Jane was moving into the "career exit" stage. Joyce appeared to moving out of the "induction stage" and towards the "enthusiastic and growing" stage. Gracie and Ginnie seemed to be moving back and forth between the "career frustration" stage and the "stable but stagnant" stage. Ginnie, who earlier in her career had been in the enthusiastic and growing stage, seemed to be trying to initiate a return to that stage.

Obviously, teachers are whole beings and bring to their work world both personal and professional interests. A problem is created, however, when the teacher or someone else associated with the teacher, fails to acknowledge this fact. An awareness that adult and career development are interrelated is essential to understanding how and why professionals continue to grow and to learn.

The work of Bloom and Jorde-Bloom (1987), Christensen et al. (1983), Havighurst (1972), Krupp (1981), Oja (1980, 1983, 1984), Sprinthall and Thies-Sprinthall (1983) suggested that program planners of continued professional education experiences should acknowledge and address the connection between the personal and professional interests within an individual. This also appeared to be the focus of the specialists' comments regarding their desire for program planners to design experiences that match their needs (Joyce & Gracie) and level of understanding and experience (Gracie). For example, if specialists are perceived to be at different adult or career levels or both, then opportunities for continued professional learning would be designed to match those levels, rather than assuming that all specialists would benefit from the same generic experience.

Insight

The insight gained into the nature of continued professional learning as a result of interpreting the meaning-perceptions of the four specialists is of great concern to me. First, although the specialists defined continued professional learning to be a broad concept, it concerns me that they may not be fully conscious of the breadth and significance of nonformal and informal educational patterns. Under this

condition, specialists are less likely to take advantage of the tremendous opportunities for growth available to them. For example, teachers may not realize that reading professional research journal articles can provide them with a means of staying in touch with what is happening in their field and, consequently, prevent professional obsolescence (Bain & Wendt, 1983; Crase, 1980). Likewise, they may not be aware that "messing about" (Sanborn, 1984) with their teaching can offer the potential for improving professional practice and student learning (Bain & Wendt, 1983; Crase, 1980; Earls, 1979, 1981). Finally, teachers who are unaware of nonformal and informal educational patterns may miss the opportunity to learn from their students by being active listeners and skillful observers (Earls, 1979, 1981).

Secondly, it concerns me that physical education is perceived to be a "marginal" (Hendry, 1975) subject. Sadly, this lack of status is not a new finding (Bain, 1983; Hendry, 1975; Templin, 1988; Templin et al., 1986). In fact, if the socio-economic approach (Cervero, 1988) to defining professions is applied, teaching physical education would not be perceived as a profession by much of society. The perception of "marginality" is particularly alarming when its impact is considered. For example, each of the three teaching realities (isolation, monotony, and contentment) identified as important in the work worlds of the specialists in this study was directly related to this perception. I believe that the perceived "marginal" status of physical education is a culturally constructed concept and, as such, can be changed. As a profession (the "folk" with whom I most associate define teaching physical education as a profession), we must address our purpose. I am

not advocating that all physical education professionals use the same stated purpose, but I do think all professionals should be able to identify what they believe the purpose of physical education to be and then demonstrate congruency between that purpose and their actions.

The principal may also be an important link in changing how physical education is perceived in the elementary school. Lieberman and Miller's (1984, p. 15) perception that the school principal has the power "to make a school better or worse" was supported by the specialists in this study and the physical education literature reviewed (Faucette, 1984, 1986; Faucette & Graham, 1986; Ratliffe, 1984, 1986, 1988). Gracie, for example, stated that she did not realize how important it was to have the principals' support and how much the lack of it had influenced her enthusiasm for teaching until she switched one of her schools and began working under a new principal who was supportive of both her and her program. Gracie explained that "all of a sudden" she found herself wanting to do her best. Statements by the four specialists described the principal's power to (a) require classroom teachers to conduct physical education classes, (b) assign additional noninstructional duties, (c) provide instructional facilities, (d) prevent classroom teachers from using physical education time for punishment or make-up work, and (e) provide support and encouragement. The value that principals place on physical education as a part of the elementary school curriculum is critical to how physical education and specialists are perceived within the schools. It seems logical, therefore, that school principals become a more significant

target for the educational and public relational work of the physical education profession.

