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First year physical education teachers' perceptions of their workplace.

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FIRST YEAR PHYSICAL EDUCATION TEACHERS'
PERCEPTIONS OF THEIR WORKPLACE

A Dissertation Presented

by

DONNA M. SMYTH

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1992

School of Education

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A Dissertation Presented

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DEDICATION

I dedicate this dissertation to my husband, Michael Smyth, without whose love and support it would not have been possible.

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Anyone who has pursued an education is fully aware that it can not be done alone. So many people have helped me in pursuing this degree, that it is not possible to acknowledge all of them here.

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ABSTRACT

FIRST YEAR PHYSICAL EDUCATION TEACHERS'

PERCEPTIONS OF THEIR WORKPLACE

SEPTEMBER 1992

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This study provides a description of how 12 first year physical education teachers perceived their workplace, how they believed it affected their first year of work, and how they understood the role of that workplace in shaping their induction into the social and organizational context of the school. All of the participants had some experiences that were similar to those encountered by beginning teachers in every area of public education. They had other experiences, however, that were different from those commonly reported in the literature concerning first year classroom teachers. The evidence suggests that such differences were a consequence of the nature of physical education as a subject, as well as its place in the school curriculum and the social fabric of the workplace.

This conclusion is based on the analysis of data derived from two interviews conducted with each

participant. The interviews were conducted at the end of the participants' first year of teaching.

The profiles of each participant describe the interactions between the participants and their workplaces. There were commonalties that cut across all cases. All participants reported that the following workplace factors operated to shape their first year of teaching: the physical education facilities, the presence or absence of teaching colleagues, the scheduling of physical education classes, the community environment, and the students.

In addition, several "unarticulated" (Schein, 1988) factors were identified which represent generic themes of influence in the process of learning to teach physical education in their schools. These included: the status of physical education in the schools, the teachers' sense of efficacy, the testing of values, and the realities of the school as a social institution.

The results of this study, when added to the information provided in the literature, suggest that despite modest efforts, many schools provide inadequate support for beginning teachers. First year physical education teachers, like other beginning teachers, still "learn the ropes alone" (Deal & Chatman, 1989). Moreover, the subject matter of physical education presents unique problems in accomplishing the transition to professional teaching.

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CHAPTER I

INTRODUCTION

Introduction and Statement of the Problem

There are many variables that affect first year physical educators' teaching, induction into the culture of a school community, and subsequent professional development. Their knowledge, motivation, and level of preparedness are only a few. What is equally important is the surrounding social and organizational context, the workplace we call the school.

This workplace affects what is possible for teachers. It is not, however, fixed and unalterable. Physical educators have the ability to influence their workplace and, within certain limits, change how contextual factors such as scheduling, equipment, and administrative relationships affect their teaching. The capacity to shape these factors, however, may not be apparent to first year physical education teachers who, in fact, may feel helpless in the face of organizational pressures.

In their first year, physical education teachers inherit many of the struggles that are common to the teaching profession. They also encounter difficulties

that are unique to the induction year, to their particular school, and to the subject area of physical education (Smyth, 1992; Sparkes, Templin, & Schempp, 1990).

As novices move from being students in teacher education programs to teachers in schools, they may experience "reality shock" (Marso & Pigge, 1987; Odell, 1986; Ryan, Newman, Mager, Laslet, Flora, & Johnston, 1980; Zeichner & Tabachnik, 1981). Their work situations may be vastly different from those in their preservice practicum settings. One consequence of such shock is the "wash-out effect," wherein what teachers learned in their teacher education programs is progressively eroded by school practice (Zeichner & Tabachnik, 1981).

Most new physical educators come from teacher education programs in which student learning is held to be one of the primary objectives for school instruction. First year teachers, however, often find an environment in schools where student learning in physical education is not a primary expectation of the administration, faculty, parents, students, or even the physical education teachers, themselves. There is evidence that suggests that not all teachers give priority to student learning as an outcome of physical

education (Earls, 1981; Jackson, 1968; Placek, 1983; Zahorik, 1980). Instead, their objectives consist of keeping students "busy, happy, and good" in their classes (Placek, 1983).

Within the social context of the workplace, physical education teachers may receive subtle messages about the role of physical education in the context of the school, including messages about student outcomes. As a result, first year physical education teachers may actually succumb to, and behave in ways which serve to maintain a set of workplace conditions that are not optimal for the production of student learning. In that regard those workplace conditions are substantially inferior to those maintained for classroom academic subjects (Gitlin, 1983; Lawson, 1989). That is, first year physical education teachers may abandon the goals promoted in their teacher education programs in favor of goals that implicitly are more acceptable in the local context. The primary reason for this may be the "press" of workplace variables.

Purpose of the Study

The purpose of this study was to understand how first year physical education teachers perceived their

workplace, how they believed it affected their first year of work, and how they understood the role of that workplace in shaping their induction into the social and organizational context of the school. The questions which guided this study were as follows:

1. How do physical educators, who have just completed their first year of service, describe the workplace factors which affected their teaching and professional development?
2. Within the general set of workplace factors which beginning physical education teachers identify as important, what sub-set of factors do they perceive to be specific to the subject matter and organizational circumstances of physical education?
3. How do first year physical educators describe the ways in which workplace factors operate to affect their teaching and professional development?

Systematic and intensive interviews with physical education teachers, who had recently completed their first year of service, provided the data base from which the research questions were addressed. The interviews were conducted using the interview guide approach (Patton, 1980). This method allowed some freedom to explore particular workplace factors which

appeared to have potential significance, or to address issues that required further clarification during the interviews.

Significance of the Study

This study is significant because it provides detailed descriptions from the insider's perspective of what is arguably the most critical stage in teacher development. It is the period of induction into the profession that is the beginning of many of the first year teacher's problems (Griffin & Hukill, 1983). The powerful press of the workplace, in both its explicit and implicit forms, may produce stress and confusion for the beginner. This turmoil may, in turn, slow or limit transition into the teaching role, subvert or distort dedication to instructional goals, bar full membership in the workplace community, or even lead the novice to abandon teaching altogether (Schlechy & Vance, 1983). Exacerbating this may be the fact that little or no assistance is forthcoming from new colleagues or administrators. The new inductee, like Robinson Crusoe, is left to survive in a strange new land without the benefit of companions, or the familiar assumptions of their preparation (Lortie, 1966).

Research provides ample evidence that a teacher's first year in a new setting is a period of considerable personal stress (Lortie, 1975; Ryan, 1986; Varah, Theune, & Parker, 1986; Veenman, 1984). As a result of stress and anxiety many novices begin to question their

own competence, not only as teachers, but also as people (Huling-Austin, 1989).

Such erosion of self-concept inevitably diminishes the beginner's sense of job satisfaction and overall confidence with the choice of teaching as a profession. Implications for retention are seen in the high dropout rate among beginning teachers. It is estimated that approximately 30 percent of beginning teachers leave the profession during their first two years (Schlechy & Vance, 1983). In addition, there is evidence that the most academically talented leave the profession first, and in disproportionate numbers (Schlechy & Vance, 1981). Without support and assistance many who would develop into the best practitioners become discouraged and abandon teaching (Ryan et al., 1980). For those teachers who choose to remain in the profession, the curriculum choices and teaching strategies that they implement during their first year will influence the quality of instruction provided in the future (Featherstone, 1988).

This study has direct implications for teacher development because it was designed to assess those areas of the induction experience that are most relevant to the physical education teachers -- a subject area that is distinct in its workplace demands.

Reports such as: A Nation Prepared: Teachers for the Twenty-first Century (Carnegie Forum, 1986), Tomorrow's Teachers (Holmes Group, 1986), and the NCATE Redesign (1985), not only recommended the development of formal support mechanisms for beginning teachers, but each report advises that assistance provided to first year teachers be tailored to their needs, and relate specifically to each teacher's context.

Because of the nature of teaching physical education, first year physical educators may experience induction into the profession differently than other teachers. In addition to the typical problems that are shared by all teachers, physical educators must deal with the knowledge that in many schools physical education is perceived by their administration and their colleagues as a marginal subject (Evans & Davies, 1988; O'Sullivan, 1989; Schempp, 1988; Sparkes et al., 1990; Templin, 1988a, 1989). This, in turn, colors all the events in physical education teachers' induction, and will later form one of the most difficult aspects of their tenure in the profession.

A study which examines physical educators' perceptions of their workplace, how they believe it affected their work, and how they understand the role of that workplace in their professional induction is an

important facet of the study of teacher development. Not only is it critical in terms of the retention of young teachers, but it is a vital factor in determining the quality of instruction provided in physical education classes.

To summarize, if assistance is to be provided for first year physical education teachers, then it is important to understand not only how the workplace affects their development as teachers, but also how the teachers, themselves, perceive the effects of their workplace.

Without insight into first year physical educators' perceptions, those responsible for their assistance will be unable to tailor their efforts to the needs of those particular teachers. This study provides not only valuable information for those who must design inservice programs for the assistance of first year physical education teachers, but also for the teacher educators who prepare undergraduates for the difficult transition from student to teacher.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The literature reviewed in this chapter describes the teacher trainee's transition from the role of student in a teacher education program to the role of teacher on a school faculty. That transition, involving both personal adjustment in the movement from one culture into a new culture and a series of developments as a member of a profession, often is a time of great stress, and may be the critical point which shapes a subsequent career. For this chapter, then, the literature selected for review emphasizes the interaction between the individual and the workplace during the period of entry and induction.

The review will focus on literature describing the induction of first year teachers and the school as workplace. A great deal has been written about each of these topics separately. There is, however, little available which deals with the more specific matter of how the workplace affects the development of first year physical education teachers. Lawson (1989, 1991), Bain & Wendt (1983), and O'Sullivan (1989) are among the few scholars who have written on this topic. Consequently, it has been necessary to extrapolate from research involving classroom teachers in general, in order to address the particular case

of novice physical education teachers.

Definitions of Terms

Scholars have defined the induction of first year teachers, and the school as workplace in many different ways. This section defines those terms as they will be used in this review and in the present study.

Induction of First Year Teachers

The induction of first year teachers is described as:

the process by which first year teachers adjust to their new professional role and organizational context, and develop an understanding of how to work in their particular settings.

Griffin (1985), Hall (1982), Lawson (1989, 1991), and Schlecty (1985) offer slightly different definitions of induction. While the specifics of each definition vary, the common themes in each are those of transition and development. Transition describes the process of moving from being a preservice teacher to being an inservice teacher (Hall, 1982). Griffin describes this process as moving from "'student of teaching' in a college or university to full time teacher in an elementary or secondary classroom" (1985, p. 42). During this transition novices develop (or do not develop) an understanding of how to be professional teachers in their particular settings. For example, they must learn how to teach without assistance

from university supervisors or cooperating teachers. In addition, they must learn how to use resources (e.g. teaching materials, other colleagues, etc.) within their school and school district not only to teach effectively, but also to provide for their own professional development.

Some educators assert that the development of teachers is best represented as a continuum: preservice preparation--induction--in-service (Grant & Zeichner, 1981; Huling-Austin, 1989). The implication of the continuum metaphor is one of cultural continuity, with change that is free of major discontinuity. Lawson (1989), in an early work, asserted, however, that the induction of first year physical education teachers occurred in two stages: first during preservice education, and then, during the first year of full-time teaching.

More recently, Lawson (1991) asserts that induction into teaching physical education is a three-stage process: recruitment, preservice education, and the initial year of teaching. This view of induction departs from the other theories in that it considers the extensive "apprenticeship of observation" experienced by prospective teachers (Schempp, 1989). That is, prospective teachers' socialization into their roles as teachers actually began as students when they spent countless numbers of hours in gymnasias and classrooms observing and occasionally helping teachers. In this view, induction goes beyond the

development of behavioral competence and the mastery of pedagogical content knowledge (Locke, 1990), but also includes the "acquisition and internalization of a professional ideology (Lawson, 1991, p.27). During recruitment, prospective teachers begin their occupational socialization. They begin to acquire beliefs about teaching physical education, particularly about occupational attractors (e.g., the love of children, the love of sports, and the importance of exercise and sport) (Dewar, 1989). The implication of all of these stage metaphors, clearly, are inherent cultural discontinuities.

The major source of dissonance is the sharp discrepancy between teachers' experiences during their years as school children, their preservice preparation, and their experiences during the first year of service. It is likely that during their first year, novices will try to implement the teaching strategies that were recommended or practiced in their preservice programs (Featherstone, 1988). In the new context, these methods often are not as effective as they were in the more sheltered conditions of methods classes or clinical internships. As a result, beginning teachers may become frustrated and seek means of coping with the most immediate problems in ways that risk mastery of more effective teaching strategies (Etheridge, 1989). In addition, first year teachers may experience similar frustration with their expectations of relationships with

peers, assignment of non-instructional duties, and communication with administrators. As a consequence, they may become dissatisfied with teaching, and eventually leave the profession (Schleaty & Vance, 1983), or, particularly in the case physical education teachers, continue teaching using methods that facilitate non-instructional goals (Bain & Wendt, 1983; Lawson, 1989).

School as Workplace

The school as workplace is defined as:

the school, including its physical, social, and organizational features, and those aspects of the community which bear upon the operation of the school and the work of teachers.

Included in this definition is the concept of "culture of the school." This can be described as "basic assumptions and beliefs which [are] shared by an organization and are taught to new members as the correct way to perceive, think, and feel" (Schein, 1988, pp. 6-9) about particular experiences in the school. The culture is the social context in which the members of the school do their work.

The workplace is the locus of this culture. The basic assumptions and beliefs that are shared by members of the organization are learned responses to problems confronted in the organization's context (Schein, 1988). These assumptions and beliefs often are taken for granted because they have been used repeatedly as a resolution to problems in that workplace, regardless of that resolution's

effectiveness. Examining the basic assumptions within a culture may be the first step in identifying and resolving complex problems within that culture.

To understand the culture of the school it is important to consider three constructs: the uniqueness of schools, the nature of inside culture, and the influence of outside culture. The uniqueness of schools can be compared, in some respects, to snowflakes. Like snowflakes, there are no two schools that are exactly the same. There are, however, common elements, or properties that make them identifiable as schools. For example, all schools have provisions for dealing with the fact that students are subordinate clients (Dreeban, 1973) for whom teachers serve in loco parentis. On the other hand, each school has a culture of its own that makes working in that school very different from working at any other school. For example, there are norms for conversation in the teachers' lounge which are unknown to outsiders, but understood by insiders. The uniqueness of schools is important because although it is possible to educate prospective teachers about some of the commonalties among schools, it is not possible to teach about the individual school culture that will influence their work (Korthagen, 1985).

There are cultures both inside and outside the school that influence teachers' work. The nature of inside culture is shaped both by the authority relationships which are

resident in the school as an organization, and by the particular physical characteristics and spatial arrangements which form the more tangible reality of the school (Dreeban, 1973).

Authority relationships exist not only between administrators and teachers, but also between teachers and students. There are both explicit and tacit rules about who is allowed to do what to whom, and for what cause. The authority relationships are determined, to a large extent, by the properties of the school. Problems in exercising authority originate with the social composition of the staff, supervision practices, and the polarized obligations of administrators and teachers (Dreeban, 1970). Both students and administrators have a great deal of influence over aspects of the environment that affect teachers' work spaces, and ultimately their work.

The inside culture of the school also is shaped by spatial arrangements that dictate how and when people will interact with each other. If teachers are working in closed classrooms, they are more likely to interact with their students than their colleagues. They may have the opportunity to talk with other adults for only brief periods of time in the teachers' lounge or at meetings. Thus, these arrangements shape the process of teacher communication, and will ultimately shape teacher development during the induction year.

Outside culture includes the social climate, the politics, and the economics of the community. Both inside and outside cultures influence teachers' roles in schools, as well as their professional development (Murphy & Huling-Austin, 1987). For example, if teachers are recognized by the community as professionals who are capable of assessing students' needs and making decisions about curriculum and teaching methods, then there will be a foundation upon which to develop support for teachers' work within the school, as well as for their professional development.

Topics Included and Excluded From This Review

Since most of the research in the area of induction has been conducted between 1980 and 1991, papers written or published during this time were considered for this review. Because of their importance and contribution to the body of knowledge concerning the school as workplace and the induction of first year teachers, earlier works by Dreeban (1970, 1973) and Lortie (1975) also were reviewed.

Articles concerned specifically with: the induction of first year teachers, the relationship between the workplace and physical education teachers, and how the workplace affects the development of first year physical education teachers were included. Other related topics such as teacher socialization, organizational socialization, and mentoring were represented by a small number of articles

which made specific reference to the induction of first year teachers.

Excluded were studies about formal induction programs, inservice teacher development beyond the first year, preservice teacher education programs, student teachers, and mentors. All of these topics contain relevant information, but in order to do justice to the literature that is more relevant to the purpose of this review and the proposed study, they were not included.

Description of the Literature

Overview

Researchers in the area of induction have studied concerns of beginning teachers, (Boggess, McBride, & Griffey, 1985; Wendt & Bain, 1989), problems of first year teachers (Veenman, 1984; Ryan, 1986), issues regarding the induction of first year teachers (Huling-Austin, 1987, 1990; Odell, 1986, 1987; Ryan, 1986), as well as mentoring first year teachers (Galvez-Hjornevik, 1986; Gray & Gray, 1985). As a result, a wealth of information regarding the assistance which might be provided for first year teachers (Huling-Austin, 1987; Lawson, 1991; Odell, 1986; Ryan, 1986), either in the form of general advice (Bain & Wendt, 1983), or formal induction programs (Grant & Zeichner, 1981; Huling-Austin, 1989, 1990) has become available to school administrators, teacher educators, and beginning teachers.

The literature on induction of first year teachers reviewed for this study can be categorized into three groups: a) experiences of first year teachers, b) strategies employed by first year teachers, and c) recommendations for the assistance of first year teachers.

In addition, the literature on the school as workplace can be divided into two primary groupings: a) the influence of the workplace on physical education teachers, and b) the subject-specific problems encountered by physical education teachers within the workplace. The conclusion of this chapter will link the literature on induction of first year teachers with that devoted to the school as workplace, and will provide some insight as to how the workplace affects the development of first year physical education teachers.

Induction of First Year Teachers

This section will review the literature that deals with the induction of first year teachers. Topics discussed will be: experiences of first year teachers, and strategies employed by first year teachers. Because a major part of the induction literature includes recommendations for assistance of first year teachers, it is appropriate that I conclude this section with a brief synopsis of various authors' recommendations.

Experiences of First Year Teachers

Almost every article that addresses the development of teachers discusses some aspect of the first year of teaching. Much of the literature on induction describes the first year teacher's personal and professional problems in learning to teach and to function in the school culture (Bolam, 1987; Deal & Chatman, 1989; Featherstone, 1988; Grant & Zeichner, 1981; Johnston & Ryan, 1983; Lawson, 1983, 1989; Lieberman & Miller, 1984; Lortie, 1975; Marso & Pigge, 1987; Odell, 1986, 1987).

There is some accord about the negative experiences encountered by first year teachers. Certainly not all beginners experience catastrophic problems, but many novices do experience fatigue, stress, anxiety (Bolam, 1987; Huling-Austin, 1987; Ryan et al., 1980), and difficult outside of school transitions such as entering new relationships, re-locating to a new community, and financial concerns (Ryan et al., 1980).

There is consensus among researchers that professional struggles of first year teachers include "reality shock" (Marso & Pigge, 1987; Odell, 1986; Ryan et al., 1980). This can be defined as the discontinuity between preservice and inservice experiences whereby practices learned in teacher education programs are found to be unworkable in real school settings. Included are problems with class management, teaching groups with a wide range of abilities, planning and organization, evaluation of students' work, motivation of

students, adjustment to the new teaching environment, and having to cope with out-of-area or high demand teaching assignments (Bolan, 1987; Huling-Austin, 1987).

Teachers must master and internalize the technical skills associated with the teaching profession, but as Lortie (1975) argues, this may be difficult since the teaching profession lacks a distinct technical culture which can be transmitted to the novice. In comparison with other professions, beginning teachers do not have the same opportunities for learning a repertoire of work-specific techniques which are critical to their vocational survival and success.

In addition, there is no mediated entry into the profession (Lawson, 1983; Lortie, 1975). Unlike the structure of professions such as medicine or law, there is no provision for novice teachers to spend a considerable length of time serving an apprenticeship with a master teacher. Student teaching is the closest thing that education has to eased entry into the profession. This usually lasts only 8 to 15 weeks and may provide none of the close mentoring and cultural immersion of a law clerkship or a physician's hospital internship. Not only are first year teachers expected to do the same work as a 25 year veteran (Lortie, 1975), they are expected to do so without extensive practice or socialization into the complex norms of the school workplace.

Two phenomena which first year teachers may not have fully experienced during student teaching are being alone as responsible adults in their classrooms, and having to develop effective teaching strategies without guidance. Most beginners will have to "learn the ropes alone" (Deal & Chatman, 1989), and learn them under conditions of close confinement with large numbers of often unhelpful children.

Numerous scholars (Deal & Chatman, 1989; Glickman, 1985; Goodlad, 1984; Lieberman & Miller, 1984; Little, 1984; Lortie, 1975; Rosenholtz, 1989; Templin, 1988b; Zelinski & Hoy, 1983) have discussed teacher isolation, and its impact on the quality of teachers' lives. For the novice, however, this isolation has a double impact. Not only is it a terribly lonely existence, but it provides no source of feedback for their performance other than that given by the students, and those reactions often are a poor guide for determining effective instruction.

Isolation also has great implications for the beginning teacher's capacity for growth. Limited by heavy reliance on the primitive strategy of trial-and-error learning, improvements come slowly -- if at all (Dreeban, 1970; Lortie, 1975). Thus, novices may abandon teaching methods that they learned in their teacher preparation programs and substitute the first strategy, which, by random choice, yields a measure of control over the most threatening

elements of their work (Etheridge, 1989; Featherstone, 1988).

In addition to isolation and its consequences, most beginning teachers do not have the opportunity to learn school norms soon enough to facilitate their first year adjustments. These norms include the "history, lore, or other values of a particular school or school district" (Deal & Chatman, 1989, p. 22). In their preservice programs prospective teachers are educated in the psychological considerations emphasizing human development, learning, and teaching methods (Goodlad, 1983). What is not covered in most programs are cultural phenomena which will affect their lives as teachers, especially the political functioning of the school and the norms which govern social interactions among teachers (Goodlad, 1983).

Strategies Employed

First year teachers must develop strategies to improve their teaching and, thereby, their ability to cope with the routine problems associated with the "dailiness of working in schools" (Lieberman & Miller, 1984, p.1). These strategies will vary not only with the nature of the problem to be confronted, but also with the teacher's stage of development (Nemser, 1983). In their search for methods that will bring success, beginners often try to find a source of advice and assistance. Some of these help-seeking

source of advice and assistance. Some of these help-seeking techniques are nearly universal.

Most first year teachers ask for assistance from a few carefully selected colleagues (Lortie, 1975; Pataniczek & Isaacson, 1981). From them they seek "the little things, the tricks of the trade" (Pataniczek & Isaacson, 1981, p. 16) that make day-to-day activities run more smoothly. Even at that modest level of assistance, however, most teachers will only ask for help when they are certain that their competence will not be questioned, or when they perceive that there are no other alternatives (Pataniczek & Isaacson, 1981).

Not all first year teachers succumb to panic and, through trial and error, often derive low order coping strategies which permit survival at the cost of student learning and professional growth. Some teachers confront the same initial problems (and may have their moments of desperation), but because they have both enough confidence and sufficient basic skill, they are able to make a "strategic adjustment" (Etheridge, 1989). Using Lacey's (1977) original framework, Etheridge studied the social strategies used by first year teachers and developed the construct of the "Beginning Teachers' Strategic Adjustment Strategy." She defines strategic adjustment as "the conscious selection and use of teaching practices that

modify or replace the beginning teacher's initial and preferred practices" (p. 32).

For example, the teachers in Etheridge's study abandoned their university-based learnings when they encountered problems related to one or more of the common school-based constraints: time, work conditions, teaching assignment, and student behaviors. In response to pressures from the school environment, they selected different teaching strategies, often based upon local tradition. Etheridge found that teachers did not really believe that the alternative strategy reflected good teaching, but the modification was rationalized as appropriate considering the circumstances. Accordingly, they believed that this alternative would be abandoned if the work situation were to improve (Etheridge, 1989). The prolonged use of these alternative teaching strategies may subvert beginning teachers' development and use of sound pedagogical practices that are appropriate in their new setting.

Recommendations for the Assistance of First Year Teachers

This section will provide a brief summary of the most common recommendations for the assistance of first year teachers. While the problem of improving the induction experience is not the primary focus of this review, this section is included because the support and elaboration of such recommendations is the most central and consistent

characteristic of the induction literature. These recommendations include: a) providing a planned first year teaching experience, b) assigning an appropriate support teacher, c) providing released time and teaching load reductions for first year teachers and support teachers, and d) providing teachers with appropriate teaching assignments.

Odell (1986) suggests that the concerns of beginning teachers should be used to identify the types of support offered. A planned first year teaching program, designed on the basis of those concerns, would allow for a variety of valuable learning experiences to facilitate professional development (Huling-Austin, 1989; Terry, 1985; Varah et al., 1986)

As part of this planned first year program, novices should be informed about the culture of schools and the nature of norms which govern teacher behavior. Such information should deal not only with the teaching profession as a whole, but also with the particular school in which they are employed (Deal & Chatman, 1989; Lawson, 1991; Schlechy, 1985).

The assignment of an appropriate support teacher, one who is familiar with the local school culture, would be of great value to the first year teacher (Bolam, 1987; Huling-Austin, 1989; Ryan, 1986). This support teacher should be someone who teaches in the same school, and at the same grade level as the first year teacher. Novice and support

teachers should have classrooms in proximity to one another, common planning periods, compatible professional ideologies, and congruent personalities (Bolan, 1987; Huling-Austin, 1989; Ryan, 1986).

The support teacher and the beginning teacher should be provided with released time and teaching load reductions in order to have time available for observations, and conferences (Huling-Austin, 1987, 1989; Johnston & Ryan, 1983; Marso & Pigge, 1987). In addition, there should be as many opportunities as possible for collaboration with other teachers within the school (Huling-Austin, 1987). The most important initial collaboration, however, must be between the incoming recruit and the administrator who determines the first teaching assignment.

Indeed, all recommendations for the assistance of first year teachers may be for naught if novices are given out-of-area or the most demanding teaching assignments (Huling-Austin, 1987). It is important that first year teachers be assigned to instructional tasks which are appropriate to their level of development, work which will facilitate rather than impede their entry and development in the teaching profession.

Given the research that has been done in the area of induction, and given the volume of impassioned recommendations that have followed, it is clear that substantial and carefully planned assistance should be

provided for all first year teachers. In practice, however, very little of this is implemented. Under present circumstances, given the priority of school administrations and the economics of running the school enterprise, it is not surprising that few school districts do more than a routine "half day and a handbook" for new teachers. Moreover, it is probable that little more will be provided for first year teachers in the foreseeable future.

The School As Workplace

Dreeban (1973) states that "one reason to consider schools as workplaces [is that] there are concepts and perspectives derived from other areas of the world of work that, when applied to schools, make them more understandable" (p. 450). The literature on school as workplace is considered from two broad perspectives: from the point of view of authority relationships in schools and school districts, and from the point of view of the spatial arrangement of schools and classrooms. Essentially, these relationships and arrangements shape the culture of schools, and the nature of teachers' work. The literature that describes the relationship between the workplace and the work of physical education teachers can be categorized as follows: a) the influence of the workplace on physical education teachers, and b) the problems encountered by physical education teachers within the workplace.

The Influence of the Workplace on Physical Education Teachers

Both authority relationships and spatial arrangements affect the work of physical education teachers. The authority relationships that are of particular relevance to the focus of this review reflect the fact that in many schools, physical education is regarded as a marginal subject (Evans & Davies 1988; O'Sullivan, 1989; Sparkes et al., 1990; Smyth, 1992; Templin, 1988a, 1989). Although this may not be true in every school, it appears to be a common and persisting feature of school culture.

Marginality can be defined as low status within schools. Physical education may be viewed as marginal because administrators, classroom teachers, parents, and students consider it to be less significant than other subjects within the school curriculum, and non-essential to the education of students. Among the sources of low status for physical education that are mentioned in the literature are the following: (a) the subject matter is associated with children's play (Evans & Davies, 1988), (b) there are no cognitive goals that are central in the physical education curriculum (Evans & Davies, 1988), (c) it is associated with after school activities (Bain & Wendt, 1983), and (d) many students perceive physical education to be fun, but irrelevant to their education (Goodlad, 1983; Templin,

1989). As a result, physical educators are pushed to the periphery of social and political life in the school.

Because physical education teachers are identified with a marginal subject, their relationships with administrators, with colleagues, and with students reflects this second class status. For example, physical education teachers have fewer contacts with administrators and colleagues than classroom teachers, they are supervised less frequently, and often have no clear standards of accountability (Templin, 1989). There often is a failure of the physical educators to participate in school-wide curriculum planning, staff development, and governance. In addition, there often is no consideration of physical education when class schedules are devised, or when policy is being developed for assigning students to classes (Bain & Wendt, 1983).

Data from at least a few studies serve to substantiate the low status accorded to physical education (Bain, 1990; Bain & Wendt, 1983; Evans & Davies, 1988; O'Sullivan, 1989; Sparkes, et al., 1990; Templin, 1988a, 1989). The first year elementary physical education teachers in O'Sullivan's study (1989) had to expend significant effort in establishing credibility for themselves and their subject matter -- a process which imposed demands that added to their already heavy instructional duties. In contrast, the veteran secondary physical education teacher in Templin's case study (1989) felt that she was powerless, and that she

and her subject matter would continue to lack status within the school no matter what she did.

Physical educators face a profound contradiction. They are told by prominent educators and politicians that, "they hold in their hands the nation's future health and wealth,...while inside schools, they and their subject deserve less time, resource support, and recognition than others" (Evans & Davies, 1988, p. 3). Due to the ambiguous place of play, games, sport, and exercise in our society, physical education teachers receive mixed signals as to the purpose and importance of physical education in schools. This, in turn, may have a corrosive effect on their work, their role as teachers, and the public image of their subject matter.

The lack of credibility of physical education as a subject has major implications. For example, physical education teachers may not be expected to attend faculty meetings, or to participate on committees that pertain to school-wide curriculum matters. This may be rationalized by the fact that they are expected to have coaching responsibilities which make great demands on their time after school. While after school teams make up an important part of the educational experience, allowing coaching duties to take priority over teaching and other workplace responsibilities can perpetuate the undervaluing of physical

education as part of the whole school curriculum (Harrington, 1986).

All too often, physical education teachers, themselves, collude in their own low status, and thereby provide some basis for members of the school community to keep them at the margins of school life. When they act as though they are not full participants in the central mission of the workplace, they both contribute to and validate the maintenance of their low status.

It is possible that some physical education teachers would rather be marginal, because with marginality comes autonomy. Autonomy may be the only source of dignity and satisfaction that is available to them (Lawson, 1989). Whether physical education teachers are considered to be marginal as a result of their subject's ambiguous status in the wider culture, or collude in creating their own low status by striking a deal with the devil for autonomy, the interaction between physical educators and the workplace is complex and poorly understood.

Sparkes et al. (1990) address the problematic nature of a career in a subject which is considered to be of lower status than academic subjects. The physical education teachers in their study wanted to be perceived as "important in the eyes of other members of the staff" (p. 11). There was an awareness among the physical educators that they were not perceived by their colleagues as intellectual or

academic. These physical education teachers, by virtue of their subject matter, believed that they could do very little to change the cultural norms which greatly influenced their work conditions.

The results of the Sparkes et al. study (1990) indicate that when people become physical education teachers they resort to "strategic compliance" (Lacey, 1977) and are reluctant to challenge the cultural norms within the school. They often are reluctant to risk working towards changing the administration's low expectations for physical education, and thus are inclined to be fatalistic about the consequent lack of resources and impoverished support.

The architecture of school buildings also contributes to the marginality of physical education, and the segregation of its teachers. A major problem at some schools, clearly, is teaching at a work station which is located away from the central part of the school. As a result, there is poor or infrequent communication between the main office and the gymnasium. Finally, the location of the gymnasium reduces the number of informal contacts that physical education teachers may have with other colleagues. For example, physical education teachers commonly find that there is not sufficient time to join faculty colleagues in the common room and stay for a worthwhile period. Accordingly, they are deprived of all the non-formal

contacts which sustain membership in the sub-culture of teachers.

Another problem for many is the necessity to teach in areas that are not well suited for physical education classes (multi-purpose areas, cafeterias, hallways, and adjacent spaces that are not designed for "serious" instructional use) (P.S. Griffin, 1985). Such conditions speak loudly about the position of a subject matter in the hierarchy of the workplace. Finally, the typical provisions in a school gymnasium for heat, ventilation, lighting, acoustics and aesthetics often are such that they would not be tolerated by any classroom teacher in the school.

Spatial arrangements in the school may mean that physical education teachers are physically isolated from other teachers in their workplace, but of even greater consequence, they often are separated from other physical education teachers. This is particularly true at the elementary level where itinerant physical education teachers simply have no colleagues at all (Locke & Griffin, 1986). This is important because many of the technical skills employed by physical education teachers are different from those used by classroom teachers, and physical education teachers need other subject specific colleagues from whom to continue to learn and refine technical skills.

Finally, within the context of the workplace, authority relationships and spatial arrangements are interconnected in

ways which affect teachers' work. The old aphorism "out of sight out of mind" describes perfectly the relationship between space and architecture on the one hand, and the relationships with organizational authority on the other hand. In the case of inductees, of course, to be ignored and distanced from authority and assistance is absolutely devastating to their chances of survival and growth.

The Problems Encountered by Physical Education Teachers within the Workplace

Upon examination of the major components of physical education teachers' work, it is possible to see that workplace conditions and school culture are contributors to many of the problems that are endemic to teaching physical education. Some of these problems are so common to physical education in schools that they have come to be taken for granted. That is, some physical education teachers assume that difficult conditions are not artifacts of the workplace, but inherent factors in teaching the subject. Given that assumption, it is difficult to recruit enthusiasm for efforts to improve conditions of their workplace.

I have concluded that many of the conditions faced by young physical education teachers are artifacts of organization. Certainly, there seems to be no reason to believe that they are inevitable and intrinsic to the subject matter. As by-products of workplace structure,

these conditions may be subject to organizational analysis, and ultimately to organizational manipulation. These organization-related problems for physical education cluster into three key areas: (a) autonomy as a result of the isolation of physical education teachers from the main business of schooling, (b) curricular autonomy, and (c) the role conflict between teaching and coaching.

Autonomy as a Result of Isolation from the Main Business of Schooling. While isolation is a common phenomenon for most teachers, it takes on a different meaning for physical education teachers. Physical and social isolation from the main parts of the school often are welcomed by physical education teachers because they perceive it as a source of autonomy (Lawson, 1989). Autonomy is so desired by teachers because there is freedom from interference, freedom from supervision, freedom to make their own decisions, and a high degree of independence in developing relationships with students. Also, there may be the ego satisfaction of believing that one is being treated as competent to manage one's own affairs (Bain & Wendt, 1983; Smyth, 1992).

While under some conditions teacher autonomy can be rewarding and powerful, it can be both dangerous and debilitating. Physical educators must pay for their autonomy with intellectual impoverishment, lack of stimulation and professional growth, lack of political

influence within the school organization, and loneliness. When autonomy is accompanied by neglect, and offers physical education teachers the option of choosing whether or not to pursue the primary goals of the school, that price may be too high. By cultivating autonomy through means of isolation, physical educators put themselves in the position of feeding the perceptions of marginality by their colleagues.

The relationship between marginality and autonomy may result in the expectation that physical educators' need not be accountable for student learning in their classes (Bain, 1990). Because administrators often expect that physical education teachers only be able keep their students active and having fun, and not hold them accountable for student learning, they may implement a "busy, happy, and good" curriculum (Placek, 1983). In addition, physical educators often experience role conflict because their coaching is more readily recognized by the administration than their teaching.

Curricular Autonomy. In many schools, physical educators are allowed great autonomy within their subject matter (Bain & Wendt, 1983; O'Sullivan, 1989; Templin, 1988b). This curricular autonomy sets the tone for student learning in programs designed by the teachers themselves. Many physical education teachers base their curriculum on activities that are fun and keep students active (Placek,

1983). They often are deemed successful by their administrators, their colleagues, and themselves, on the basis of positive student response (Earls, 1981; Placek, 1983; Smyth, 1992). Correspondingly, physical education teachers place little emphasis on student achievement (Templin, 1989; Veal, 1988). Given the conditions under which physical educators are working, it is natural that the curriculum is placed at the lowest level of importance. The criteria are those which will accommodate the expectations of the administrators, the teacher, and the students. Student learning, as an outcome of physical education, may not be considered when designing curriculum.

It should be noted, however, that physical education teachers' lack of emphasis on student learning might not indicate that they could not (or do not) care about that outcome (Bain, 1990). Physical education teachers may be reacting to the conditions that they find when they come into the school and the influences of socialization that bear upon them as young teachers. Their lack of emphasis on student learning does not indicate that they enter the induction process without some sense of what a more idealistic agenda might be for physical education.

A major criticism of physical education is that it is no more than supervised recreation or play. It may appear to administrators and classroom teachers that students are just running around and playing games, not necessarily

learning anything that is important. The motor skills that are taught may be deemed unimportant by others in the school community (Evans & Davies, 1988), especially when compared to the affective objectives of physical education which are so commonly espoused for public consumption. When students in physical education classes are engaged in activities for which the development of motor skills is the primary objective, there is a risk that the class may be perceived by others as trivial. In essence, the physical education curriculum is the basis not only for student learning, but also for the image of physical education (Templin, 1989).

Physical education's sports and games curriculum may be preferred by physical education teachers, and be well liked by students. It may be irrelevant, however, to administrators, classroom teachers, and students, in that it may be perceived as not contributing to the overall education of the student (Templin, 1989). Therefore, physical education teachers are not perceived as professionals who make a significant contribution to the education of the students, and are accorded marginal status within the school.

Role Conflict. The roles that physical education teachers assume are a function not only of the curriculum, but also of the expectations that are inherent to teaching physical education (Bain, 1990; Bain & Wendt, 1983; Templin, 1989). One would expect that teachers' roles would be based

on the objectives of the school's curriculum. The natural assumption would be that physical education teachers' roles, like those of their peers in classrooms, are defined in terms of lesson and unit planning, effective teaching, evaluation of instruction and curriculum, service through curricular and extracurricular roles, maintenance of positive relations with students, administrators, colleagues, and parents, and engaging in professional development activities (Templin, 1989).

In physical education, however, teachers' roles and role relationships are likely to be different. Depending upon the cultural norms within the school, physical educators may experience role conflict (Bain, 1990; Bain & Wendt, 1983; Templin, 1989). More often than not, for example, it is expected that physical educators will not only teach, but also coach (Bain, 1990; Bain & Wendt, 1983; Templin, 1989). Ten to twelve hour days are typical for the teacher/coach. Not only is this physically tiring, but coaching brings on added stress, and may frequently interfere with teaching responsibilities (Bain, 1990; Bain & Wendt, 1983; Earls, 1981; Templin, 1989). As a result of this conflict, the teacher/coach often engages in "role prioritization" (Massengale, 1977) which forces one to choose which role will take precedence over the other. Physical education teachers often feel compelled to emphasize their coaching more than their teaching because

their classes are perceived by the school and the community as introductory and irrelevant, while athletics is perceived as worthwhile (Templin, 1989).

Whether physical educators have been teaching for one month or ten years, they are faced with many problems that are consequences of their workplaces. Seasoned veterans, however, may be better able to cope with the marginality of physical education, the autonomy that may result from their isolation, and the role conflict between teaching and coaching. Unfortunately, novices may not be prepared for such realities, and, if they survive their first year, may develop into veteran teachers who collude in perpetuating the status quo.

Conclusion

There has not been a great deal of research that contributes to what we know about first year physical education teachers with regard to how they are influenced by the workplace. The knowledge base in this area would be enhanced by studies that examine how different aspects of the workplace affect first year teacher development (i.e. how collaboration with other teachers affects their teaching and their satisfaction), or how the workplace affects the development of first year teachers in various specialty subject areas (i.e. art teachers, home economics teachers, etc.).

The present study has broadened our understanding of first year physical education teachers' perceptions of their workplace, their work, and the role of that workplace in their professional induction. In addition, it contributes information about the importance of the influence of workplace conditions on the work of beginning teachers.

CHAPTER III

METHOD

Introduction

The purpose of this chapter is to describe how data was gathered, why specific research methods were employed, and how data were analyzed. Specifically, this chapter will provide: description of data collection methods, a description of how data were reduced and analyzed to produce themes describing how first year physical educators perceived their workplace, how they believed it affected their work, how they understood the role of that workplace in shaping their professional development, and induction into the context of the workplace.

The primary source of data for this study were interviews in which physical educators, who had recently completed their first year of teaching, were allowed to elaborate on their understanding of their workplace, and its role in their first year of teaching.

Indepth Interviewing

I conducted extended and multiple interviews. These conversations were structured using the interview guide approach (Patton, 1980). The guide outlined general areas of inquiry that I had planned to discuss with each teacher, without confining me to the identical set of questions for each interview. All interviews were audio-taped and transcribed, and in their raw form constituted the primary

transcribed, and in their raw form constituted the primary data set for subsequent analysis.

I conducted two interviews with each teacher. Prior to the first interview, recollections about workplace factors which might have affected their work were stimulated through the use of an extensive workplace factor checklist (see Appendix A). The development of the checklist was informed by the literature on the school as workplace.

Because the participants were interviewed after the completion of their first year of teaching, the workplace factor checklist was used to stimulate recollection of situations and events that took place throughout the entire school year. Completion of this checklist enabled participants to consider a vast array of workplace factors that may have affected their work, and reminded them to reflect upon their entire first year, not just their last few weeks. In addition to stimulating participant recall, responses to the workplace factor checklist were used to focus subsequent sections of the interviews.

The purpose of the first interview was to establish an autobiographical context for understanding the participants' experiences in the workplace. It allowed teachers the opportunity to describe their workplaces (see Appendix B). In addition, this interview was used to establish a friendly, non-judgmental tone for the interview with the participants. The quality of the data obtained

from each interview was dependent upon the quality of the relationship between the participants being interviewed and the researcher (Mishler, 1986). It was important that the interviews be more like a conversation than an interrogation so that the participants would be more willing to talk freely about themselves and their situations.