Thirdly, it concerns me that the specialists in this study perceived continued professional learning to be directly related to the motivational and commitment levels of the individuals involved, yet did not perceive themselves to be significantly motivated or committed. The specialists believed that the teaching realities of their work world were responsible for their not putting their desire for continued professional learning into action. Isolation, monotony, and contentment are significant barriers to the personal motivational and commitment levels needed to grow and to learn. The constant implicit and explicit messages that specialists receive related to the perception that physical education is a marginal subject also take their toll. Daily facing these significant teaching realities can no doubt eat away at an individual's motivational resources. If the specialist is attempting to maintain a healthy balance between both the personal and the professional sides of life, the level of professional commitment needed to continue to grow and to learn professionally under these conditions may be perceived as too great a price to pay.

There may also be at least two other interrelated factors associated with the specialists failure to put their desires for continued professional learning into action. First, dealing with the teaching realities associated with elementary school physical education can result in "learned helplessness." The concept means that individuals perceive themselves to be "powerless" to make a difference in what happens in a given setting (Seligman, 1975). The specialists in

this study perceive themselves as having very little power to make a difference in their professional worlds. The following statements reflect this perception:

I just feel like, more and more, I'm just closing-in in that little room, doing my thing and people don't know about it. And I'm not going anywhere to let people know about it. I don't know why. I guess, to stop the struggle of trying to help people understand it [the Movement Approach] when they really don't understand it. (Ginnie)

I see my role as ... providing them [children] with a chance for movement experiences that are ... fun or pleasurable, successful for them. Then, if more goes on I'm delighted. I've kind of, I guess, accepted a defeatist attitude in the fact that it seems like its [the classroom teacher follow-up system] not doing what it's supposed to do. And I have not figured out what it is I need to change. And so, I just kind of accept that they're not going to follow up; and so, I just do my part and hope for the best. (Gracie)

The second factor was how "knowledge" was perceived. Despite believing that continued professional learning is initiated within an individual, the specialists in this study seemed to be "waiting" for someone or something to motivate them. For example, Ginnie, Joyce, and Gracie all discussed a need to get together with other specialists, but none of them took the "initiative" (Gracie's word). Another example is Joyce waiting until a college brought its graduate program to her before she began her master's work. It is my belief, that this "waiting" for someone or something to motivate them may also be reflective of a primary orientation in our society to perceive continued professional learning from a "banking concept of education" (Freire, 1970) or what Belenky et al. (1986) described as "received knowledge." From this perspective, a professional knowledge base, or the "technical knowledge" (Schön, 1983) associated with a profession, is perceived as being passed

down from "providers" to "receivers." This orientation presents the learner as an inactive, powerless, participant in the process. Throughout the interviews the only time that I heard any of the specialists talk about "learning" as a stimulating, personally meaningful process was in Ginnie's comments about her master's program. The following is an example:

It was the first time that I had ever been made to think or to really learn, in my opinion, in all the school years that I've had. Because other times I just felt that it was read the book and memorize and come back. At _____ [name of university omitted] I was just so stimulated. I'd go home from a night course and I couldn't sleep. My mind was just going, ten million --- It was the BEST educational experience I'd ever had.

The "banking concept of education" (Freire, 1970), or the "received knower" (Belenky et al., 1986) orientation, was also illustrated in the continued professional education literature by the use of the word "provider" to describe educational institutions, professional associations, and employers (Cervero, 1988; Houle, 1980; Stern, 1983). Each of these providers was perceived as a primary supplier of professional knowledge. The use of the business term "market" (Hohmann, 1980; Stern, 1983) to describe the assessed need for "providers" also reflected the perception that education was a "product."