At the end of the first interview the second one was scheduled to be conducted approximately three to four weeks later. This allowed enough time for the first interview to be transcribed and a preliminary analysis done.

Together with information from the checklist, the first interview also informed lines of questioning for the follow-up interview. The second interview concentrated on what the participants' first year as physical education teachers was like, and how the workplace affected that work (see Appendix C).

Participants

The participants for this study were physical education teachers who completed their first year of teaching during the 1990 - 1991 school year. They taught full time at either the elementary or secondary level in a New England school district. The physical education teachers also were selected to insure representation by gender and level (elementary and secondary). In addition, the volunteer pool was inspected to ensure representation from both small and

large schools, as well as urban, suburban and rural schools. Twelve participants were chosen to accommodate the selection criteria.

Recruitment of participants for the study was done by contacting physical education teacher educators, and school administrators. A list of potential participants who fulfilled the requirements noted above was generated and then used as the basis for the selection process described below.

Access

I contacted prospective participants by telephone to ascertain their initial willingness to participate in the study. During this contact, I introduced myself, informed the prospective participants of the general nature of the study, and obtained pertinent demographic information. After receiving a verbal commitment, I provided each potential participant with a brief written description of the study by mail, and shortly thereafter followed-up with a phone call to confirm their willingness to participate in the study, and to schedule the first interview. At the start of the first interview each participant was asked to sign an informed consent contract (see Appendix D). This was a written contract that established the role of the researcher, what the researcher and the physical education teacher could expect from each other, how the rights of all

participants would be protected, and the extent of access the participating teachers would have to the checklist, interview transcripts, analytic materials, and reports.

Working with the Data

First, I read the participant's interview transcripts and carefully reviewed them for thematic elements which appeared to be common within each case. Then I created profiles of the participants which described how their particular workplaces operated to shape their first year of teaching.

Second, for each research question I divided the transcripts into data units (Grove, 1988), each representing a single point of information about the inductee's experience with the workplace. Then, I reviewed the transcripts again to identify thematic elements which appeared to be common within, as well as across individual cases. Quotes from the interviews were extracted to illustrate or expand each common theme. In addition, categories, themes, and tentative hypotheses about relationships were developed as the intermediate products of inductive reasoning. The common themes provided the basis for developing the analysis in the concluding chapter (see Appendix E for a description of the technical aspects of data analysis).

Data Analysis

Data analysis occurred concurrently with data collection and concluded with final analysis after the last interview (Bogdan & Biklen, 1983). The process of analyzing the data began by reviewing interview transcripts and identifying data units (Grove, 1988). These were sorted into simple categories based on the original research questions and literature in this area. The following broad categories were used to sort the data, which were eventually subdivided into new categories as the analysis proceeded.

- (a) How their workplace affected their teaching.
- (b) How their workplace affected their professional development.
- (d) The role of their workplace in their induction to the culture of the school.
- (e) How workplace factors that are specific to the subject of physical education affected their teaching, professional development, and induction into the social and organizational context of the school.

Preliminary categories and themes were continuously revised until all relevant data units had been accounted for. The data also were examined for negative cases which did not fit into evolving categories or themes. When negative cases did occur, I asked the participant(s) clarifying follow-up questions and then either revised the

tentative themes, or noted the exceptions in my report. In a qualitative study, in addition to describing the participants' perceptions, it is necessary to show how the data were reduced, analyzed, and finally summarized. The following section of this chapter explains how I proceeded through the process of data analysis by discussing the trustworthiness of the study, as well as my own perspectives.

Establishing Trustworthiness

In order to insure trustworthiness of procedures used while conducting this investigation, I employed two procedures described by Lincoln & Guba (1985): peer debriefing, and member checking.

Peer Debriefing

Peer debriefing which assists in establishing credibility, was employed to probe researcher bias, question methodology, and discuss other relevant matters with a disinterested peer. One graduate student, familiar with qualitative research volunteered to assume the role of peer debriefer.

The peer debriefer had access to all of the data that were collected, including research logs and interview transcripts. Prior to data collection there were two meetings with the peer debriefer to discuss the study and to

identify aspects of my biography which might intrude in unrecognized ways into the processes of data collection and analysis. During data collection, sessions with the peer debriefer occurred on alternate weeks. The frequency of peer debriefing sessions subsequent to data collection, during data analysis, and preparation of the report, were determined by the needs of the researcher, but occurred not less often than twice per month.

Member Checks

Member checks were possible in that follow-up interviews were conducted. In addition, participants were allowed to provide written feedback pertinent to their own profiles.

During the second interview, I was able to check my understanding of the data with each participant (Bogdan & Biklen, 1983). During our conversation participants had the opportunity to respond to questions about points that were unclear from the initial interview. In addition, each participant was asked to review and comment on a summary of important workplace factors (their own profiles) that were particular to each person's case, and how they operated to shape that person's first year of teaching.

Seven of the twelve participants responded to their profiles. Of the seven, only two commented that I had misinterpreted some of the details of their case. As a

result, I corrected the factual details of each profile that I had misunderstood.

While peer debriefing and member checking were the primary methods of insuring trustworthiness, the chair of the dissertation committee serve as a reviewer during the analysis phase.

During the review sessions we discussed intermediate products of the study, such as theme statements, and emerging interpretations of the interview material. The committee chair shared a vital purpose with the peer debriefer -- to insure that the findings were grounded in the data.

Personal Records

In addition to the interviews, a research diary was kept throughout the study (Bogdan & Biklen, 1982). Entries addressed (a) speculative ideas and interpretations that developed during the interview process, (b) thoughts about the research process itself, and aspects such as, my personal questions, concerns and comments about the study, as well as (c) my changing perceptions about the participants and their responses. The research diary was shared with the peer debriefer.

Researcher Biography

In this type of study, the researcher is the instrument by which data collection takes place and analysis is performed. It is neither possible nor desirable to eliminate all interaction between the person of the researcher and the data. It is possible, however, to address my assumptions and inform the readers of this dissertation about my personal background and professional perspectives concerning the role of the workplace in a physical educator's first year of teaching which are likely to influence this study.

Biographical Account

My interest in studying first year physical education teachers, and more specifically how they perceive their workplaces, was sparked by the contrast between my own first year teaching experience, and those of my public school physical education colleagues. In addition, my strong beliefs about instructional programs in physical education have motivated me to explore why many beginning physical education teachers abandon expectations for student learning in physical education, and consequently collude in perpetuating the marginality of physical education.

During our first years of teaching my colleagues and I did not talk about the low status of physical education. Perhaps our experiences were a result of being a novice

teacher in a marginal subject matter, but we certainly were not aware of the place of physical education in the school curriculum. Though there were differences between my first year teaching experience and those of my colleagues, the common theme in the "first year war stories" was that of "shock." While people did not say "reality shock," their descriptions of how their first year of teaching physical education differed from what they had experienced in their undergraduate practicum experiences clearly exemplified that term. Many of their stories included tales of the difficulties of supervising lunch duty, managing groups of unmotivated students, and teaching with colleagues who would "just roll out the ball." Exacerbating their problems, most of them received absolutely no help from anyone, and had to learn how to survive by trial and error.

My first year of teaching physical education, on the other hand, was a very good experience overall. Not only did I believe that I was well prepared in my undergraduate program, I had a physical education teaching colleague who helped me through the difficult times. During my first year I learned a great deal about teaching physical education, and I learned how to be a part of the school community. I strongly believe that information about the "inner-workings" of the school that my colleague shared with me, as well as her technical advice, helped my induction into the profession.

What intrigues me is that the experiences of first year teachers are vastly different, yet reality shock, to some degree, is a common phenomenon for most. The questions that I continually ponder are: "WHY are there such sharp discrepancies between what teachers experienced in their preservice programs and what they experience in their first year of teaching?" and, "Why is everyone's experience so different?" and finally, "How can I, as a physical education teacher educator, better prepare preservice physical education teachers to encounter the realities of teaching in public schools?"

Besides my concerns about reality shock, I struggle with the implacable fact that so many first year teachers eventually perpetuate the low status of physical education. For whatever reason, novices often resort to low order coping skills and rarely adapt the technical skills that they learned in their preservice programs to fit into their new context. Like many veteran physical education teachers, first year teachers become content with keeping students busy, happy, and good (Placek, 1983).

I am convinced that there are ways in which I, and my colleagues, can prepare prospective physical education teachers to be able not only to adjust their teaching strategies to fit their particular context, but also to be aware of what it means to be a professional in their workplaces.

In my opinion, being a professional physical educator means actively pursuing every aspect of teaching with student learning as the central focus of teaching physical education. With this goal in mind, professional physical educators should try to implement effective teaching strategies to accomplish their goals. In addition, they must strive to remain current in their field by reading professional journals, attending conferences, being active in professional organizations, and constantly examining their own teaching. Finally, professional physical education teachers should be members of the school community in which they work. They should be involved with school-wide committees, and strive to promote physical education as a worthwhile subject in the total education of the students. Being professional is more than just going to work, and teaching your classes!

It is with these beliefs that I had approached this study. This brief biography does not reveal all of my assumptions about the role of the workplace in a physical educator's first year of teaching which were likely to influence this study. It does, however, touch on areas which seem to be most closely related. One of the duties of my peer debriefer was to probe my assumptions and explanations as these unfolded, so as to enable me to confront them during this study. As a result of this dialogue, we constantly discussed my beliefs that may have

influenced my capacity to capture the perspectives of the participants -- rather than use their voices to reflect my own perceptions and judgements.

CHAPTER IV

RESULTS

Introduction

The results of this study are reported in two sections. The first provides profiles of the participants and how their particular workplaces operated to shape their first year of teaching. The second section describes themes that I identified which are common to all participants.

Collectively, these two sections relate to the purpose of the study and respond to the research questions. To review, the purpose of the study was to understand how first year physical education teachers perceive their workplace, how they believe it affected their first year of work, and how they understood the role of the workplace in shaping their induction into the social and organizational context of the school. The questions which guided this study were as follows:

1. How do physical educators, who have just completed their first year of service, describe the workplace factors which affected their teaching and professional development?

2. Within the general set of workplace factors which beginning teachers identify as important, what

sub-set of factors do they perceive to be specific to the subject matter and organizational circumstances of physical education?

3. How do first year physical educators describe the ways in which workplace factors operate to affect their teaching and professional development?

Profiles

The following are profiles of the 12 participants, including descriptions of how their particular workplaces operated to shape their first year of teaching. Each participant's school is described in Appendix F.

Alexis

Alexis began teaching physical education at Huntley High School in January 1991. As a first year swimming instructor, she not only learned a great deal about teaching at a large inner-city high school, but also learned a great deal about teaching Black and Hispanic students. The people, the condition of the physical education facilities, and the cultural diversity of the students were the primary workplace factors that operated to shape Alexis' first teaching experience.

While Alexis encountered many new people and experiences during her tenure at Huntley High, it was the many members of the school community that had the greatest effect on her work. Those people included: her physical education colleagues, her mentor, the physical education custodian, and particularly, the students. Alexis viewed many members of the school community with mixed emotions, but realized that they, especially the students, were the primary reason she liked teaching in such a challenging school environment.

Alexis anticipated her first day at Huntley with trepidation and anxiety. She had heard many stories about teaching in the inner-city -- and most of them were not good. Nonetheless, Teresa, a college friend and the only other white female physical education teacher at Huntley, tried to calm her fears and assist her in learning about working at that school. Since Alexis, an American Red Cross Water Safety Instructor Trainer, was assigned only to teach swimming, Teresa was of little direct help. She was, however, a friendly face to whom Alexis could turn if she needed advice.

There were eight teachers in the physical education department. While the chair of the

department was "too laid back" to be of any help to Alexis, several other teachers played an integral role in re-shaping Alexis' goals and teaching style. Since all of the swimming classes were co-taught, Alexis always had a colleague in the pool area with her. This proved to be very helpful during her first few weeks of teaching.

Alexis observed and modeled her colleagues' teaching. While she basically followed the American Red Cross progressive swimming curriculum, she quickly changed how she taught. Because of class circumstances such as little instructional time, large numbers of unmotivated students, and general class operations, Alexis found that her goals for teaching physical education had to change. Alexis designed objectives to meet the needs of individual students, not the entire class. Her primary goal was to motivate students to come to class and participate. If the students actually learned to swim, that was a bonus. This was far from Alexis' original goal of life-long enjoyment of physical activity. Because she was beginning in the middle of the school year, she did not want to do anything radically different than what the students were used to. Alexis put it bluntly when she stated that she just wanted to "fit in."

Alexis did become frustrated over the many obstacles that impeded her teaching. First, when all the students assigned to class were present, there were too many students in her classes to teach swimming effectively, especially to beginners. Second, while her students were scheduled to have physical education every day (only Freshmen and Sophomores took Physical Education), most students rarely came to school on a regular basis. Consequently, Alexis taught a different group of students every day. Finally, she believed that the actual organization of the classes did not maximize what little instructional time they had. For the first ten minutes of class, students had free swim. This allowed them to swim while waiting for others who were slow to change for class. Alexis believed this detracted from any incentive students had to perform the learning tasks that she had planned for them. She found this practice to be absolutely frustrating, and the first thing she would change if she were given the opportunity.

Alexis realized, though, that her teaching at Huntley High School was shaped not only by her colleagues, but also by the needs of her students. Most students did not want to go to school, let alone swimming class. Furthermore, they did not perceive the

need to learn how to swim. When they did attend class, they wanted to have fun. Alexis felt pressured to provide them with new activities every class, just to make it fun and keep their interest.

She also wanted to hold them accountable for their actions in her class. Because most of them would be entering the work force when they graduated from Huntley, she believed that it was important that they learn to be responsible -- not only for attending class, but also for participating in an appropriate manner. Alexis worked to develop new teaching methods that would be suitable under the circumstances.

She learned a great deal about working at Huntley High school from her mentor teacher. Celia, an English as a Second Language teacher, was responsible for informing Alexis about state recertification requirements, as well as the organizational structure of the school. Alexis found Celia's knowledge about the school to be invaluable. For example, she informed her about such things as insurance, detention policies, and various members of the school community. In addition, Celia tried to help Alexis with some of her teaching problems.

She encouraged Alexis to assess and improve her own teaching. She observed and videotaped Alexis'

classes. Together, they went outside Huntley High to observe other physical education teachers. While Celia was not able to provide Alexis with feedback particular to teaching swimming, she was able to help her with general teaching strategies and most importantly, how to teach a culturally diverse population. During their weekly meetings Celia and Alexis talked about the Black and Hispanic cultures, and how those environments shaped the attitudes of the students. Alexis came to appreciate the cultural differences of her students and worked to establish rapport with them.

Having a mentor was a very important part of Alexis' first full-time teaching experience. Not only did Celia provide information and assistance, but she also was someone in whom Alexis could confide. Through such support, Celia helped Alexis become a member of the school community.

While Alexis eventually became comfortable with her role at work, she did not, however, become accustomed to the physical conditions in which she taught. Simply, the pool area was dirty and infested with cockroaches. To make matters worse, the acoustics were poor, and the area was dimly lit. While the physical condition of the pool area, itself, was limiting, it was exacerbated by the custodian who did

little to clean and maintain it. Alexis even had to ask him to empty the trash in her office on a regular basis. She believed that the custodian spent most of his time sitting in the bleachers ogling her and the female students instead of doing his work. Not only did he neglect his work, but he also made the girls in her classes feel uncomfortable.

Alexis was unhappy about her physical working environment (and the custodian who neglected to clean it), the organization of the swimming classes, and some of the attitudes and behaviors of her students. She spoke fondly, however, of the students in whose lives she felt she made a difference. At our last meeting, Alexis said that she and some of her students still correspond. One of her students told her that had it not been for the high expectations in her swimming class, she might not have completed school. Alexis, too, was proud of that student's accomplishment.

Alexis was sad that, because of her temporary status at Huntley, she would not be reassigned and not teaching there next year. She believed that she had a good experience there, and learned a great deal, especially about teaching in a multi-cultural setting.

Bertha

Bertha's first year of teaching took her to six different rural schools every week. During the 1990-91 school year, she taught physical education to approximately 1300 students in grades 1-6. The fact that she was an itinerant teacher who team taught with a twenty-year veteran also greatly affected her first year. While these two circumstances greatly influenced her teaching there were yet other significant factors which operated to shape that first year. These included: the physical education facilities, her main supervising principal, the students, other teachers, and the scheduling of physical education. Bertha claimed that her undergraduate teacher preparation program could never have prepared her for the working conditions with which she had been confronted as a beginning teacher.

In her teacher education program, Bertha's professional classes and practicum experiences prepared her to teach in the average school settings with adequate if not ideal conditions. Her first year work situation turned out to be anything but typical, and far less than ideal. Every five days she and her colleague, Barry, taught physical education at six different schools. Being an itinerant teacher was

completely new to Bertha. Although Barry taught her the ropes, she still had difficulty dealing with the fact that she had "no place to call home." She did not have an office where she could work, or students and colleagues could visit her. Bertha also expressed frustration with the often chaotic task of having to transport physical education equipment in her small car. In addition, she often found moving from one school to another in the same day to be stressful in terms of timing and preparation.

While traveling to various schools forced her to make constant adjustments to changing circumstances, that difficulty did not compare to the frustration Bertha expressed about the students having physical education only once a week. She believed that teaching students on such a limited basis did not provide for even a minimum level of continuity. Instructional units that ordinarily would require only a few weeks might span several months. For example, it took seven weeks to conduct fitness testing at each school. Also, if the normal routine was disrupted for any reason (i.e. weather, holidays, etc.), the last minute improvised lessons further eroded the continuity of the students' learning experience.

When Bertha and Barry got to a particular school to teach, they never knew what to expect. While they were aware of the teaching areas usually assigned for their use, they were not always sure of their availability or condition. Quite often, if they were teaching outdoors, custodians would be mowing the lawn during their class time. Occasionally, they would not be able to teach in an assigned space because another function was taking place there. As a result, their class would have to consist of improvised activities designed for whatever space might be available, such as hallways into which they had to compress 30 or more active, noisy children.

Teaching in make-shift spaces such as classrooms and hallways was common for Bertha. Although she continued to long for an appropriate teaching area in each building, she became accustomed to the restrictions imposed by these unusual spaces and, to the extent possible, adapted her lessons to accommodate the circumstances.

The facilities were only part of her frustrations with teaching during her first year. Working with Barry also was challenging. She perceived him to be her mentor, and appreciated all the help that he provided in the first weeks of the school year. Bertha

became frustrated, however, with his closed-minded attitude toward her ideas. As a twenty-year veteran, Barry's teaching style and curriculum were well established and had been the same for a long time. She often presented him with new ideas that she wanted to try in their classes. Because they team taught, however, the final result was that they usually conducted their classes in ways that Barry preferred.

Barry's approach to teaching physical education conflicted with Bertha's. He taught from a games perspective. Bertha, though she enjoyed various aspects of that type of curriculum, wanted to teach movement and sports skills. She was unable to see the merit in continually playing kickball and dodgeball. Bertha wanted her students to learn sports skills so that they could enjoy some kind of physical activity throughout their lifetime. She believed that their students did not learn a great deal as a result of Barry's methods. Eventually, she abandoned her goal of skill acquisition in favor of what she came to regard as more realistic under the circumstances imposed by her workplace -- the simple enjoyment of physical activity. Given her capitulation, she and Barry could teach well together, and enjoy their work.

Bertha's pleasure was derived from her students. They demonstrated their enjoyment of physical education through enthusiastic participation in her classes. The students in three of the schools were less experienced in sports skills, but were very cooperative. These students' out-of-school physical activity was agricultural in nature. At home, many students raised livestock, and were active in the operation of the family farm. The students from another part of the district, however, were more experienced in sports skills. They also were more likely to be unruly in physical education class. Bertha held onto her high expectations for students' behavior in her classes, and felt that she dealt quite well with most of the problems that arose.

On one occasion she had an incident with a student who talked back to her. As a result, she had a conference with the student's parents. As the initial meeting with the parents proved to be confrontational, Bertha sought support from the principal. He fully supported her position and consequently the child was punished. This principal not only was helpful during this situation, but Bertha also came to regard him as very positive in general, and "a great guy."

It was that administrator who observed and evaluated her. He and the district assistant superintendent of schools were responsible for Bertha's evaluations. She reported that they thought she was doing a good job, although neither of them gave her feedback that was specific to teaching physical education. In addition, both of them were sympathetic to her frustrations with Barry, but offered no recommendations to help remedy the situation. Their verbal support contributed to Bertha's self-confidence and she has plans to assert herself more forcefully next year regarding goals and curriculum for physical education.

Despite the support she felt from the administration, she believed that the teachers had neither high opinions of physical education, nor a positive regard for itinerant teachers in special subject areas. Bertha enjoyed interacting with the teachers socially in the teachers' lounges, but she sometimes felt that they thought she was "goofing off" when she traveled between schools. In addition, she thought they could be more helpful by preparing their classrooms in advance when physical education was scheduled to be taught in that space. Though Bertha believed that other teachers could be more supportive

of physical education as a subject, she spoke very fondly of them, and talked about the fun they had together.

Bertha spoke about her work with great excitement. It was apparent that she truly enjoyed teaching physical education. While she desperately wanted her own office in a central location, and spoke adamantly about asserting herself more in her relationship with Barry, she assured me that she would move forward next year with her own ideas for physical education.