If the specialists in this study are in fact waiting for a provider of continued professional learning, it makes the finding that they did not perceive educational institutions, professional associations, and employers as making a significant contribution to their learning even more important. This finding would suggest that the specialists are alone, hopeless, and, most of all, powerless.

Based upon this type of picture, I share a belief held by Belenky et al. (1984), Freire (1970), O'Loughlin (1988a, 1988b), and Schön (1983, 1987), that education should be and must be more than the transmission of knowledge. Professionals need to stop perceiving educational institutions, professional organizations, and employers, as providers, and begin viewing them as potential facilitators (Brookfield, 1987) of continued professional learning. This change in perception is significant; it requires that we reexamine both the "means" and "ends" of professional practice. Brookfield presented six principles of effective practice in facilitating learning that provide guidance in this reexamination process. The "principles" were the following:

1. Participation in learning is voluntary; adults engage in learning as a result of their own volition.
2. Effective practice is characterized by a respect among participants for each other's self-worth.
3. Facilitation is collaborative.
4. Praxis is placed at the heart of effective facilitation.
5. Facilitation aims to foster in adults a spirit of critical reflection.
6. The aim of facilitation is the nurturing of self-directed, empowered adults. (Brookfield, 1987, pp. 9-11)

The acceptance of the need for change in the way in which knowledge and learning are perceived also necessitates a change in earlier periods of professional education. Following the pattern suggested by Houle (1980), teaching professionals begin their professional education long before beginning their preservice professional education programs. Britzman (1986) explained that by the time teaching professionals enter

preservice programs, they have "institutional biographies" that include a strong set of beliefs and myths about the nature of teaching and learning. Most frequently, this set of beliefs and myths includes the perception that teaching is the transmission of knowledge and learning is the absorption of knowledge. O'Loughlin (1988b, p. 3) stated that faculties of preservice teacher education programs must find ways to help students examine their beliefs and assumptions. Otherwise, there is a strong likelihood that students will become "unreflective teachers who will maintain the status quo in our educational system" (O'Loughlin, 1988b, p. 3).

As is indicated by the discussion above, the banking concept of education (Freire, 1970), or the received knowledge (Belenky et al., 1986) orientation, is part of a perpetuating cycle that must be changed. The preservice professional education program can be a starting point. As O'Loughlin (1988b) stated, the work by Perry (1970) and Belenky et al. (1986) "suggest that the type of teaching to which students are exposed can be a critical factor in either facilitating or retarding the development of more sophisticated ways of knowing" (p. 8).

Freire's (1970) conceptualization of critical pedagogy provides guidance in the restructuring of preservice professional education programs away from the perpetuating cycle. In this Freirean concept of critical pedagogy, a "learning environment must be created that is problem-posing, dialogical, and empowering for students" (O'Loughlin, 1988b, p. 9). The process of beginning professionals learning in preservice programs to (a) critically examine their "institutional biographies" and reflect on both the "means" and "ends" of professional

practice; (b) develop their "voices" (the feminist concept) through dialogue with self and others; and (c) accept the belief that they can make a difference in schools is essential to their ability to continue to grow and to learn once in their first teaching position (O'Loughlin, 1988b).

As a result of doing this study, it is my belief that the answer to the question I posed in the first chapter--"Why do some teachers become stagnant while others seem to be 'alive' and continuing to grow and to learn?"--is related to the power within those teachers. Stagnant teachers are most likely teachers who feel powerless within their work world. Teachers who are alive and continuing to grow and to learn are most likely teachers who are empowered, teachers who believe that they can make a difference.

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APPENDIX A
INTERVIEW GUIDE

INTERVIEW GUIDE

Part A

Date of Birth: _____

Sex: _____

Race: _____

1. When did you decide to become an elementary school physical education teacher?

Why?

What were the major attractions?

Did you have any reservations? If so, what were they?

Who or what was the most important factor in your decision to become an elementary school physical education teacher?

Which was more important to you, to become a teacher or to be associated with physical education? Why?

2. Was teaching elementary school physical education your first career choice?

Why? Why not?