Bruce

Bruce 's first year as a physical education teacher was truly a learning experience for him. His principal, students, and teaching colleagues played an important role in his adjustment to being a teacher at Walgram School. Other workplace factors that operated to shape his first year of teaching included: the physical education facilities, work assignments, teaching schedule, the lack of contact with other physical educators, his goals for physical education, and, finally, the lack of employment security.

During the 1990-91 school year, Bruce taught Physical Education and Health in a suburban New England elementary school. There were approximately 250

students in Kindergarten through eighth grade. While Bruce did not know the actual age of the school, it was quite old. The most recent addition was built in the 1950's. During his first year in that aging facility, Bruce learned a great deal, not only about teaching physical education, but also about being a member of a school faculty.

With the help of his principal, the students, and other teachers, Bruce was able to tailor his teaching methods to the working conditions at Walgram School. He describes his principal as being extremely supportive of him and his program. She often came to classes and commented about how well he was doing, and how well he interacted with the students. In addition, her positive energy and enthusiasm helped him to maintain one of his primary goals for physical education -- that the students have fun in his classes, and enjoy physical education. His principal not only was one of his main sources of motivation, she also contributed a great deal to the enjoyment he derived from working at Walgram.

The students also were a source of pleasure for Bruce. They were nice kids who rarely got into trouble of any great consequence. They did, however, present Bruce with many challenges. Their previous experiences

with games and activities, which were enjoyed by many of the students, was a powerful influence on the development of Bruce's teaching. Early in the school year, Bruce had wanted to emphasize cooperative games and activities. Because the students were accustomed to competitive experiences, however, he found it almost impossible to control their intense focus on winning. There was a clear expectation that physical education should consist of playing games, and his agenda of non-competitive activities was in conflict with that belief. Students' negative reactions to his early efforts operated to inform him about expectations that were a powerful part of the school context.

Bruce's teaching was influenced not only by his students, but also the other teachers at the school. He viewed them with mixed emotions. Some teachers were supportive and helpful, while others were skeptical about the value of physical education. Colleagues did share class management strategies which Bruce found helpful with his health classes. They also offered valuable information about difficult students. Other teachers, however, did not take physical education seriously. On occasion they would make uninformed or critical comments about his physical education classes. Routinely, some classroom teachers would disregard

Bruce's tight schedule and be responsible for their students being either too early or too late for physical education class. While Bruce liked most of the teachers, he felt that on the whole they could be more supportive of him and his program.

Certainly the people at Walgram School influenced Bruce's first year of teaching, but there were other factors that affected his work as well. The gymnasium and the fields were unsafe, and needed repair. The physical education facilities were a constant source of frustration for Bruce. He had to alter or eliminate activities because of the hazards in the gymnasium or the potholes in the fields. He believed that his requests for facility maintenance fell on deaf ears. Consequently, Bruce learned to work around these hazards as best he could.

In addition to his frustrations with the physical education facilities, Bruce was confronted not only with a challenging teaching schedule, but also with a teaching assignment for which he was not professionally prepared. He was asked to teach health to students in grades 4 through 8. Although he received assistance from other teachers about discipline and class management strategies, teaching health was a lonely, difficult, and often unrewarding task.

Bruce's primary source of discontent, however, was that his students had physical education class only once a week. This influenced almost every aspect of his teaching. Bruce felt that his students should have as much fun and activity as possible in the short amount of time that they had physical education. As a result, he designed his classes to maximize activity. Instruction during lessons was minimized in an effort to provide the students with as much playing time as possible.

Even though he saw students only once a week, his schedule was such that there were scarcely two or three minutes between classes. To compound matters, the sequencing of his classes by grade level was extremely varied. For example, he might teach first grade, eighth grade, and then fourth grade in a typical morning. This produced enormous logistical problems with equipment, to say nothing of the difficulty involved in making such frequent changes in teaching style.

Bruce was left to struggle alone with the task of learning to adjust his teaching methods and curriculum to Walgram School. He often wished that he had physical education colleagues to "bounce ideas off of." He felt that despite their best efforts, the principal

and other teachers could not really provide him with ideas or feedback that were specific enough to teaching physical education to be genuinely helpful.

Although Bruce had no one who could provide him with guidance of any great consequence in terms of his teaching, he found satisfaction in controlling his own program. He was able to implement his own curriculum and teach using whatever methods he found effective in his situation. The price for Bruce's sense of autonomy, however, was his isolation from colleagues.

Despite his many frustrations, Bruce felt a strong sense of loyalty to teaching physical education at his school. When he was informed that funding for physical education was cut, and that he would not be rehired next year, he responded by working harder to show "them" that physical education was important. In time, he was rehired, but he is aware of the constant threat that if the budget gets tight, he and his program will be among the first to be eliminated.

Considering all the events of his first year of teaching, all was not discouraging for Bruce. He spoke very positively about teaching physical education and working at his school. As he looks forward to his second year at Walgram School, his plans for the near future are optimistic.

Chantel

Chantel was a first year physical education teacher during the 1990-91 school year. She taught grades K-5 in two small northern New England elementary schools. The primary workplace factors that operated to shape her first year of teaching included the following: being an itinerant teacher, the scheduling of physical education, the physical education facilities, her work assignments, and her goals for students in physical education. In addition, many people within her workplace affected her teaching. These were: the principals at both schools, other teachers, and her students. Given her work conditions, Chantel found it challenging to work without assistance from other physical education colleagues.

Chantel was not prepared for the work routine of an itinerant teacher. She not only had to learn to adapt her teaching style to two different school settings, but she also had to learn how to work with the principals, faculty and students at both schools. While there were some similarities between the schools, there were important differences.

Among those differences were the administrative styles of the two principals. At the Main School, the principal "took her under his wing," and was very

supportive. His belief in her ability to teach increased her self-confidence. The principal at the Other School, however, was very authoritarian and intimidating. Chantel felt that that principal did not trust her judgement in the gymnasium. While neither principal ever provided comments or evaluative feedback that were specific to her work as a physical education teacher, she believed that the principal at the Main School thought that she was doing a good job.

Some of the classroom teachers also thought she was doing well. Chantel sometimes received notes of praise from the classroom teachers. They told her of the favorable reports from students who liked physical education more this year than last.

Other classroom teachers, however, were not as complimentary. They were skeptical about the value of physical education. They thought of physical education as a time when they could have a free period, and complained when it was canceled for any reason. Chantel expressed frustration with some of the teachers because they would be responsible for students being either too early or too late for physical education class.

The scheduling of physical education classes directly affected Chantel's teaching. Because she saw

the students in grades K-3 only once per week, and students in grades 4-5 twice per week, Chantel found it difficult to design units that were anything more than introductory in nature. For part of the school year, one Kindergarten class was canceled by the Main School principal and the classroom teacher because it took up too much time in the children's three-hour school day. Chantel was frustrated by this apparent lack of importance accorded to physical education. She often wished that she had someone to talk to about her teaching and the work conditions that existed at her schools.

While Chantel did not have physical education colleagues at either school, she sought advice about curriculum and class management from other physical education teachers in the region. Chantel also was befriended by the music teacher who taught at both schools. Her relationship with this veteran teacher was primarily social, but she was someone to whom Chantel could talk about school problems.

Chantel's students were a source of pleasure as well as frustration. At the Main School, the students, especially the fifth graders, were sometimes unruly. On the other hand, the students at the Other School were "excellent." They were the only reason Chantel

enjoyed going to the Other School. Despite some of the students' behavior problems, most responded well to Chantel's teaching. Their improvement in physical fitness and their use of skills outside of class helped Chantel maintain her goals for physical education.

In order to pursue her goals of physical fitness and skill acquisition, Chantel had to adapt her teaching to accommodate the lack of appropriate physical education facilities. The gymnasium at the Main School school also served as the cafeteria. It had slippery tile floors, a low ceiling, and low hanging lights. Not only was the physical space limiting in terms of curricular offerings, but it also was limiting in terms of scheduling physical education. Because the school served breakfast as well as lunch, Chantel would have to wait for the janitor to clean the cafeteria before she could teach. As a result, she sometimes was not able to start class on time.

Despite of her frustrations with the gymnasium, Chantel felt lucky to have one, particularly because she did not have an appropriate outdoor teaching space. The school was built on a hill, therefore she had no level fields. Occasionally, when the nearby mills were not emitting pollutants into the air, she was able to take her classes outdoors. She used the black top area

to teach playground games such as Four Square, but really was not able to teach field games in that space.

In spite of all of the constraints placed upon Chantel during her first year of teaching, she claimed that she tried not to let things bother her. She continued to work toward her goals for physical education, and taught her students as well as she could under the limiting circumstances. Chantel, like many other first year teachers that I interviewed, looked forward to teaching next year.

Jethro

Jethro's first year of teaching took place at Smithport Elementary School and Smithport High School. He taught physical education to students in kindergarten through grade 12. The organizational characteristics of the schools and the community played a primary role in shaping Jethro's first year of teaching. In addition, the superintendent of schools, the elementary school teachers, the students, and professional development opportunities affected his work at the two Smithport schools.

Smithport was a small, rural New England town. Most residents were of low or middle socio-economic backgrounds. They preferred that their businesses and

schools be staffed by "natives." (To be considered a native one must have lived in Smithport for at least 10 to 15 years.) In general, parents tended not to get involved in their children's formal education. They believed educating to be the primary responsibility of the teachers, not the parents. What was important to the townspeople, however, was basketball!

The high school basketball teams were considered to be the primary source of entertainment and community pride in town. Consequently, in preparation for success at the high school level, children were provided many opportunities to play youth basketball in Smithport. As a matter of fact, Jethro was told that a high school basketball coach who was not successful had no chance of tenure there.

Jethro survived his first year of teaching and coaching soccer at Smithport. Although he was not a native, he lived in a nearby town, and knew many Smithport residents. Jethro credits his learning to teach at the Smithport schools to the superintendent of schools, some of the teachers, and the people he knew in Smithport.

The organizational structure of the Smithport schools was reflective of the local politics. The administrative staff and faculty were primarily

comprised of town residents who did not welcome outsiders with open arms. In addition, the schools had long-standing routines and educational traditions that were protected from even the most innovative newcomers.

Jethro was warned by some of the elementary school teachers that he should not try to be too creative -- most people did not like change. For example, when he taught tumbling, some of the teachers made critical comments about the legality of teaching such an activity in a public school. Though there was no curriculum guide to follow, Jethro felt as though whatever he taught would be subject to scrutiny by the elementary school teachers.

The climate was tense, especially at the elementary school, and Jethro felt that there was a great deal of pressure not to make any mistakes as a teacher. Jethro was told by a number of people that if he did what he was told, rather than try out any new ideas, he would be more successful as a first year teacher.

Though not overly helpful in the early weeks of the school year, the superintendent of schools eventually advised him, "do your job, and you won't get in trouble." Moreover, he warned Jethro against

applying for the girls' basketball coaching position because he did not want to lose him as a physical education teacher if he was not successful as a coach. Some of the high school teachers with whom Jethro ate lunch provided him with similar messages. He heeded their warnings.

Unlike the elementary school teachers, those at the high school did not seem particularly concerned about either Jethro's teaching or the physical education curriculum. The climate at the high school seemed more relaxed. While he taught by himself, another physical education teacher, Sherry, taught at another elementary school in the mornings and at the high school in the afternoons. She also was the athletic director, and although not officially the head of the physical education department, she made most of the decisions about the curriculum. Jethro reported that he felt he had established a good professional relationship with her. He said, "I thought we worked pretty well together as long as I did what she wanted."

He reported that the administration kept a watchful eye on him. On one occasion, the superintendent reprimanded him for sitting down at the end of a class. Although he had sat down to work on his attendance book, Jethro felt it necessary to agree

with the superintendent that it was not a good example for the students. He was not pleased with the manner in which he "kissed up," but felt that it was required to avoid conflict and ease the way through what clearly was a period of probation.

Despite the tense climate in the schools, Jethro thought his students were great. At the beginning of the school year, he had difficulty convincing them, especially the students in grades seven through twelve, that they needed to work on their skills before they could be successful during game play. Over time, however, they became accustomed to his teaching methods and accepted him. Jethro believed that his persistence was rewarded by a significant improvement in the students' level of skill acquisition. Although he felt constrained in his teaching, Jethro was pleased with his students' reactions.

His students' successes were only part of Jethro's sense of efficacy at Smithport. He applied for and received a grant to develop an outdoor education program. Specifically, during this first year he was able to offer orienteering as a high school activity. His principal saw to it that his success was publicized and he was given full credit. As a result of all of his hard work (and compliance) throughout the school

year, the teachers and the administration wanted Jethro to remain at Smithport for another year. They even were willing to offer him the athletic director position if he would stay. Jethro eventually wanted to advance to an administrative position, but would not accept the appointment at the expense of Sherry, to whom he felt loyalty as a teaching colleague.

It was this offer that convinced him that he should try to find a job in another district. On the surface, Jethro appeared to fit in as a member of the school community. He did not, however, feel comfortable working in an environment where there was so much tension. Moreover, Jethro felt that the positive opinion of him could change at any moment, especially if he made any highly visible mistakes.

The manner in which the schools were administered was contrary to Jethro's sense of professional ethics. In addition, he believed that the surrounding community climate was such that it perpetuated the attitudes of those in power. Jethro could not foresee positive change in the Smithport School District in the near future. Consequently, he accepted another position teaching middle school physical education in a different district.

Kim

In a very rural area of southern New England Kim taught physical education and health to students in grades one through six. Her first year of teaching at Woodland School was shaped primarily by the following workplace factors: the physical education facilities, her colleagues, her students, her coaching responsibilities, and union politics in the district.

The first week of school presented Kim with some unexpected circumstances. The teachers in her school district were on strike! Kim was confused about her responsibilities during this troublesome time. While she knew that she could not go to work, she was concerned about her future as a teacher in that district. Kim was glad when the strike was over in less than a week, and she was able to start her new job. As a result of the negotiated settlement, however, the school climate was tense. While the teachers did not work to rule, they strictly observed the language of the new contract.

This presented difficulties for Kim, particularly concerning the cooperation of some classroom teachers. She was surprised and disturbed, for example, by what happened when she asked a teaching colleague to change the manner in which her students came to and from

physical education class. This would have solved Kim's problem of having insufficient time to travel to the opposite end of the school to pick up the children. The teacher's response was "no," as it violated the contract. Kim also expressed concern about the contractual agreement allowing all teachers to have one half hour for lunch. As a result, the class that she taught right after lunch lost five minutes of physical education class time because it took that long for the students to get organized and walk to the gymnasium. Kim was willing to bring them down to class five minutes early, but it was not allowed under the terms of the contract.

Despite the limitations and inconveniences presented by the work rule interpretation of some classroom teachers, Kim enjoyed working with her physical education colleagues. There were three teachers in the department. One teacher had worked at the school for over twenty years, and was a valuable resource concerning the physical education program. Although Kim appreciated such help, she sometimes felt that she was expected to be submissive to the professional opinions of her colleague. Kim remained firm and resisted any attempts to significantly alter her goals and teaching style.

Ellen, the other physical education teacher who was new to the school, had been teaching for approximately seven years. She and Kim became close friends. They shared an office and usually ate lunch together. Their relationship was primarily social, though they occasionally had the opportunity to teach together.

Because the gymnasium was large and the fields were spacious, it was rare that Kim taught with another teacher. Indoors, the gymnasium had a movable wooden divider that could be closed. This allowed two classes to be taught simultaneously. Occasionally, equipment was shared between classes, but generally there was little interaction between the two. The door could be opened for an activity, such as gymnastics, which required a larger space. In addition, the extensive outdoor teaching area allowed Kim the opportunity to teach a variety of field games on her own.

Kim enjoyed teaching physical education to the students at Woodland School. For the most part, their rural background and social circumstances made them kids with whom she could easily identify. After school they generally enjoyed rolling around in the grass, catching frogs, and meandering the local woods. Some of the pupils, however, were overweight and

inexperienced in sports skills. Kim was saddened when she saw older students in her classes who had difficulty running, and did not have sufficient motor fitness to throw a softball or perform other basic movement skills. Consequently, she added physical fitness to her primary goal of developing sports and activity skills for physical education.

Originally, it was Kim's hope that her students could use the skills that they learned in physical education class to play games and be active outside of school. While she maintained that goal throughout her first year, she also saw the need for her students to increase their level of fitness as the basis for active play.

Kim thought that it was important for young people to lead an active lifestyle. In addition to teaching elementary level physical education, she coached junior varsity and varsity volleyball at the local high school. During the volleyball season she was extremely busy. Not only did she have to prepare lessons for her classes, but she also had to plan her practices and prepare for competitions. As she had no assistant coaches, she had to do all the work herself.

Kim's coaching schedule was such that it minimally affected her teaching. She was able to leave school

right after her last class to start practice at the high school at three o'clock. Also, if her team was travelling to an away game, she was excused a few minutes early from her last class. While Kim's teaching and coaching schedules produced a hectic life during the sport season, she enjoyed the interactions she had with the students at both school levels.

Kim survived her first year of teaching virtually unscathed. She truly enjoyed working with her colleagues and her students. Next year will be different for her, though. She will miss her very close friend and colleague, Ellen, who no longer will be teaching at Woodland School. Kim plans to work more closely with the other physical education teachers and wants to introduce some new activities into the curriculum. She looks forward with positive anticipation to her second year of teaching at Woodland School.

Sarah

Sarah taught physical education to students in Kindergarten through eighth grade during the 1990-91 school year. She was an itinerant teacher who traveled to three different rural New England schools. Several people played an integral role in shaping her first

year of teaching. They included: the teachers, her mentor, the secretaries, the principals, and the students. In addition, Sarah's experience was influenced by two other workplace factors: the circumstances of being an itinerant teacher, and the unpredictability she encountered at each school. Finally, overshadowing her entire first year of work in the Stoneport School District, was the fact that few people believed physical education to be an important part of the students' educational experience.

Sarah valued the relationships that she had with the many people she encountered in her work in the Stoneport School District. As a matter of fact, she most enjoyed the closeness that she felt with the teachers at the three schools. They were not only good friends, but were also a source of information and support. Sarah talked to some of the teachers about problems that she encountered. They provided information, as well as reassurance. They warned her about the risks of complaining to the administration, and, when she needed to communicate with her principal, advised her to ask a veteran teacher to indirectly speak on her behalf. Sarah appreciated their inside information and heeded their warnings.

Most of the teachers were friendly and helpful. Some, however, appeared to view physical education as merely a free period for themselves. In one school, the teachers had the opportunity to walk by one end of the gymnasium, and freely observe Sarah's classes. She tried desperately to "teach by the book," so that they could see, first hand, her efforts in teaching physical education. Despite her hard work, she still heard some of the teachers joke about physical education, and found that most classroom teachers made little effort to facilitate her teaching in any way.

One teacher was invaluable during this first year, her mentor, and co-teacher, Ron. In one of the schools, she and Ron taught some classes together. He was officially assigned as her mentor, and was a member of her support team. Sarah felt very fortunate to have a mentor who was a physical education teacher. (She knew that some teachers had mentors who did not teach in their subject area.) Ron's primary responsibility was to help her set goals and work towards them for her recertification.

Early in the school year they met on a regular basis. They discussed her concerns, as well as professional development opportunities that became available. When they were teaching together, Sarah

allowed Ron to be the primary teacher. Sometimes, though, she felt that he dominated the class to such a great extent that she was not a teacher at all. Due to her initial lack of self-confidence, Sarah followed his lessons very carefully when it was her turn to teach. When working with her own classes, however, she taught somewhat differently. She adhered to the same curriculum, but did not talk quite as much as Ron did. She followed the lesson format that was presented in her undergraduate teacher preparation program. She eventually gained enough self-confidence to feel comfortable with her own style of teaching. By the end of the year she felt, "that I was becoming really a teacher now."

Ron was not her only source of support and information. The secretaries, especially at the K - Grade 3 school were very helpful. Sarah found the required paperwork to be nearly insurmountable. The secretaries assisted her in every possible way. All she had to do was sign her name to most forms. For example, they completed the forms for her "Jump Rope For Heart" program, and the fitness testing that she conducted at the end of the year. Moreover, they assisted Sarah with school routines and provided her with information that she might not have received.

As an itinerant teacher, Sarah was not always cognizant of various events that were taking place on a daily basis. This led to one of her biggest frustrations -- the unpredictability with which she was confronted at each school. At least once a week there was an assembly, or other function, that displaced her physical education classes. If her scheduled group of students was not involved in the event, she had to conduct physical education class in their regular classroom -- a setting which severely restricted what she could teach. Sarah usually was able to alter her lesson plans at the last moment to accommodate the unannounced change, but while she was obliged to devise such last minute, makeshift lessons, it infuriated her. It was during those times that she felt that the staff, especially the principals, considered physical education to be of little importance.

Sarah had a professional working relationship with the principals at each school. With the exception of one, she thought they were easy-going. The principal with whom she did not feel comfortable was new to the position. It was her first year also. Ms. Cromwell "carried her authority to the max." She was very particular about how things were done in her school. Despite her uneasiness with Ms. Cromwell, Sarah

believed that she was evaluated fairly. Ms. Cromwell told Sarah that she needed to work on the intonation and projection of her voice. (This was a weakness that Sarah had even during her student teaching.) This single bit of critical feedback was the only information related to her teaching that she received from the principals.