3. Beginning with your first teaching position, please describe your teaching experiences in chronological order.

What were your job responsibilities (full-time teaching, part-time teaching, coaching, other)?

What did (do) you do in your summers between school years?

4. Please discuss why you made the job changes.

Were the reasons job-related or non-job-related?

What attracted you to the new job and/or what made you want to leave the old job?

5. Beginning with high school, please describe your formal education/schooling experiences.

High School?

Undergraduate college(s): major, minor, degree, year

Additional college study (degree and non-degree study)

Were all these experiences in the same geographic locations?

6. In what professional activities are you now involved?

Membership in organizations

Participation in organizations, meetings

Inservice/Staff Development

Other

7. Tell me more about your undergraduate professional education?

What were your major courses? Which did you most like? Dislike?

Were there any surprises in your course work?

Did you enjoy being an undergraduate student? Why?/Why not?

Field experiences prior to student teaching

Student teaching

What factors about your undergraduate professional education most stand out to you now?

8. Tell me more about your first year of teaching.

Was teaching what you thought it would be? Why? Why not?

9. Please describe your present teaching position.

How long have you taught there?

What are your job responsibilities?

Are you the only elementary school physical education teacher in your school?

Do you have contact with other elementary school physical education specialists in your school system?

10. What are your career goals?

Have these changed since you first went into the teaching profession?

What factors have influenced your goals?

Part B

The Meaning and Value of Continued Professional Learning

11. Describe yourself as a teacher.

Do you perceive yourself as a professional? Why? Why not?

Do you perceive yourself as a person who is continuing to learn, grow, and/or develop professionally? If so, in what ways? If not, why not?

12. After reading in a professional journal, a first year teacher asks you to define a phrase that he/she did not understand. How would you define for him/her the phrase, "continued professional learning?"

Does continued professional learning have to be fostered from an external source?

Do you perceive continued professional learning to be the same as continued professional development? If not, how are they different?

Do you perceive personal and professional learning to be the same thing? If not, how are they different?

13. What role does personal commitment play in continued professional learning?

14. Do you feel differently now about continued professional learning than you did in your first year of teaching?

If yes, what factors have changed?

If no, what factors have influenced you to feel the same?

School and Cultural Relationships with Continued Professional Learning

15. How are you different now from what you were like when you first began teaching?

What have you done to change as a teacher?

16. What aspects of being an elementary school physical education teacher are satisfying and rewarding to you?

Which of these is most satisfying? Why?

17. What aspects of being an elementary school physical education teacher are dissatisfying to you?

Which of these is most dissatisfying? Why?

18. What kinds of things make it difficult for you to do a really good job as a teacher?

Discuss in-class and out-of-class factors.

Discuss in-school and out-of-school factors.

19. Why do you stay in teaching?

What keeps you going?

20. If you were not an elementary school physical education teacher what other occupation would you choose? Why?

How is that occupation different from teaching elementary school physical education?

21. Are there any unique factors associated with teaching elementary school physical education that would influence your continued professional learning? If yes, what are they?

22. Why do you think some teachers stay alive while others become stagnant?

Which way do you perceive yourself?

The Relationship of Pre-service Education and Staff Development to Continued Professional Learning

23. Did your pre-service education foster a positive attitude toward continued professional learning?

If so, in what ways?

If not, why not?

24. What recommendations would you make to undergraduate teacher education programs regarding continued professional learning?

25. How do you define staff development?

Is in-service education the same thing as staff development? How are they similar? How are they different?

Does formal staff development foster continued professional learning?

26. As an elementary school physical education teacher, have you been involved in any formal staff development?

If so, please describe what took place. Was it designed for elementary school physical education teachers specifically? Was the experience positive or negative? Did it help you to be a better teacher?

If not, why not?

Do you feel that your school has a responsibility to help you grow professionally?

Summary

27. Is there anything further that you could add to our exchange to help me better understand continued professional learning?

Note: Many of the above questions were adapted from Earls, 1979.