Because Sarah had help from Ron, she did not need a great deal of feedback about her teaching from the administration. She needed their support! She wished they would accord higher status to physical education. Not only was her subject not considered when they scheduled special events, but one principal also supported the parents instead of Sarah when they expressed dissatisfaction about a particular aspect of her teaching.

Sarah found solace in her students. She particularly enjoyed teaching the younger children. The students liked physical education. Though not always a reliable source of information, Sarah found them to be a helpful source of feedback concerning the physical education curriculum. They were accustomed to, and enjoyed competitive activities. Sarah was successful, however, in implementing her goals of life-time skill acquisition and physical fitness. Given the

students' desire to engage in competitive activities, she also found it important to place counterbalancing emphasis on sportsmanship.

Teaching the children in Stoneport elementary schools was challenging. Since a majority of the students came from low-income families, Sarah found that she had to be flexible with her dress requirements. In addition, she found that it was important to understand her students' circumstances when handling discipline problems. The other teachers helped educate her about the socio-economic factors that were important for students in her classes.

Sarah learned about teaching in the Stoneport schools from many people: the teachers, her mentor, the secretaries, the principals, and her students. The most important thing she learned that year was how to be "a real teacher." Sarah, like most first year teachers, was thankful to have a job when she graduated from college. She was earnest and emphatic when she told me that she did not want to be an itinerant teacher next year. Sarah wanted to teach at one school, hopefully one that accorded higher status to physical education.

Saria

Saria grew up and attended school in the city of Jackson, the same city in which she held her first teaching job. She taught physical education to students in grades 10-12 at Jackson High School, one of this southern New England city's two public high schools. Her physical education colleagues, her students, the physical education facilities, and the physical education program were the primary workplace factors that operated to shape Saria's first year of teaching.

Though Saria was familiar with the city of Jackson, teaching at Jackson High School was a new experience. She had never been a student at Jackson High. She had attended and done her student teaching at Jackson's other public high school. It was the three other teachers on the physical education staff who helped Saria learn the aspects of teaching physical education which were unique to Jackson High School.

All of the physical education teachers were helpful, but Barbara, the other female teacher, was invaluable. She acquainted Saria with the physical education facilities, equipment, grading policies, activity offerings, and general class routines. As Saria co-taught most of her classes, she had the

opportunity to observe, first hand, the manner in which her colleagues taught their classes.

Saria claimed to have little difficulty with the teaching aspect of her job, but found the physical education facilities to be less than ideal. As the school was built in the early 1930's, the indoor teaching areas were outdated. The girls' gymnasium was very small, but at least had windows and good air circulation. The boys' gymnasium, on the other hand, was larger, but was unusually hot and poorly ventilated. In addition, the bleachers could not be closed and were a hazard during most classes. Saria also taught aerobics in the wrestling room in another part of the school. While this space was adequate for her classes, it often was shared by the boys' table tennis classes, thus making it noisy and cramped.

The outdoor facilities recently had been renovated. Unfortunately, they were located some distance from the school, and required that the students take a five to ten minute bus ride at the beginning and at the end of each class period. Saria preferred teaching outdoors, but found the constant bus rides to be tiresome. More importantly, the travelling cut her teaching time by one-half. After changing clothes and riding on the bus, her students had

approximately twenty minutes of warm-up, instruction and game play before it was time to return to school again. Saria found it difficult to teach skills because she wanted the girls to have sufficient time to enjoy playing the game.

The physical education curriculum primarily included traditional sports activities. Saria quickly found herself bored by this uninspired program. The same activities were offered every year. She observed the students' enthusiasm for physical education wane as the school year progressed, especially during the six month volleyball unit. Occasionally, there were some alternative activities such as aerobics, walking, and table tennis that students could elect. Saria hoped that next year she could convince the veteran physical education staff to vary the activity offerings more, especially between November and April.

Although Saria believed that the physical education curriculum was stagnant, she found the students to be refreshing. While there were the typical "wise guys" in her classes, overall, they were a pleasure to teach. Although some of the girls did not want to change their clothes or engage in physical education activities, Saria usually was able to persuade them to participate. She felt that she had

established particularly good rapport with the girls that she taught, and they often talked to her about their personal problems.

Saria felt comfortable working at Jackson High School. She was teaching students with whom she could easily identify, students who made her feel "really good inside." Her physical education colleagues were helpful without being overpowering. Saria was confident that next year she could implement some of her ideas into the physical education curriculum to make it more exciting -- both for herself and the students.

Sue

Sue's first year of teaching took place at Northwood School. She taught physical education to students in grades K - 8. Because this was the school at which she student taught, Sue knew a great deal about what her first job would entail -- but not everything. While she correctly anticipated that her students would be a great source of pleasure, she was unaware that teaching physical education at Northwood could be so frustrating. What her student teaching experience had not prepared her for was the loneliness and the lack of support she would experience during the

and the lack of support she would experience during the 1990-91 school year.

The professional isolation and lack of support she found at Northwood were manifested through the following workplace factors: the principal, students' parents, the gymnasium, lack of equipment, and the other teachers. In addition, her support team and part-time physical education colleague were of little help. Overall, Sue had a difficult time trying to implement a curriculum which would move students toward her goals of knowledge and skill acquisition for life-long participation. The problem was both fundamental and uncomplicated. No one at Northwood gave very much importance to physical education -- except Sue!

Sue was nervous as the first day of school approached. Nevertheless, she felt confident as her student teaching experience had provided her with the opportunity to become acquainted with the students, staff, and the school routine at Northwood School. As a student teacher, however, Sue had not had to deal with the faculty peers, parents, and administrators. In addition, she had not been responsible for the curriculum and, above all, she had not been alone.

Sue was not completely without a colleague in her first year of teaching. Bill, a physical education

teacher, taught at her school twice a week. On Tuesdays and Thursdays the gymnasium was divided and they each taught on their own side of the gym. Bill taught primarily from a games perspective, while Sue worked on basic movement skills and pre-sports activities. She approached Tuesdays and Thursday with mixed emotions. She liked to have someone to talk to, particularly about physical education, but increasingly found Bill's presence on the other side of the gymnasium to be more annoying than reassuring and helpful. Moreover, because their teaching styles were fundamentally different, students sometimes rebelled against the learning tasks in her curriculum, indicating that the usually familiar and often less demanding activities in Bill's classes were more to their liking.

The students at Northwood liked physical education, and eventually became accustomed to Sue's curriculum and her high expectations of them. She took great pleasure in their apparent enthusiasm. In addition, Sue developed close relationships with the middle school students whom she advised.

Students also presented Sue with many challenges. She found it difficult, for example, to teach students who were from socio-economic backgrounds that were at

the far ends of the continuum. There was no middle class in Northwood. The students were either from lower or upper class families. Some students had a great deal of movement and sports experiences, while others had very little. Sue had to struggle to design lessons which allowed students to be successful at their own, often disparate, levels. She worked very hard at the extensive planning this required, and at the beginning of the year spent many afternoon and evening hours working on detailed lesson plans.

Some of the other teachers, the principal and even the parents did not place very much importance on physical education. "Anyone can teach physical education. Just play games." That was a comment from her principal. Basically, she was told "not to take it so seriously."

Sue fought very hard to maintain her goals for physical education throughout the year. While she wanted her students to enjoy physical activity, she also wanted them to learn something in her classes, not just play games. When she called parents at home to discuss problems with what their child was doing in class, she was confronted with disbelief. Why would their child, who was doing well in every other class, have difficulty in physical education? Moreover, not

one parent came to talk to her during parent teacher conferences. Sue felt very little support for her program, or for her efforts.

While the negative attitudes of the teachers, principal and parents weighed heavily on her, Sue persevered with her efforts to provide what she considered to be a sound physical education program for her students, at least within the limits of her working conditions. She felt that her teaching stations were minimally adequate for an elementary school. The gymnasium had a stage at one end, and served as the cafeteria and a throughway to get from one wing of the school to the next. Sue's classes often were disrupted by people walking through the gymnasium. She and her students found this to be distracting, but eventually adjusted to it and carried on with few problems. There were fields and tennis courts that were available for teaching physical education. Though it was a five minute walk to them, Sue took her classes to these sites as often as possible.

Although she found the physical education facilities adequate, there was very little equipment. There were not enough balls and other manipulative items so that students could each have their own. She often made equipment out of milk cartons, or used tires

for certain lessons. Sue explained that even if funds were available, there was so little storage space she would have difficulty finding a place to put additional equipment. She made do with what she had.

Given all the workplace factors that operated to shape Sue's first year of teaching, she found the loneliness and lack of support to be the most frustrating. She found herself not going to the faculty lounge because it was there that the other teachers criticized her or made uninformed comments about teaching physical education. Sue found solace, however, in the library. It was there that she did most of her work. During lunch she often took walks with the librarian. She enjoyed leaving the school and talking with someone who took her and her program more seriously.

Sue was happy that she would not be returning to Northwood School next year. When I last spoke to her she had just accepted another job teaching middle school physical education in a nearby district. Sue was certainly glad that her first year was over, and was looking forward to her new position in the fall.

Tara

During the 1990-91 school year Tara taught physical education to co-educational classes in grades five and six, and to girls in grade eight. As a first year teacher, Tara felt lucky to have the opportunity to teach in the same small southern New England town in which she grew up.

Because of her native roots, and her familiarity with the town of Oceanpark, Tara had little difficulty adjusting to her new work setting. She found, however, that being a teacher at South St. School and Oceanpark High School was very different from being a student in the suburban town's schools when she was a youngster. The following workplace factors operated to shape Tara's first year as a teacher: the South St. School staff, her students, her colleagues in physical education and athletics, and the physical education facilities. For the most part, her transition from student to teacher was not difficult. People knew her, and especially at the South St. School, helped her a great deal.

Although Tara was never a student at the South St. School, she found the faculty and staff there to be warm and friendly. The teachers and secretaries took her under their wing and helped her learn about

teaching in their school. In addition, the teachers supported her efforts in working with the students. They provided her with information about problematic students, and in their classrooms followed up on any students who were discipline problems in her classes.

The principal also was supportive. While he provided little information that was specific to teaching physical education, he observed some of her classes and evaluated her teaching. On occasion, he came to her class and just played some of the games with her students. Tara perceived him to be friendly and supportive. He was well liked by both the teachers and the students.

Tara had mixed emotions about her students. She thoroughly enjoyed teaching the fifth and sixth graders, but found the eight grade girls to be more challenging than she expected. Her younger students at the South St. School were energetic, motivated, and fun. They were willing to try anything that Tara presented in physical education class. The eighth grade girls, on the other hand, were more concerned about their appearance than they were about any of the activities Tara had to offer them in physical education. She generally regarded them as lazy and unmotivated. Tara had difficulty planning lessons that

would be interesting enough to attract their participation in her classes.

Her physical education colleagues at the High School helped her with the challenging task of teaching physical education to adolescent girls. Tara's schedule allowed her to eat lunch with Marcia, the other female physical education teacher. During this time they talked socially, but they also discussed topics related to the day-to-day business of the high school, and about any problems Tara had with her teaching. After lunch, they also had the opportunity to observe each other's classes. Tara learned a great deal from Marcia. Not only did she learn new games and activities, but she also gained some insight into how she could be more effective with the girls in her classes. She worked with another physical education teacher, but found Marcia to be most helpful.

Tara was surprised by how different it was being a teacher than a student at Oceanpark High School. Because she had been a student there, most people assumed that she would know a great deal about working there. Consequently, she was given little organizational information about the school. Her orientation amounted to one full day, and a handbook. In addition, she never felt comfortable talking to any

of the faculty about working at the school. She perceived that the classroom teachers still considered her to be a student, not a real teacher.

In addition to teaching, Tara also coached volleyball and assisted with the girls' basketball team. She found the coaching staff helpful in learning about some of the organizational aspects of the school. On one particular occasion, they helped her deal with the administration concerning a problem she had with her coaching appointment. The coaches were a group of colleagues with whom she felt comfortable talking, and consequently she was able to use them as a source of helpful information.

Although the people at Tara's workplaces were the primary influence in shaping her first year of teaching, the physical education facilities played an important part as well. The teaching areas at both schools were more than adequate. At the South St. School, Tara taught in a new gymnasium. Outdoors, the fields were spacious. There even was a new softball diamond. Because the high school was within walking distance, Tara could take her classes there if she wanted them to use the track.

At the high school, Tara taught the girls in one half of the large gymnasium. Occasionally, the

dividers were opened and she and the boys' teacher taught volleyball together. The outside teaching areas included spacious fields, a track, and tennis courts. Unlike other physical education teachers she knew, Tara felt fortunate that she had good facilities, and did not have to worry about teaching in spaces that were not designed to accommodate physical education classes.

Tara found that teaching in what she assumed to be familiar territory was more difficult, at least initially, than she had thought it would be. While her basic ideals about teaching were not challenged, she found that teaching on her own was different from her previous experiences as a student and student teacher. With the help and support of the South St. School staff, and her physical education and coaching colleagues, she became comfortable in her new role at both schools.

Teresa

During the 1990-91 school year, Teresa taught physical education to students in grades nine and ten at an inner-city high school. The workplace factors that operated to shape her first year of teaching primarily related to the physical education program. Those factors included: her physical education

colleagues, her students, and the physical education facilities.

Teresa's undergraduate professional preparation had been exclusively at the elementary level. Consequently, she had to learn about teaching secondary level physical education on the job, from her colleagues. They were a primary influence during the course of the year. Though not her assigned mentor, Camille, a physical education colleague, took Teresa under her wing and taught her everything she needed to know about teaching physical education at Huntley High School.

Most physical education classes were co-taught, therefore Teresa had the opportunity to learn the ropes alongside her colleagues. Initially, she followed their example, and taught exactly as they did. As Teresa became accustomed to the general routine, however, she developed more self-confidence. Eventually, she felt comfortable taking the lead and trying some of her own ideas.

Teaching became easier as Teresa grew more familiar with her students. As in most teacher-student relationships, it took time for her to understand them. At Huntley High School there was a racially diverse student body. Because Teresa was the only white

physical education teacher, she felt awkward when she met her students for the first time. (In January, Alexis, another white female physical education teacher was hired.) She presumed that she might face some animosity from the students, or that they might try to take advantage of her because she was "this white honkey girl comin' in here to teach us something." Part of her assumptions were realized, but after an initial testing period Teresa felt that she had established good rapport with her students.

She learned to relax and enjoy them. Teresa and her students eventually came to respect each other and worked cooperatively in physical education class. The students enjoyed the sports activities in her classes and Teresa took advantage of their love of competition by planning lessons which maximized that element. Because of her own athletic background, she felt comfortable using competition to increase student participation in her classes.

Most of the classes, as well as the physical education facilities, were sex-segregated. Teresa primarily taught girls' classes in the girls' gymnasium. This teaching area, unlike the boys' gymnasium, was small and, when the divider was closed, cramped. While Teresa claimed to understand why the

classes were segregated, she wished that she could teach in the boys' facilities.

The physical education facilities (the gymnasium, the locker rooms, and the pool) were housed in one of the oldest schools in the country. Consequently, they were not equipped as were some of the more modern buildings. The outdoor teaching areas, however, were well maintained and spacious. Given good weather, Teresa could feel that facilities were not a great problem for her. When weather or the nature of the activity dictated that she had to use the much more limited indoor space, as for example, during gymnastics units, she found the inefficiencies of the cramped teaching areas and the tradition of segregated utilization to be a considerable burden.

Despite the difficulties with the indoor facilities, Teresa found her workplace to be most enjoyable. The physical education program was compatible with her own competitive sports background, and she easily learned how to work with the students and her colleagues. Teresa was pleased that she would be teaching at Huntley High School again next year.

Andy

Andy taught physical education to students in grades 1 through 6 at Brightland Elementary School, which was located in an affluent southern New England suburb. The primary workplace factors that operated to shape his first year of teaching include: the physical education equipment and facilities, his autonomy, the head of school maintenance, the superintendent of schools, the teachers' opinions of him as a physical education teacher, the students, and the parents.

Any brief description of Andy's workplace will not do justice to the Brightland School physical education facilities. Teaching areas included: two large gymnasias, a pool, tennis courts, two outdoor basketball courts, and spacious playing fields. The facilities, in conjunction with the variety of equipment available, allowed Andy to teach virtually any activity that would be appropriate for elementary-age school children.

Andy had freedom to design his own physical education curriculum. While there was another physical education teacher at Brightland, each had their own gymnasium and was completely autonomous. In fact, they rarely saw each other during the course of a typical school day. Andy explained that as a result of his autonomy he had found it easy to adapt his teaching

methods and goals of cooperation, skill acquisition, and enhancement of students' self-esteem to his new environment at Brightland. He took great pride in the fact that he had been able to apply the skills learned during student teaching to a new and considerably different situation.

Although Andy taught independently of his physical education colleague, he was not alone. He shared an office with the head of maintenance, Jack. His relationship with Jack was both professional and personal. Andy learned more about working at Brightland from him, than from anyone else.

For thirty years Jack had been the principal of Brightland Elementary School. Due to administrative changes in the school district in the recent past, Jack was no longer the principal but was hired to coordinate the maintenance for the large school. This indeed, was a formidable task as the school accommodated approximately 800 students and 60 teachers.

Despite the fact that Jack was no longer the leader of the school's administration, he proved to be great help to the rookie physical education teacher. He not only befriended Andy, but he also taught him how to deal with the administrators, teachers, parents, and students. Jack and Andy had long conversations during

the hour and a half before school began each day. They talked about how to work effectively with the many constituencies of the school community. Andy found Jack's advice to be particularly helpful in dealing with parents.

In his teacher education program, Andy had never encountered parents who had such a strong desire to be an integral part of their children's education. Not only did parents contribute a great deal in terms of financial support for the public schools, they also maintained a strong interest in the education provided. As a result, they tended to be very influential with the school administration. Jack advised Andy to use the administration, especially the superintendent of schools, as an ally when he was confronted by parents. Much to Andy's relief, this strategy provided positive results when he was challenged concerning the fairness with which one of his assistants treated a student in swimming class.

In addition to being supportive during parent-teacher disputes, Douglas, the superintendent of schools, gave Andy many useful insights into the school community. He also was supportive in terms of budget allocations for physical education. Like Jack, Douglas also befriended Andy.

Jack had a wealth of information. Andy took advantage of his thirty years of experience working at Brightland to learn about the teachers there. Though very professional and dedicated to educating children, most of them had uninformed opinions about physical education as a subject, as well as about physical educators as teachers. With Jack's guidance, Andy was able to become an integral part of the school community in arenas other than the gymnasium. He worked with teachers on special projects, assisted in various academic contests, and was on the superintendent's council. As a result of his involvement in various aspects of the school, Andy believed he had been able to establish good rapport with all staff members, especially the teachers.

The development of a positive relationship with the teachers allowed him to be an advocate for physical education, as well as to portray a positive image of himself as a teacher. Andy felt good about the respect he believed he had earned from his teaching colleagues. He was flattered by their comments about his teaching styles and the positive effects he had on the children. Moreover, Andy was proud of the fact that some of the veteran teachers adopted his "star" system as a method of motivating pupils in their own classrooms. Andy

believed he had made progress in changing some of the teachers' opinions about physical education.

While the teachers' attitudes about him as a physical education teacher were important, nothing was more important to Andy than his students. To him, the best thing about teaching at Brightland Elementary School was working with the students. In addition to his regular teaching schedule, Andy volunteered to supervise recreation activities for students who arrived at school early in the morning, and for those who waited for the second bus run after school. He also attended academic events in which the children were involved, and often talked to students who were having difficulty with their peers or other teachers. Andy wanted to be more than just a physical education teacher to many of the students.

Andy's first year of teaching was influenced by his workplace. He did not, however, simply respond to those circumstances. Not only did he retain his beliefs about teaching and his goals for students in physical education, he took a proactive approach to promoting himself and his subject matter. He was an unusual first year teacher who had the opportunity (and the professional maturity) to actively shape aspects of

the workplace, rather than simply responding and adjusting to the school environment.

Workplace Factors That Were Common To All Participants

Each participant described how the workplace operated to shape that crucial first year. While each case was different there were some similarities. Five workplace factors were identified as being the most salient characteristics that were common to each case. They included: the physical education facilities, the presence or absence of teaching colleagues, the scheduling of physical education classes, the community environment, and the students.

In addition to the salient workplace factors that were explicitly identified by the participants as influential during their first year of teaching, it was possible to identify important contextual conditions that could be inferred by close examination of the interview transcripts. What Schein (1988) called "unarticulated" factors, were implicit in many of the stories, and some of these appeared to be sufficiently common to the first year experience to represent generic themes of influence in the process of learning to teach physical education in the public school. These factors included: the status of physical education in the schools, the teachers' sense of

efficacy, the testing of values, and the realities of school as a social institution.

Physical Education Facilities

All participants reported that the physical education facilities were important to their work. Most teachers believed that teaching areas affected both their teaching methods and the selection of activities they were able to offer. The latter operated through the obvious limitations which space and structure impose on what can be safely done with children in physically active play. The former, however, produced a more subtle impact on the development of young teachers.

Many elementary school physical educators taught in multi-purpose rooms, or in spaces that were not particularly suited for physical education classes. Their gymnasias often seconded as the cafeteria or the auditorium, or both. Some teachers taught in classrooms, hallways, or any other space that was available to them. Bertha, an itinerant teacher describes her situation,

I go to one school that has a gym...

Basically, at all the [other] schools

I teach in a classroom...and if you

don't have that classroom, if

something's going on, well, we're
in the corridor.

For those teachers who regularly taught in a gymnasium or on playing fields, there often were obstacles or hazards with which to contend. Many indoor facilities had pillars in the middle of the rooms, had slippery floors, or were just too small to conduct certain activities safely. Outdoors, teachers commented that while they had access to spacious fields, they were frequently used for non-school activities and consequently abused. For example Bruce's field "was definitely unsafe." He reported that,

I started to learn more about the fields
as the year went on...where one pothole
was...where a rock was. I painted the
rocks a couple of times... just so we
could see them when we were playing
soccer or whatever.

Almost all of these first year teachers were confronted with teaching areas that were dissimilar to the conditions they had encountered in their student teaching experiences. Unless they worked with co-teachers, participants had to rely on adaptations drawn

from what were, as novice teachers, severely limited repertoires of activities. As a result, to develop curricula which would minimally be safe (if not developmentally appropriate) for their students, every day was a stressful test of their creativity and flexibility.

When these teachers described their curriculum or their typical classes, they often preceded their explanations with qualifying statements. They commented about how their curriculum and teaching differed from what they were taught in their undergraduate teacher education programs. Some teachers also talked about what they would do differently next year given that they would be accustomed to the school environment, and would not have to concentrate so hard on coping one day at a time.

The secondary physical education teachers did not express frustration about their facilities to the degree that most of the elementary teachers did. Some of them, however, believed that the available teaching areas were not assigned or utilized in effective (or equitable) ways. For example, Teresa, an inner-city high school teacher talked about the way in which her

facilities were sex-segregated. She said,

The girls' gym is like little, about the size of a basketball court with a little bit of room around the edge. The boys gym is huge and it has balconies that overlook the pool, and it's the size of two basketball courts.

Saria, on the other hand, encountered more equitable conditions, but found the indoor facilities to be cramped and insufficiently ventilated. Outdoors, the fields were new and well maintained, but travel time to and from them consumed almost twenty minutes of each class period. As a result, her classes consisted primarily of game play with little or no instruction.

Not all comments about physical education facilities were negative. Most secondary teachers and a few elementary teachers believed their teaching areas were adequate. They felt comfortable with the variety of activities they were able to offer their students.

All of the first year teachers in this study believed that the physical education facilities played an integral role in shaping their teaching methods and curriculum. They had to learn to adapt their teaching methods to their new setting. For many, this meant modifying activities to suit particular environmental conditions. For others, the adaptations were so great

that they were forced to re-examine their goals and change their curriculum.

Beyond pragmatic adjustments to their work environments, most of these beginning teachers reacted to their situations by developing a "make do" attitude, and often lowering their expectations for what could and should be done for children. Bertha's situation exemplifies her belief that facilities strongly influenced her curriculum and her goals for her students. She said,

At least they're moving...That's like one of the biggest things, you know? And if we don't have that classroom, if something's going on, well, we're in the corridor, and it's scooter board races or tug-of-war, anything. Anything we can do to get the kids moving or whatever. I mean that's what you have to do.

Bertha's reactions to the workplace were typical not only of the participants in this study, but also of first year teachers in general. She implemented teaching methods that modified or replaced some of the teaching strategies that she had learned in her undergraduate teacher preparation program.

Presence or Absence of Teaching Colleagues

The presence or absence of teaching colleagues played a significant, though not always predictable part in how these first year teachers learned about working in their schools. ("Teaching colleagues," as used here, refer to physical educators who co-taught or taught in the same department.) From the retrospective vantage point of the interview, the topic of colleagues frequently evoked feelings of ambivalence. Those teachers who did not have physical education colleagues reported that they enjoyed their autonomy, but often wished they had someone with whom they could share ideas. On the other hand, those who had colleagues viewed them with mixed emotions.

All of the secondary and some elementary school physical educators had older teaching colleagues. Though these veteran teachers may not have been formally assigned as such, they were, to a large extent, mentors for their novice counterparts. With one exception, all participants initially modeled their teaching after their colleague's. Sarah described how Ron, her mentor, helped her learn how to teach in her new setting,

...he pretty much said what we were going to do...and basically taught,

and in some classes we took turns but,
he would usually do the first class
so that would give me an idea of what
to do or what not to do...

As they became more comfortable in their new settings,
some teachers moved towards reclaiming the styles they
had developed as student teachers.

While the initial help was recalled with
appreciation by these first year teachers, they also
reported that it was not long before they found their
colleagues to be rigid and sometimes over-bearing.
Kim, an elementary teacher, recognized that one of the
women she taught with "was very persuasive," and that
she needed to be "concrete in [her] own ideas," if she
was not to be overwhelmed in any discussion about
teaching. Bertha, another elementary teacher co-taught
with a twenty year veteran who was inflexible when she
wanted to try new activities or teaching strategies in
their classes. She expressed her frustrations with
Barry,

Every time I would suggest something,
a different way to do this or to
somehow get that skill progression
in there, he's just, 'No. It's not
going to work. I tried it.'

Bertha's and Sarah's comments are representative of those participants who had teaching colleagues. The veterans provided orientation to the details of work in a new environment. To a greater or lesser degree, the novices also added their colleague's teaching methods to their own instructional repertoire. Eventually, however, the tension between imitation and autonomy made the novices feel restricted, and sometimes dominated. Nevertheless, these first year teachers did have the initial advantage of colleagues from whom they could obtain information about the culture of the school, and learn how physical education had been taught at their particular schools.

Some participants did not have colleagues to guide them through their first days in their new schools. These beginning teachers had to negotiate the school culture and learn how to teach in their new settings by trial and error -- often with students as their only evaluators. Veteran physical education teachers, who are new to a school, can draw on their years of experience in other schools, and would have little difficulty adapting their already well established teaching skills to their new settings. Because these teachers were novices, they had only a limited teaching background to serve as an experiential resource, and

therefore had difficulty adjusting to their new school contexts.

Although these teachers had no one with whom they could share experiences and ideas, the dominant tone was not loneliness and isolation, but satisfaction and pride in their autonomy. It was clear that a sense of complete control over curriculum and teaching became a powerful source of reinforcement. Bruce had no teaching colleagues. When asked what he liked most about teaching in his school, he replied, "...that I'm in control of what goes on in my program." He recognized his own ambivalence, however, when he later commented,

But on the down side, I do miss working with another phys. ed. teacher...somebody to work with...to help you get through the day sometimes."

Participants with no teaching colleagues often relied on other school staff (i.e. classroom teachers, secretaries, janitors, etc.) to help them learn about the school community. Many of these first year teachers did not find colleagueship from within the culture of teaching. Their colleagues were the people at the periphery of the school, custodians, librarians, or other subject specialists -- similar to themselves.

Unlike physical education colleagues, however, other school personnel could not provide information or conversation that was specific to teaching physical education. Even where strong friendships developed between novices and such individuals, the interviews often contained some expression of unfilled needs for professional collegueship.

The Scheduling of Physical Education Classes

The scheduling of physical education classes was not controlled by these first year teachers. Their schedules were set by administrators at their schools. This placed the vital workplace elements of time and ordering of tasks out of the control of the novices' control. The number of contact hours which the schedule allowed with each class and the assigned sequence of classes, worked in powerful ways to shape the teaching behaviors of the beginners.

Participants who taught students in grades K - 8 were frustrated with how little teaching time they had with each class. Most students in their schools had physical education class once per week for approximately 40 minutes. Some students in grades 4 - 8 had two 40 minute class periods per week. These physical educators felt strongly that the little time they had with the students severely restricted what

they could teach, and what their students could accomplish during the course of the school year. Chantel represents many of the participants' views with her comments,

I like the least not having enough time with the students. It's baloney. You can't get anything done with...of course I made gains and improvements, but it's, I just want to do so much more, and I don't have the time to do it.

In addition to the number of contact hours that these teachers had with students, the sequencing of classes was another major frustration. Many participants taught students in grades K - 8 in virtually random order. For example they might teach grades 2, 7, 5, and kindergarten in a typical morning, with scarcely five minutes between classes. They felt that with so little time between classes it was difficult even to change the needed equipment, much less make the required shifts in the way they approached the lesson from one grade to the next.

Most of the secondary level teachers did not express the same frustrations with scheduling as the other participants. They believed that the sequencing of classes was reasonable and that there was adequate

time scheduled for their students to accomplish the major goals in each class.

Nearly all of the secondary school students had physical education every day. Teaching under those conditions made it possible for the first year teachers to see their students progress toward the curricular goals of the physical education program. Although their teaching methods may have been adapted to account for facility restrictions, or may have been influenced to some degree by their colleagues, they were, at least, able to see significant progress by their students. Consequently, most of the secondary level teachers felt that they were doing work that was worthwhile.

One participant's case was not like those mentioned above. Saria, a high school physical educator, was confronted by the fact that in the spring and fall, her students spent 20 minutes of their physical education class time riding a bus to and from the playing fields, leaving approximately 15 minutes to teach physical education. Saria described her typical flag football class,

we do some passing skills, some throwing
and catching, then I go over some basic
plays ...Pass out the flag football belts,
and we also try some kicking and punting,

...and we start to play a game. And we would only get to play a game for five or ten minutes because the gym class was over, and we have to hurry up, get on the bus, and go back to school.

Saria, like many other participants, found the time that she had with her students was insufficient to accomplish even the most modest goals. The frustration that she and the participants at lower grade levels felt over their inability to see progress in students' skills or behaviors contributed to their feelings of inadequacy and, for some, served to promote a sense of hopelessness. Some of these teachers reported that they had abandoned many of their original goals because they simply were not achievable in the real time allotments of their first year. With the loss of a positive vision came a lessened sense of self-efficacy and, inevitably lowered possibility for job satisfaction. For example, when asked why some of her original goals for students in her classes had changed as the year progressed Chantel explained,

Because the time, the amount of time I see them is so limited. It's ridiculous! I just don't understand how they expect phys. ed. teachers to teach kids anything,

really, unless you focus on one thing, and teach it all year. It's ridiculous. The amount of things that should be covered in the amount of time that they give you.

It's an impossible task.

Only time will tell whether these novices will follow the similarly frustrated teachers in Yee's (1990) study by decreasing their commitment to a career in teaching.

The Community Environment

Although the internal circumstances of their workplaces greatly affected their teaching, the participants also found that the community environment outside the school played an integral role in shaping their first year of teaching. The location of their schools in urban, suburban, or rural areas, and the nature of the people and the local politics of the area set the tone for each school's culture and each novice's exposure to teaching.

For example, Jethro taught physical education to students in grades K - 12 in a rural small town. He felt strongly that the source of his school district's problems was embedded in the local politics. Many

other participants commented about their schools in a similar fashion.

As beginning teachers, they had not experienced the impact that the surrounding community can have on the school culture. In their student teaching experiences, they were sheltered from such external forces by their cooperating teachers. Their primary concerns centered around their own teaching, and what was happening in the gymnasium.

Teresa and Alexis, who both taught in an inner-city high school recognized the importance of understanding the community and the role it played in shaping their students' attitudes about school, physical education, and each other. Alexis explained,

You just have to understand the Hispanic culture, because so many of the kids are Hispanic...and then the Black kids...like they get along with each other, but they don't really like each other. And I think that really helps if a teacher understands that.

Alexis learned that when she understood her students' backgrounds, she was better prepared to teach them in physical education class.

For most participants understanding the community and negotiating the school culture required a degree of

compromise regarding their values surrounding the teaching of physical education. This compromise is best represented by a continuum. At one end novices are able to maintain their belief systems with little or no compromise. At the other end, novices feel compelled to "sell out" in order to meet the daily demands of their work, while also gaining acceptance as a member of the school culture and the surrounding community.

For example, Andy reported that he was able to maintain his beliefs about teaching physical education because of the financial support from the community. The "tremendous budget" allocated for physical education was, to him, an indicator that physical education was an important part of the school curriculum.

Alexis, on the other hand, changed many of her original goals and teaching methods just to accommodate her students' wishes. She said,

I had to change my objectives [for swimming class] a little bit from what I normally would do...instead of just perfecting strokes, just trying to introduce more things so they wouldn't get bored. I had to teach them at least two new things a day, or else they [the students] would

get mad at me. They [the students] don't really care too much about walking away with a card [beginner, advanced beginner], ...They just wanted to have fun and learn something...and I did pick that up from the other teachers.

The students in this community were not concerned about acquiring swimming skills. Alexis learned that her first goal had to be making her classes fun, so that her students would want to attend and be willing to participate in learning tasks.

Andy's and Alexis' cases illustrate this continuum quite well. Andy entered his first year of teaching prepared to confront whatever workplace conditions awaited him, and was pleasantly surprised by the community support for physical education.

Consequently, he was able to establish credibility for himself as a teacher without compromising his beliefs about teaching. Alexis, on the other hand, entered a school community which valued things other than learning to swim. She came to believe that to meet her work responsibilities, she would have to abandon nearly all her original goals for students in physical education, and substitute different, less achievement oriented teaching goals.

The Students

All participants believed that their students were the single most significant workplace factor that shaped their first year of teaching. Students' responses to their classes affected not only their curricular offerings, but also their teaching methods. Most importantly, it was the students who were the barometers by which most of these first year teachers measured their success as instructors and curriculum designers.

Student enjoyment of physical education class and, to a lesser degree, their progress towards instructional goals greatly affected the participants' teaching and curriculum. Chantel described how she maintained and changed some of her goals for the students in her classes,

...seeing the outcomes helped me stay with it...Some things just didn't work, so I kind of just ditched them. But I did try them with some classes. Because some things work with some classes, and the same thing didn't work with another class.

Chantel's comments are representative of some of the ways in which students affected many participants' teaching. In addition, in ways that were closely

similar to the beginning teachers characterized by Fuller (1969), it was important to these first year teachers that their students like them and have fun in their classes. Teresa described how her students influenced the activity units in her classes,

We'll play for the first four days [of a unit]...the first two days we'll do skills, and the last two days we'll do the game, and if you guys are really enjoying it we'll do it next week, and if not then why don't we just give ourselves a little bit of leeway here.

Most of these first year teachers encountered situations where there was no curriculum guide, or any guidelines for physical education activities. They relied on adaptations of curricular activities that they had learned in their undergraduate courses and student teaching experiences. Unlike any of their previous experiences, however, many of these teachers had no one to provide guidance or feedback regarding their curricular decisions or teaching methods. For most, their students' responses were the primary indicators of how well they were performing in the gymnasium.

This evaluation, however, reflects students' reactions to what the novice did in their classes, not the effectiveness of the methods for the promotion of student learning. The workplaces described in this study, with their characteristic absence of other adult contacts during the work day, left the first year teachers vulnerable to the power of audience reaction. This was reflected in the frequent interview comments about student enjoyment, and the relative infrequency of comments about growth in command over teaching methods to promote learning.

Because their students were such an integral part of defining their roles in the school, the participants felt that it was they who made their work meaningful. Most believed they were successful if their students were, at least, enjoying physical education class. For several, however, while fun was important, they felt most competent and effective when there was evidence that their students' physical fitness, motor skills, or social skills improved.

In one way or another, the students were a gauge by which the participants in this study measured their competence as teachers. It followed, for most of them, that their students also were the greatest source of satisfaction in their work. For some, this was enough to motivate them to continue teaching for at least

another year at their present school. For others, this was not enough to compensate for other workplace factors that caused them to become frustrated with their situation to such an extent that they had no hope, and felt compelled to leave their present position in search of another.

The Status of Physical Education in the Schools

For all of these first year teachers, physical education was accorded low status by at least some of the people in each of their schools. While a few participants made some direct reference to the marginality of physical education in their school community, and how that affected their teaching, most did not. Nevertheless, evidence that this was true and that most of the participants knew it to be true, was imbedded in responses to many different questions about the school workplace.

Many of the circumstances that were reported by the participants could only be explained by assuming that physical education was not regarded as a significant part of the curriculum. The inadequate physical education facilities, the impossible and even bizarre patterns of scheduling for physical education classes, the inadequate supervisory assistance, and the

complete absence of any concern for student learning allow no other interpretation.

Several participants were fully cognizant of the place of physical education in their school's curriculum. Sue reported,

I got angry at people's expectations for me, what they felt phys. ed. was, and how they treated me as a teacher. That's why I really, really wanted to have high expectations for the kids...and the kids would know that this is just as important as their intellectual, as far as math and science and stuff like that.

Unfortunately, Sue's frustration continued throughout the school year. Despite her efforts, she was not able to establish credibility for herself and her subject.

Andy, on the other hand, reported that he arrived at his workplace already aware that in most schools (and communities), physical education is pushed to the periphery of social and political life. Moreover, Andy believed that early in the school year he was not even considered to be "a teacher." Like Sue, he worked hard to establish credibility for himself and his subject. He reported,

I've really earned the respect from the people I work with. Sometimes you come

into a setting and they [administrators, teachers, parents] have a perception of what a phys. ed. teacher is. You just roll the ball out, that type of thing.

Unlike Sue, Andy felt successful in his quest for legitimacy.

Most participants, however, such as Bruce, Chantel, and Tara, also described the limited support they received from administrators and other teachers, not only in learning how to teach at their schools, but also in terms of professional development opportunities and an inequitable share of school resources -- without consciously linking those factors together into a pattern of perceived marginality. They repeatedly described conditions or circumstances that forced them to stretch their limited repertoire of teaching skills beyond reasonable limits. These teachers, however, did not attribute their struggle, or the adverse conditions they faced, to status of their subject in the school. Their interview transcripts do not reveal any direct evidence of awareness either the subject area pecking order, or the pervasiveness of school politics regarding allocation of resources. They appeared simply not to have connected those factors to the conditions of work -- which they seem to regard only as "givens" in the situation.

Some appear to believe that the almost invisible place of physical education within the school curriculum was the inevitable norm. It was exactly as they remembered it when they were in school. In fact, some participants even took special pride in teaching their classes with the limited support and inadequate resources that were available to them.

The Teachers' Sense of Efficacy

All teachers in this study commented about the extent to which they felt they had been (or had not been) successful during their first year. Most commonly, they talked about the impact they had on their students. What might be considered as relevant impact and what was suggested as reasonable evidence, however, seemed strained and sometimes more hopeful than confirmed.

Many of the participants did not consider student learning of motor skills and related knowledge to be a realistic, or even important goal for their classes. Most, however, had arrived at that position after altering the original set of goals they had hoped to achieve with their students. Bertha explained that, given her situation, it was difficult for her to expect students to improve their skills as a result of participation in her classes. Instead, her goal had

become "to get the kids moving...get the kids hooked [on some sport or physical activity]." Saria expressed similar frustrations given the time constraints in her teaching situation. Most of the elementary physical education teachers felt frustrated because of the lack of contact time they had with their students. They believed that there was too little time to accomplish anything in terms of skill development. Some reported that success was evidenced in the fact that their students showed improvements in aspects of their social and emotional development, or their willingness to participate in physical activity outside of school. Some teachers, in fact, reported they had helped their students by "just being there for them to talk to."

Whatever revisions were demanded in their curricular intentions as teachers, those who felt that they had done worthy work, even if it did not meet any of their original objectives, expressed the intention (or at least the desire) to remain at their schools for another year. Without exception, the first year teachers who were unable to locate some evidence of effective impact in their work with students, reported low job satisfaction and were seeking positions elsewhere. Yee's observation (1990) that low sense of efficacy leads to low satisfaction and an increased tendency

ncy for job defection was confirmed in these case studies.

Nearly all participants believed they could do a great deal more if their work conditions were different. Chantel commented, "I just want to do so much more, and I don't have the time to do it." Other participants echoed her comments either in terms of limited scheduling or facilities.

The crucial element for these first year teachers was that in order for them to feel good about their teaching, they had to feel a sense of efficacy as teachers. Many, however, had to adjust (or dramatically reconstruct) their goals in order to achieve that outcome. In the end, several of these first year teachers chose to leave their schools in search of better working conditions. In a real way, this was a search for the sense that their efforts mattered -- a search for the sense of teaching efficacy, a sense that they could do worthy work.

The Testing of Values

Many participants reported that the norms for physical education at their schools were vastly different from what they were taught in their preservice teacher education programs. Their values

related to teaching physical education were challenged continuously.

In contrast, several of these first year teachers believed that their situations were typical of public school physical education, and similar to what they had been accustomed as students themselves. These participants felt relatively comfortable in their work environments. Their basic values had been little touched by preservice teacher preparation and consequently were unchallenged by the hard conditions of their workplace.

Most participants, however, reported that they came to their jobs with high expectations for their students. Their goals for students included physical fitness, motor skill acquisition, developing such social skills as cooperation, acquiring lifetime activity skills, and having fun. In addition, most of them reported that, early in the school year, they tried to use the teaching strategies espoused in their teacher education programs.

What they found, however, was one or more of the following: (a) their repertoire of teaching strategies could not be implemented in the context of their new settings, (b) the students were not accustomed to those teaching methods and responded unfavorably to the novices' initial attempts, or (c) there were veteran

teaching colleagues who did not approve of alternatives to whatever had become standard teaching forms.

Consequently, many participants were forced to change their teaching styles and curricular goals to meet the limitations within their particular work situation, or simply in order to fit in with the community of established teaching. In each instance, it is clear that the new teachers subsequently confronted feelings of "selling out." In some cases, the changes could be rationalized, but when that was not possible, there was a strong tendency for first year teachers to try to escape from the situation. For example, both Jethro and Sue believed that their beliefs about teaching physical education were so challenged that they had to leave their present teaching positions.