APPENDIX B
ORIENTATION LETTER

Becky W. Pissanos
1311-C Walker Ave.
Greensboro, NC 27403

Dear _____:

I am a graduate student in the Department of Physical Education at The University of North Carolina at Greensboro (UNC-G). The purpose of this letter is to request your help in my doctoral research. The title of my study is "An Interpretive Inquiry Into the Perceptions of Four Experienced Elementary School Physical Education Specialists Concerning Continued Professional Learning." This dissertation research is to satisfy part of the requirements for my Ed.D. degree.

I am very interested in the continued professional learning of elementary school physical education specialists. I believe that the best sources of information regarding this topic are experienced elementary school physical education teachers currently in the field. I am seeking participants for my study, who are willing to share their perceptions concerning (a) the meaning and value of continued professional learning, (b) the school/cultural factors that affect continued professional learning, and (c) the present and potential relationship of both pre-service education and staff development to continued professional learning.

In an effort to identify individuals that would be willing to share their perceptions and experiences regarding this topic, I asked three _____ (name of university omitted) faculty members and several graduate students to recommend individuals whom they felt would be able to contribute to my inquiry. Additional criteria for selection were:

1. The teacher is certified to teach elementary school physical education in grades K-6.
2. The teacher has a minimum of 5 years of elementary school physical education teaching experience with at least the last 2 years in the same school, or school system.
3. The teacher is presently employed as a full-time specialist with the primary job responsibility of teaching elementary school physical education.

As a result of my request, your name was given me as a potential participant.

Becky W. Pissanos, page 2.

If you should decide to help me in my study, I would request your participation in a series of three interviews with each interview lasting one to two hours. The framework for the interview will be informal in nature. The interview questions will be open-ended and designed in hopes that you will feel free to share both breadth and depth in your responses. All interviews will be audio taped. The tapes will be transcribed and the tapes and transcriptions retained.

The purpose of the first interview will be to obtain biographical or background information on you as a participant. This interview will also give us the opportunity to get to know one another. The second interview will address the primary focus of the study - to have you share your thoughts and experiences concerning continued professional learning. Following the second interview, I will write an interview summary reflecting my interpretation of the information obtained in the first two interviews. You will then be presented with the interview summary and asked to respond to its accuracy, fairness, and relevance. The third interview will thus, be spent clarifying, refining, and negotiating this summary.

Individual anonymity is guaranteed for information gathered in this study. This guarantee will be stated in writing on an "Informed Consent Form" to be completed before the interviews begin. The tapes will not include your name as the participant. Information will be presented in the research report without revealing your identity or the place of your employment.

I hope you share my interest in this topic. I will contact you soon to answer any questions that you might have and to ask for your participation in the study. Thank you for considering this request.

Sincerely,

Becky W. Pissanos

APPENDIX C
INFORMED-CONSENT FORM

INFORMED CONSENT FORM*

An Interpretive Inquiry Into the Perceptions of Four Experienced
Elementary School Physical Education Specialists Concerning
Continued Professional Learning

I understand that the purpose of this research is to gain insight into the perceptions of experienced elementary school physical education specialists concerning continued professional learning. More specifically, I understand that the research questions address: (a) the meaning and value of continued professional learning, (b) the school/cultural factors that affect continued professional learning, and (c) the present and potential relationship of both pre-service education and staff development to continued professional learning.

I confirm that my participation is entirely voluntary. No coercion of any kind has been used to obtain my cooperation.

I understand that I may withdraw my consent and terminate my participation at any time during the project.

I have been informed of the procedures that will be used in the study and understand what will be required of me as a participant.

I understand that all of my responses, written and/or oral, will remain completely anonymous.

I understand that the audio tapes from this study will be retained by the researcher following the completion of the study and the information contained on the tapes utilized for presentation.

I understand that a summary of the results of the study will be made available to me at the completion of the study if I so request.

I wish to give my voluntary cooperation as a participant.

 Signature

 Date

 Address

 City

 State

 ZIP

*Adopted by the School Review Committee, School of Health, Physical Education, Recreation and Dance, The University of North Carolina at Greensboro. [Adapted]