Some participants, like Bertha, felt that they had abandoned their initial beliefs about teaching physical education. They were convinced, however, that this was temporary, and they would be able to reclaim their original values within the next few years -- when they were better established in their schools.

For other participants, the testing of values was too great. They felt that their situations were alien environments which would not change significantly in the near future. As a result, they would leave their schools in search of workplaces in which the beliefs

about teaching physical education were more similar to their own.

These first year physical education teachers resolved their inner conflicts by either compromising to some degree, leaving their schools, or like Andy, being proactive, and working to change the school norms for physical education. No teachers, at the time of the interviews, intended to leave teaching altogether. As Yee observed (1990), poor working conditions can lead to career defection, but as long as hope for improvement is alive, teachers tend to defect from workplaces, but not the work of teaching itself.

The Realities of School as a Social Institution

Before these novices became first year teachers, their perceptions of schools were limited to memories from student years and fantasies about teaching their own classes. Very few considered the school as a workplace, or a place where students, faculty, staff, administrators, and community members would interact to form a culture within which they would be a member. As a consequence, part of the first year experience for all participants was becoming aware of the extent to which the school is a social institution, with extensive power to shape the conditions of a teacher's work.

Most participants learned about the socio-political structures of their schools over a period of time. For those who were slower to perceive that the school is a social institution, it remained difficult to interpret some of the conditions with which they were faced. Many of these novices did not recognize the power of the school community until very late in the academic year. Some, however, were very quick learners.

Although all of these first year teachers commented about facets of the school culture which affected their teaching, Jethro, Kim, and Andy reported that the social and political climates forced them to directly confront school norms. These participants acknowledged that there were particular agendas at their schools. They realized that first, they had to identify them, and second, they had to try to work within, or overcome them.

For example, Andy knew that parents had a powerful influence in his school, and often, when they had a complaint, went directly to the superintendent, not the teacher to discuss it. On one occasion, a parent complained to the superintendent about an incident that happened in one of Andy's swimming classes. Andy

reported how he handled that, and similar situations,

He's [the superintendent] backed me all the way, in everything that I have done.

Especially if I let him know prior to it.

Early in the school year, Andy had realized that the parents influenced the administration to a large extent. He took steps to insure that he had established a positive relationship with the principal and the superintendent of schools, so that if there were incidents involving students in his classes (and consequently their parents), he would have their support.

Jethro and Kim had also identified hidden (or more obvious) agendas within the cultures of their schools. They quickly realized, however, that they were no match for the social norms that were in place. Both beginning teachers had not understood how powerful such institutions as the teachers' union could be, or the degree to which community politics could influence school decisions.

On her very first day of work, Kim experienced the power of the local education association. Due to a contract negotiations impasse, the teachers at her school were on strike. Kim was confused and disappointed. As a first year teacher, she wanted to support her colleagues in the strike, but also was

worried that she might lose her job if she walked the picket line. The strike ended quickly, but Kim experienced the after effects on a daily basis.

As a result of the negotiations, the faculty strictly adhered to the contract language. Kim reported,

It's kind of overwhelming to me because I've never been in a school with such a powerful union. It seems that they pick so much, that they have grievances right and left that they're bonded.

Kim had difficulty understanding why one teacher seemed to be so inflexible when she asked if she could finish her lunch a few minutes early so that her class would not be late for physical education. As per the contractual agreement, teachers had thirty minutes for lunch -- not twenty-five. This particular teacher felt that she should be able to have her entire lunch period.

While Kim confronted union politics, Jethro found that the social and political climate of the surrounding community greatly influenced his schools' cultures. Jethro described the context,

It's kind of a situation, well, they do things their own way there. And if you're not a local, you're nobody...

I'm not [a local], but I felt very accepted there.

(While Jethro did not reside in Smithport, he lived in a neighboring town for many years and was familiar with the local customs and politics.)

As a result of the traditions, and unwillingness to accept any type of change, there were many conflicts within the schools. Teachers were discouraged from trying new teaching methods or implementing new curriculum. Jethro commented, "there was a lot of in-fighting amongst each other [the teachers]."

Although none of this hostility was ever directed towards him, after his first year in the Smithport Schools, Jethro decided to leave. He explained,

But part of the reason I left, I mean
I had an excellent year, they were
super to me, they tried to help me out,
but I could just see down the road,
maybe that could be directed toward me
later on...some [physical education
teachers] have left because they wanted
to, and a lot of them left because
they [the administration] just got rid
of them.

Jethro did not want to work in a school district which "back-stabbed" its teachers. Because of the social and

political climates within both the schools and the community, he perceived that there was little chance for the situation to change.

All of the participants in this study (except Andy) commented that they were not prepared to deal with the school as a social institution. As student teachers, they had been sheltered by their cooperating teachers from the micropolitical culture within the schools. As first year teachers they were forced to confront the realities of being a member of a school community, not just a transient visitor in the gymnasium.

CHAPTER V

DISCUSSION

This study provides a description of how 12 first year physical education teachers perceived their workplace, how they believed it affected their first year of work, and how they understood the role of that workplace in shaping their induction into the social and organizational context of the school. All of the participants had some experiences that were similar to those encountered by beginning teachers in every area of public education. They had other experiences, however, that were different from those commonly reported in the literature concerning first year classroom teachers. The evidence suggests that such differences were a consequence of the nature of physical education as a subject, as well as its place in the school curriculum and the social fabric of the workplace.

This conclusion is based on the analysis of data derived from multiple interviews conducted with each participant. Although the interviews were conducted at the end of the participants' first year of teaching, they were able to articulate considerable detail about their experiences over the previous nine months. The memories seemed fresh and the transcripts reflect vivid

recall of salient events as the novices settled, not always easily, into their new roles.

As with any method of data collection, there are limitations to self-reported data, particularly when it requires recall of experiences which took place over a substantial period of time. The design used in the present study was chosen over such alternative strategies as a year-long, observation/interview study of a single participant, in order to achieve a wider range of insights made available from a much larger sample of both first year teachers and induction worksites. Given the exploratory intention of the study, and the richness of the data set obtained, the choice of breadth over depth appears to have been justified.

The profiles display the unique elements in the interaction between each participant and the workplace. There were commonalties, however, that cut across all cases. All participants reported that the following workplace factors operated to shape their first year of teaching: the physical education facilities, the presence or absence of teaching colleagues, the scheduling of physical education classes, the community environment, and the students.

In addition, I identified several "unarticulated" (Schein, 1988) factors which represent generic themes

of influence in the process of learning to teach physical education in their schools. These included: the status of physical education in the schools, the teachers' sense of efficacy, the testing of values, and the realities of the school as a social institution.

These beginning teachers were characteristic of many first year teachers in that they were expected to perform the same duties as a twenty year veteran (Lortie, 1975). Although many of the participants were assigned mentors, they found them to be of little help beyond learning the daily routines of the school, and becoming aware of certification procedures.

Also, like other beginning teachers, most of the novices experienced "reality shock" (Marso & Pigge, 1987; Odell, 1986; Ryan et al., 1980). Most participants had not anticipated such inadequate facilities, their rigorous teaching schedules, or the lack of support received from supervisors and colleagues. Moreover, they were not prepared to confront the social and political forces within the community which so greatly affected their work.

When examining the influence of the workplace on physical education teachers, I used Dreeban's framework (1973) of spatial arrangements and authority relationships. The workplace is considered from two broad perspectives: from the point of view of authority

relationships in schools and school districts, and from the point of view of spatial arrangements in schools and classrooms. Essentially, these relationships and arrangements shape the culture of schools, and the nature of teachers' work. Both authority relationships and spatial arrangements affect the work of physical education teachers. The authority relationships that are of particular relevance to the focus of this study reflect the fact that in many schools, physical education is regarded as a marginal subject (Evans & Davies, 1988; O'Sullivan, 1989; Smyth, 1992; Sparkes et al., 1990; Templin, 1988a, 1989).

The nature of physical education, and its consequent place within the school and wider community, confronted the beginning teachers with the fact that they were teaching a subject which was accorded low status. In terms of workplace conditions, the most obvious result of this was that some teachers were forced to conduct their classes in areas and with time allocations that were less than adequate for instruction, and to do so with fewer resources than would be considered minimally adequate in the classroom.

Other workplace factors would have been less obvious to the visitor, but were reported by the novices to be pervasive and influential in the

experiences of their first year. For example, physical education teachers generally were not held accountable for student learning in their classes. There appeared to be no consensus about what would constitute appropriate educational outcomes, and teacher evaluation focused primarily on class management and compliance with school regulations. This is consistent with findings described in earlier studies regarding the influence of the workplace on physical education (Evans & Davies, 1988; O'Sullivan, 1989; Smyth, 1992; Sparkes et al., 1990; Templin, 1988a, 1988b, 1989).

The general absence of accountability for either subject matter coverage or student learning may, in some sense, have presented fewer difficulties in the participants' first year of teaching than were encountered by their classroom counterparts. Unlike math or reading teachers, they did not have to be concerned with covering a specified curriculum, or teaching basic concepts and skills to be assessed on standardized tests.

In another sense, however, the absence of such expectations in physical education created a different set of problems for the inductees. These included: demands for curriculum planning that are faced by few other beginning teachers, an urgent need to master class management techniques that would yield absolute

and wholly reliable control (because that often was the sole standard by which they were evaluated), a growing sense of isolation from the main functions of schooling, an erosion of their sense of efficacy as teachers, and unsettling conflicts with the values which some of the novices had internalized from their preservice programs. Important in terms of its long term consequences, was the absence of either motivating expectations for, or skilled assistance with, the development of teaching skills which could sustain a strong sense of professional expertise and growth over the ensuing years.

The participants responded to these problems in ways which reflected individual skills and dispositions, as well as the unique features of each workplace. There were, however, some responses which appeared to reflect common strategies for coping. For example, conversations in the interviews often touched on the participants' need to feel some sense of efficacy -- the feeling that they make a difference in the growth and lives of pupils. At many of the worksites, however, it was difficult to sustain any such practical sense of accomplishment -- at least in the traditional form of student learning which the novices had been taught to value.

As a result, these novices employed teaching methods which were a compromise between those which facilitated class control and those which made class enjoyable for their students. In addition, they were forced to redefine their goals such that they could experience some success as teachers.

During the interviews, whenever the participants expressed awareness that most students were not learning skills, this thought was almost always followed by expressions of some hopeful, but more distant goal. One common version of this was the explanation that if students were at least having a good time they might someday be motivated to learn activity skills outside of school. The paradoxical nature of this rationalization was never commented on (and may not have been recognized) by the participants.

With few exceptions, these first year teachers believed they could do very little to change the cultural norms which greatly influenced their work conditions. Like both beginning and veteran physical education teachers in the study conducted by Sparkes and his associates (1990), most of these novices resorted to "strategic compliance" (Lacey, 1977; Zeichner & Tabachnik, 1983). They were reluctant to challenge the cultural norms within the school. Almost all of the participants reported that they did not want

to risk working towards changing the administration's low expectations for physical education.

Instead, many of the teachers implemented teaching practices that modified or replaced some of their original methods. For example, Bertha explained that initially she had taught lessons in which a primary objective was motor skill acquisition. Soon after the beginning of the school year she realized that given the time and space limitations with which she was confronted, and the overbearing attitudes of her teaching colleague, she would have to be satisfied if her students simply were active and having fun. She reported, "I wanted to go out and make like snow sculptures and just do stuff in the snow, and build igloos...at least they're moving." Instead, Bertha resorted to low order coping skills resulting in a "busy, happy, and good curriculum" (Placek, 1983).

The participants reported consciously altering both their teaching behaviors and their objectives to be more acceptable to what they perceived to be the workplace norms. Their response to problems were similar to other studies of beginning teachers by Zeichner & Tabachnik (1983), Etheridge (1989), and Sparkes and his associates (1990).

These studies (Etheridge, 1989; Sparkes et al., 1990; Zeichner & Tabachnik, 1983) borrow constructs

from Lacey's social strategy framework (1977).

Zeichner & Tabachnik (1983) claim that the most common response of beginning teachers is strategic compliance. This can be defined as, "those instances where individuals comply with the constraints posed by a situation, but retain private reservation about doing so" (Zeichner & Tabachnik, 1983, p. 15). While Sparkes and his associates (1990) utilize the construct of strategic compliance to indicate the novice's compliance with authority's view of how they should teach, Etheridge (1989) broadens the social strategies framework to include a more global perspective of the workplace. Thus, Etheridge defines "strategic adjustment" as the conscious selection and use of teaching practices that modify or replace the beginning teacher's initial and preferred practices" (1989, p. 32). Initially, the teacher does not believe that the strategy reflects good teaching, but it is rationalized as appropriate considering the circumstances. Novice teachers often claim that the alternative would be abandoned if the situation were different.

Like Bertha, many teachers in this study employed "strategic compliance" and, often engaged in "strategic adjustment." Similar to other beginning teachers, participants who reported forms of and degrees of strategic compliance and strategic adjustment, also

indicated the firm belief that if (or when) their situation changed they would (and could) return to their earlier teaching methods.

Over their first year, the teachers' transition to the real world of work and survival sometimes was accomplished in spite of, rather than because of the professional development opportunities available in their workplaces. As previously mentioned, their mentor teachers were untrained, often out of their subject area and, when they were available, gave little support for the development of teaching skills related to physical education. All of the aforementioned circumstances are contradictory to recommendations for professional development offered in the literature (Bolam, 1987; Huling-Austin, 1989; Ryan, 1986).

As with the teachers interviewed in Yee's recent study of three secondary schools (1989), the participants' continuation in the profession was powerfully influenced by their ability to develop and sustain some sense of efficacy in their work. For example, Alexis, frustrated with her students' lack of progress in her swimming classes, explained how her personal relationships with some of her students had become very rewarding,

I become very attached to some of them
[the students]...Just to know that I've

made a difference to somebody, and if it takes just one teacher to make a difference in a kid's life then I think there's an accomplishment.

Alexis' sense of efficacy in her teaching was not attained through her students' level of motor skill acquisition, but rather by her feeling that she had made a difference in their personal lives.

Many of these first year teachers were able to look beyond the limitations of their contexts and feel at least some sense of having done worthy work. Although it may have been necessary to modify their initial definition of what would constitute "worthy work" with students, they were able to look forward to a second year in the same school with a degree of optimism. Others, however, believed that because of the social and political climates within their schools and communities, there was little chance for their difficult situations to improve. Those teachers decided not to leave teaching, but to leave their present jobs in search of a workplace which might provide better working conditions.

What is positive in this all too often depressing view of induction, is that none of these novices blamed themselves (or their teacher education programs) for the problems that they experienced during their first

year of teaching. All of the participants felt that they were prepared to do the job of teaching physical education. Some did report, however, that they could have been better prepared to confront the realities of the school as a social institution, and consequently the low status of physical education as a subject.

While this study is limited to the self-reported data of 12 first year physical education teachers, it does support many of the findings from earlier studies related to the induction of first year teachers, particularly related to reality shock (Marso & Pigge, 1987; Odell, 1986; Ryan et al., 1980) and teacher isolation (Deal & Chatman, 1989; Glickman, 1985; Goodlad, 1984; Lieberman & Miller, 1984; Little, 1984; Lortie, 1975; Rosenholtz, 1989; Templin, 1988b; Zelinski & Hoy, 1983). Further, as with the results of earlier studies of first year physical education teachers (O'Sullivan, 1989; Smyth, 1992), the data confirm that there are workplace factors particular to the subject of physical education that have a special impact on the transition of new teachers to the teaching profession.

The results of this study, when added to the information provided in the literature, suggest that despite modest efforts, many schools provide wholly inadequate support for beginning teachers. First year

physical education teachers, like other beginning teachers, still "learn the ropes alone" (Deal & Chatman, 1989). Moreover, the subject matter of physical education presents unique problems in accomplishing the transition to professional teaching (Bain & Wendt, 1983; Lawson, 1989; O'Sullivan, 1989; Smyth, 1992; Sparkes et al., 1990; Templin & Schempp, 1989).

Finally, it seems possible that from the outset, the schools in which they found their first job were not understood as "workplaces" by these beginning teachers. Their initial perspectives on the nature and the significance of the school as an organization, seem to have been based primarily on student memories and personal fantasies about the act of teaching physical education. They had no realistic appreciation of what it would mean to be part of a social (and bureaucratic) community -- much less any understanding of the complex and problematic ways in which school and community cultures would impact their work.

This study provides insight into how 12 novices negotiate the school culture in order to define and enter into the role of being a physical education teacher. Often, they found themselves struggling to reconcile what was espoused in their teacher education programs with what was possible for them in their

workplaces. Powerful forces within the workplace shaped not only the work that was done in the first year, but also the participants' beliefs about the work that should be done in subsequent years. The workplace teaches itself, not just as a set of constraints on teachers' visions of the good physical education, but as a demand for revising those ambitions -- most often downward toward expecting less, accepting less, and doing less.

Given the results and previous discussion, what importance does this study have for the conditions of undergraduate teacher preparation in physical education? Of greatest importance, prospective physical education teachers must be able to clearly articulate their goals for physical education -- for anyone, under any circumstances. They should know what is needed in the workplace to support a sound curriculum, and be able to explain how each requirement relates to producing desirable student outcomes. In addition, it is important that they be presented with experiences which inform them about the school as a social and political organization.

Even if teacher education programs were able to provide such experiences, however, it is doubtful that beginning physical education teachers, acting individually, would be able to maintain their vision of

a sound program if the conditions which are typical of school workplaces do not change. Then for that reason, change must begin somewhere, and when more novices are trained, like Andy, to be effective advocates for their subject, and for themselves as teachers, schools will become better workplaces in which to begin careers in physical education.

APPENDIX A

WORKPLACE FACTOR CHECKLIST

Thank you very much for participating in my study. The purpose of this checklist is to assist you in recalling conditions of your workplace throughout your first year of teaching so that you will be prepared to talk about your work and your workplace when you are interviewed.

Included in the checklist are categories of workplace factors. Within each category are several factors that may have existed in your workplace and may have affected your teaching during the past year (i.e. the gymnasium). If you find important workplace factors have been omitted, please jot them down below. They may be included in another category, and if not, you may write them in the spaces provided at end of each category. In addition, blank spaces are provided at the end of the checklist for you to add any workplace factors that were not included on the checklist.

Some items on the checklist may sound the same, but have slightly different wording. Please do not be concerned. Answer each item separately because differences in wording may cause people to respond in different ways.

NOTES

Instructions: You will need a pen or pencil and the checklist.

For each factor on the checklist:

a) Circle YES if it **EXISTED** at your workplace, OR circle NO if it did not. (Example: If a gymnasium existed at your workplace, circle YES. If it did not, circle NO.)

b) In the next column circle YES if it affected your **TEACHING** in any way, OR circle NO if it did not.

(Please consider whether or not each factor affected your teaching in any way. For the purpose of this checklist, do not respond specifically regarding your coaching.) (Example: If the gymnasium, or lack thereof, affected your teaching in any way, circle YES. If it did not, circle NO.)

c) Finally, circle 0, 1, 2, or 3 depending upon its **IMPORTANCE** to you and your work. (Example: If the gymnasium was so significant that it influenced your work everyday, circle number 3. If it was only moderately important to your work, circle number 1 or number 2. If the gymnasium did not affect your work in any way, circle number 0.)

Be sure to circle something in each column for every

factor.

While it is important that you consider each factor carefully, you should not spend too much time on this checklist. It is designed to be completed in less than 30 minutes.

It is not necessary to send the completed checklist back to me. Please bring it with you to the first interview.

Thank you for participating in my study. I look forward to talking with you soon.

WORKPLACE		FACTOR	CHECKLIST
WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
<u>Facilities:</u>			
<u>General</u>			
parking	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
teachers' lounge	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
main office	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
cafeteria	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
auditorium	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
band room	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
classrooms	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
corridors	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
conference room(s)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
library	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
smoking area	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
P.E. Facilities			
own office	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
locker rooms	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
showers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
gymnasium	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
pool	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
fields	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
track	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
weight room	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
dance room	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
gymnastics room	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
training room	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
equipment storage area	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
telephone	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify) _____	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
other (specify) _____	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify) _____	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
Environmental			
heat / ventilation	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
lighting	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
class interruptions	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
acoustics in teaching area	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
noise from external sources in teaching area	YES / NO	YES / NO	0 - NEVER IMPORTANT 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
<u>School Staff:</u>			
P.E. teachers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
athletic trainer	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
coaches	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
asst. coaches	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK : 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
librarian	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK : 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
media specialist(s)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK : 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
bus driver(s)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK : 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
cafeteria workers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK : 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
hall monitors	YES NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
guidance counselors	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
school aides	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
school nurse	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
school doctor	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
grounds crew	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
principal	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
asst. principal(s)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
secretary(ies)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
custodian(s)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
classroom teachers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
<u>Other People:</u>			
students	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
parents	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
superintendent	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
assistant superintendent	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
school committee	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
sports booster club	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
district P.E. coordinator or supervisor	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
athletic association	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
P. T. A.	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
local college faculty	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
local politicians	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
teachers' union	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
<u>School Related Phenomena:</u>			
school year calendar	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
class scheduling	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
class time (min.)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
assigned non-teaching duties (recess duty, lunch duty, etc., NOT coaching)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
prep. period(s)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
school faculty meetings	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
P.E. Dept. meetings	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other dept. meetings (outside P.E.)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
required faculty activities before or after school	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
supervision of students in before or after school activities	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
school committee meetings	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
parent conferences	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
assemblies	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
field trips	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other special school activities	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
coaching responsibilities	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
work taken home	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
evaluating / grading students	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
presence of students with special needs (mainstreamed)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
provision of adapted P.E. classes or activities (not mainstreamed)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
required paperwork (attendance, accident reports, etc.)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
P.E. student dress requirements	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
actual teaching load (excluding coaching and other duties)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
requirement to teach particular skill activities	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
no. of class meetings per week	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
no. of students per class	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES NO	IMPORTANCE 0 - 3
mix of students in class (age, skill, gender, etc.)	YES / NO	YES NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
ways students are assigned to P.E. class	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
degree of support for P.E. by administrators	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
degree of support for P.E. by classroom teachers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify) _____	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
other (specify)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
<u>Professional Development:</u>			
school orientation program or activities for first year teachers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
district orientation program or activities for first year teachers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
school handbook for teachers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
Physical Education curriculum guide	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
support group of other teachers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
mentor teacher	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
released time	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
opportunity to observe other P.E. teachers	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
observation by mentor or master teacher	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
feedback from supervisor or other person about teaching	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
advice or teaching ideas from others (friends, relatives, etc.)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
support from college or Univ. faculty	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
district inservice programs or workshops on topics specific to P.E.	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
district inservice programs or workshops on topics not specific to P.E.	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
school programs or workshops on topics specific to P.E.	YES / NO	YES / NO	<p>TO ME OR MY WORK</p> <p>0 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY</p>
school programs or workshops not specific to P.E.	YES / NO	YES / NO	<p>0 - NEVER IMPORTANT TO ME OR MY WORK</p> <p>0 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY</p>
professional conferences (state, regional, or national)	YES / NO	YES / NO	<p>0 - NEVER IMPORTANT TO ME OR MY WORK</p> <p>3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY</p>
formal evaluation by principal or other supervisor	YES / NO	YES / NO	<p>0 - NEVER IMPORTANT TO ME OR MY WORK</p> <p>3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY</p>
professional journals	YES / NO	YES / NO	<p>0 - NEVER IMPORTANT TO ME OR MY WORK</p> <p>3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY</p>

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
school related committee membership	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
student response to teaching	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
college course or workshop	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify) _____	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify) _____	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
storage of equipment	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
ownership (sharing borrowing with athletic teams or other sources)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
theft vandalism of equipment or facilities	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
Other (specify) _____	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify) _____	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK 1 2 3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

WORKPLACE FACTOR	EXISTED YES / NO	TEACHING YES / NO	IMPORTANCE 0 - 3
other (specify)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK
			1
			2
			3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
Other workplace factors not mentioned (specify)			
	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK
			1
			2
			3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK
			1
			2
			3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK
			1
			2
			3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY
other (specify)	YES / NO	YES / NO	0 - NEVER IMPORTANT TO ME OR MY WORK
			1
			2
			3 - SO SIGNIFICANT TO ME THAT IT INFLUENCED MY WORK EVERYDAY

APPENDIX B

INTERVIEW GUIDE #1

We are here to discuss your perceptions of your workplace, how it affects your work, and how you understand its role in your induction to the profession. Please feel free to refer to the workplace factor checklist that you filled out prior to this interview.

1. Tell me a little bit about yourself -- where you grew up, where you went to school, college, etc.

- P.E. program (college prep., & school if given)
- sports and athletics
- parents' background information

2. How did you become interested in teaching physical education?

- Tell me when you first decided to become a teacher.

(important people or factors)

3. When you graduated from college, what did you think was important in physical education?

- Where do you think these goals came from?

4. How did you get your present teaching job?

5. After having taught P.E. during this last year, what are your goals for P.E. now?

- Tell me 1,2, or 3 things that you think are important in P.E.

6. We'll talk more about this next time, but I'm

curious --

Can you tell me why your goals have changed / stayed the same since you started teaching?

7. How would you describe your workplace?

**Describe what you do on a typical day from the time you arrive at school to the time you go home.

- Physical structure (equip., etc.)

- Organizational structure (formal organizational context, i.e. daily schedule, administrative chain of command, formal procedures, etc.)

- Social structure (relationships with students, colleagues, etc.)

8. I sent you the workplace checklist. How was the process of going through that? Were there items that you added? Were there items that really stood out as being very important to you during the past year?

Keep these things in mind. We'll have a chance to talk about them more next time.

Thank you very much for talking with me. You have been very helpful. I've been able to get acquainted with you, and get a general sense about your work during the past year. We'll meet again in about two weeks to talk about what your work as a physical education teacher is like, and how your workplace affects your work. If you think of anything that you forgot to mention in our

discussion today, please jot it down, and you can add it next time.

APPENDIX C

INTERVIEW GUIDE #2

Last time we talked about you and your workplace. If it's OK with you, what I'd like to do is talk about anything leftover from last time, and then talk about what your work was like this year. We'll go over some of the workplace factors that you thought were important on the checklist, and talk about how they affected your teaching. You'll have the opportunity to share with me what it was like to be a first year teacher in your particular school.

1. Thinking back to our last conversation, is there anything that you would like to add about yourself, or your workplace?

2. There are a few things that I am not quite sure about:

(Ask questions related to each participant.)

3. Moving on to your teaching this year, tell me about your first day / week of the school year.

How did you learn about teaching in this school?

4. As you progressed through the school year, what else did you learn about teaching P.E? About working in this school?

Where did you learn this?

What were the most important things you learned this year?

How did you learn these things?

How do you think these things affected your teaching? Program?

5. Compare how you taught in the beginning of the school year with how you teach now.

How did you learn to teach the way you do now?

Why did you change? or What allowed you to maintain

some of your teaching style throughout the year?

What do you think you'll do differently next year?

Would you do that in any other school or only in this school?

6. Upon reviewing the WP Factor checklist, I noticed that you considered several workplace factors to be important to your teaching.

Can you tell me a bit more about some of these things and how they affected your work this year?

How did you respond to

Because of these things how did your work change?

How does this affect your teaching / program?

Why is this so important to....

Can you give an example of how this affects your teaching / program?

(Go over CL -- #3 highlights)

7. What do you think would be important for to know about teaching real kids like these here at your school?

How did you find these things out?

8. Finally, what do you like the most / least about teaching P.E. here?

Why?

9. After we talked last time, how did you feel about the first interview?

Thank you very much for sharing the experiences of your first year of teaching with me. You have been very helpful. I've learned a great deal about what it was like to be a first year P.E. teacher in your school. Once the data has been analyzed from your interviews, I'll mail you a list of important workplace factors that were particular to your case, and how they operated to shape your first year of teaching. I'd appreciate it if you'd comment on how accurately I have portrayed your particular case.

APPENDIX D

CONSENT FORM

FIRST YEAR PHYSICAL EDUCATION TEACHERS' PERCEPTIONS OF THEIR WORKPLACE

I. BACKGROUND INFORMATION: My name is Donna M. Smyth. I am conducting a study for my doctoral dissertation which examines first year physical education teachers' perceptions of their workplace.

II. TITLE: First Year Physical Education Teachers' Perceptions of Their Workplace

III. PURPOSE: The purpose of this study is to understand how first year physical education teachers perceive their workplace, how they believe it affects their first year of work, and how they understand the role of that workplace in shaping their induction into the social and organizational context of the school.

IV. PROCEDURE: You are being asked to participate in this study. I will conduct two, 60 to 90 minute interviews with you. In order to help you recall events which took place throughout your entire first year of teaching, you will be asked to complete a workplace factor checklist before the first interview.

The purpose of the first interview will be to establish an autobiographical context for understanding your experiences in the workplace. It also will allow you to describe your workplace. The second interview will be conducted within two weeks and will concentrate on what your work as a physical education teacher was like, and how the workplace affected that work.

The interviews will be audiotaped and later transcribed by me or a professional secretary.

V. ANONYMITY: In all written material and oral presentations in which I may use materials from your interviews, I will use neither your name, names of people mentioned by you, nor the name of your school or school system. Transcripts will be typed with pseudonyms substituted for all names. At the end of the study the interview tapes will either be given to you, or they will be destroyed. Every effort will be made to protect your anonymity.

INITIAL

VI. USE OF DATA: Information from this study may be used in the following ways:

- a) my doctoral dissertation
- b) presentations to professional groups
- c) journal articles
- d) other purposes related to my work as a teacher educator.

VII. WITHDRAWAL: While consenting at this time to participate in these interviews, you may at any time withdraw from the actual interview process. Furthermore, you may withdraw your consent to have specific excerpts from your interviews used in any printed materials or oral presentations if you notify me within one week following your second interview. Please call me at (413)498-4471.

VIII. KNOWLEDGE OF RESULTS: Once the data from your interviews have been analyzed you will be mailed a list of important workplace factors that were particular to your case, and how they operated to shape your first year of teaching. You will be asked to comment on how accurately I have portrayed your particular case.

IX. COMPENSATION: No special compensation or free medical treatment will be made available by the University of Massachusetts if physical injury should occur in connection with this study.

In signing this form, you also are assuring me that you will make no financial claims for the use of the material from your interviews.

I, _____, have
read the above the above statement and agree to be
interviewed under the conditions stated above.

Signature of participant

Date

Interviewer

APPENDIX E

WORKING WITH THE DATA

What follows is an outline of the technical aspects of working with interview data:

- (a) listen to interview tapes
- (b) transcribe interview tapes
 - number each line
 - make multiple copies of original transcripts
- (c) review interview transcripts
 - color code (underline with marker) data units that relate to particular research questions
(While some preliminary categories have been predetermined from the literature, other categories will be extrapolated from the data. All relevant data units will be categorized in relation to each research question.)
 - data units may fit into several different categories
- (d) record on computer discs the numbered lines within each preliminary category
- (e) review preliminary categories and subdivide or combine categories if appropriate

- (f) summarize each category to produce a short list of preliminary themes
 - look for common themes within, as well as across participants
 - note and record exceptions to categories / themes
 - review preliminary categories and themes with peer debriefer (and committee members if appropriate)
- (g) record on computer discs the numbered lines within each new category / theme
- (h) proceed with member checks
- (i) repeat steps (e) and (f) as necessary
 - repeat the process until all data units are accounted for and each category is summarized to produce themes
- (j) review themes with peer debriefer and committee members

APPENDIX F
SCHOOL DESCRIPTIONS

Huntley High School

(Alexis' and Teresa's Workplace)

Huntley High School, the second oldest school in the country, was located in a southern New England inner-city. It was one of two high schools located there. Though the student body was culturally diverse, the 2200 or more students were predominantly Black and Hispanic. There were approximately 200 teachers at Huntley, eight of whom taught physical education.

All freshmen and sophomores were required to take physical education every day for 50 minutes. Activity offerings included most traditional sports, as well as swimming, gymnastics, kickball, and aerobics. Most classes were sex-segregated and team taught. It was not unusual, however, for the female physical educators to teach boys' classes, or the male to teach girls' classes.

The physical education facilities consisted of: the girls' gymnasium (very small), the boys' gymnasium (large with balcony), the pool, the wrestling room, the weight training room, two boys' lockerrooms, two girls' lockerrooms, and group offices for the female and male physical education teachers. Outdoors, there were playing fields, a track, and tennis courts. Like the classes, the facilities were sex-segregated. The

indoor teaching areas and the lockerrooms were in need of renovation and, all too often, were infested with cockroaches.

While the teaching areas were reported to be adequate, both Alexis and Teresa described the physical education equipment as being plentiful. Although some of the equipment was old, there was enough small equipment so that two or three classes could engage in the same activity simultaneously.

Once again, even the equipment was separated by sex. The girls had their own equipment that was separate from the boys'. Teresa said that the boys' teachers had a tendency to lose their equipment as the year progressed, while the girls' teachers were able to maintain close control over their inventory. She went on to say that when the boys' equipment was gone, "too bad." They had to make do with whatever was left for the remainder of the school year. Both Alexis and Teresa believed that their teaching areas and equipment inventories were aging but adequate.

Both participants had mentor teachers to assist them during their first year. Teresa's mentor, a home economics teacher was not particularly helpful to her. Alexis' mentor, an English as a second language teacher, on the other hand, helped her learn about the school culture.

The physical facilities and the cultural diversity of the school community interacted in powerful ways to shape both Alexis' and Teresa's first year of teaching. They learned how to adapt their teaching methods to accommodate both their students' needs and the restrictions imposed by their facilities.

North Trails Regional School District

(Bertha's Workplaces)

Bertha taught physical education to approximately 1300 students at six different rural elementary schools. She taught at three northern schools and three southern schools within the district. The northern schools were smaller than the southern schools, and each had less than 100 students enrolled. Although the southern schools were larger, there still were fewer than 250 students in each school.

Among the six schools, only one had a gymnasium. At the other schools, Bertha taught in classrooms, corridors, and a library. There were, however, outdoor playing fields at each school that she used whenever the weather was suitable (and when the custodians were not mowing the lawn).

While the physical facilities limited her teaching, the equipment also did. She (and her colleague, Barry) transported all of the equipment to

each school in their cars. They had a great deal of manipulative equipment, but were severely limited in terms of large equipment items (i.e. gymnastics equipment, basketball hoops and backboards, soccer goals, etc.).

Partially due to the less than adequate teaching conditions, the physical education curriculum consisted primarily of sports and games activities. For example, class activities included soccer, kickball, dodgeball, scooterboard races, whiffleball, and a variety of low organization games. All students in grades one through six had physical education class once a week for 30 or 40 minutes. The limited time that they had with their students, combined with facility and equipment limitations restricted what could reasonably be accomplished by their students in physical education class.

Walgram School

(Bruce's Workplace)

Approximately 250 students in grades K-8 attended Walgram School, which was located in a small, working class, southern New England town. While Bruce was unsure of the actual age of Walgram School, he commented that it was old, and that the most recent addition to the school was built in the 1950's.

The organizational structure of the school and the community were such that Bruce was greatly affected by his principal and the school board. The principal was a primary source of feedback and motivation. The school board, on the other hand, sought to eliminate physical education from the school curriculum. In fact, at the end of the school year, Bruce was laid off due to budget cuts. (He, as well as physical education, was later reinstated.)

The physical education facilities consisted of a gymnasium (which seconded as the auditorium), playing fields, and one lockerroom which was alternately used by seventh and eighth grade boys and girls. Bruce also shared a very small office with the music teacher. Both teaching areas were in disrepair and required Bruce to alter activities in order to ensure his students' safety. In addition, Bruce felt that any requests for facility maintenance or repairs were virtually ignored.

While the facilities were challenging, so was Bruce's teaching schedule. He taught physical education to students in grades K-8 once a week, taught health (which he was not professionally prepared to teach) to students in grades 4-8, and had bus duty four times a week. Students had physical education class once a week for 40 or 50 minutes, with two minutes

between each class.

Because Bruce had no teaching colleagues, and there was no curriculum guide, he had complete autonomy over his program. The physical education curriculum consisted primarily of sports and games, and was tailored to maximize students' game play.

Main School and Other School

(Chantel's Workplaces)

While Chantel taught at both the Main School and the Other School, she spoke in most detail about the Main School, therefore this description will be based primarily on that school. Both schools were located in lower class, rural, northern New England small towns. The Main School, which had approximately 300 students in grades K-5, was situated near a paper mill which emitted foul odors during certain parts of the school day.

The gymnasium at the Main School was also the cafeteria. It had slippery tile floors, a low ceiling, pillars in the middle, and low hanging lights. Because the school served both breakfast and lunch, Chantel often had to wait for the custodians to clean her teaching area before she taught in the morning and in the afternoon. Chantel's office consisted of a closet which she shared with the janitor. Because the school

was built on a hill, the outdoor teaching space was limited to a small black-topped area.

Chantel taught eight physical education classes a day. Students in grades K-3 had one 20 or 30 minute class per week, while students in grades 4-5 had two 40 minute classes per week. Despite the little time that she had with each class, Chantel tried to include physical fitness and basic skill acquisition into her curriculum.

The primary difference between the Main School and the Other School was the administrators. The principal at the Main School was nurturing and "took her under his wing." The Other School principal was intimidating and authoritarian. The only reason Chantel liked going to the Other School for (one and one-half days per week) was that she liked the students. Otherwise, she preferred teaching at the Main School.

In addition, to a supportive principal at the Main School, Chantel had "support staff." This group consisted of three classroom teachers at the Main School who were responsible for overseeing her certification process. Chantel described the group as "lame," as they really did not provide feedback about her teaching.

Both schools had limitations in terms of facilities and contact time with students. Chantel

believed that one principal and some of the teachers were supportive of physical education.

Smithport Elementary School

and

Smithport High School

(Jethro's Workplaces)

These Smithport schools were located in a small, rural New England town. (Because the surrounding community was such an important factor in Jethro's first year, it is described in detail in his profile.) Both schools were located adjacent to each other. There were approximately 110 students at the high school, and 200 at the elementary school (in grades K-8).

The high school was approximately 10 years old, and housed a very large gymnasium. Outdoors, the athletic fields were spacious, but were not mowed in the fall by the custodians. It was customary for the soccer coach to mow the playing fields. Hence, Jethro found himself mowing the soccer fields from September to November.

Most students at the high school elected to take physical education every day for 50 minutes. Though skill development oriented, the curriculum consisted primarily of traditional sports activities. Class

sizes ranged from eight to twenty students. Jethro taught three high school classes each morning, and then walked over to the elementary school. Another physical educator taught at the high school in the afternoon.

At the elementary school, the small gymnasium was also the cafeteria and the auditorium. It was open at both ends, but had a curtain which was drawn during physical education classes. Quite frequently, band students, art classes, and guidance counselors walked through Jethro's classes in order to get to their outside trailer classrooms.

Jethro taught four or five elementary school classes each day. Students in grades K-5 had physical education once a week for 25 minutes, while students in grades 6-8 had it twice a week for 50 minutes. Jethro also had lunch duty every other week.

Because there was no curriculum guide, Jethro relied on text books and trial and error to devise his elementary curriculum. He taught basic movement and manipulative skills at the primary level, and sports activities at the upper elementary levels.

Jethro had an office at both schools, but found the one at the elementary school to be small and cramped with equipment. There was an abundance of equipment at the high school, but very little at the elementary school.

While facilities and equipment affected Jethro's teaching to some degree, it was the school and surrounding community cultures that were most influential. Jethro quickly realized why the turnover rate for teachers in that district was approximately 30% each year. If teachers could not function within the parameters set by the townspeople, then they had no place teaching in their public schools.

Woodland School

(Kim's Workplace)

Woodland School was located in a very rural town in southern New England. Approximately 750 students attended this school. Until this school year, Woodland School used to be the regional junior high school. A new school was built for students in grades 6-7 and, as a result, the elementary school students now attended Woodland.

While the students at Woodland had to adjust to their new surroundings, the teachers were faced with trials and tribulations of their own. When they returned to school that fall, school did not open as planned -- the teachers were on strike. Consequently, Kim was confronted not only with the typical challenges of being a first year teacher, she was also being thrust into the political and organizational arena of

the school district. The strike lasted only a short time, and school opened a week later. As described in Kim's profile, the school climate was tense as a result of the negotiated settlement. While the teachers did not work to rule, they strictly observed the language of the new contract.

Kim had two physical education colleagues. She shared an office in the old boys' lockerroom with one woman who had taught for several years, but was new to the school. While they rarely co-taught, they became good friends. Kim taught six (five physical education classes and one health class) 40 minute classes each day, with five minutes between. In addition, she had morning bus duty everyday for two weeks during each month.

Because of the six-day rotating schedule, students in grades 1 through 6 had physical education twice and health once every three days. There were 25 students in each class. The curriculum consisted of developmental movement and manipulative activities at the primary level, and sports activities, dance, and new games at the upper elementary level.

The gymnasium was large, and had a wooden divider that was usually closed during the school day, allowing for two classes to be taught simultaneously. Outdoors, the fields were spacious. While the physical educators

rarely taught together, they often had to share manipulative equipment during a lesson.

Woodland School, though an older school, was new to the students and the teachers. For Kim, it was the place where she learned not only about teaching physical education, but also about working within the micropolitics of a school culture.

Three Stoneport Elementary Schools

(Sarah's Workplaces)

Sarah taught at three different rural New England elementary schools. Two of the three schools were located within the Stoneport School District, and one was just outside the district, but was included in Sarah's teaching schedule. While she provided some description of all the schools, she focused on the school at which she spent the most time, the Large School. Therefore, this description will consist primarily of information related to that school.

The Large school had approximately 800 students in grades K-8. Sarah and another physical education teacher co-taught two classes (approximately 18-23 students in each class) simultaneously. Students in grades K-6 had physical education once a week for 30 minutes, while students in grades 7-8 had it for 30 minutes twice a week.

The physical education curriculum, though the same at each school, varied between grade levels. For example, the focus in grades K-2 was developmental movement skills. The grade 3-4 curriculum built on those skills learned in the lower primary grades, and also included pre-sports skills. The curriculum in grades 5-8 focused on sports skills.

The teaching areas at the Large School included a gymnasium and a large field. The gymnasium had bleachers on each side, gymnastics apparatus at the perimeter, and was open at one end. It was common for staff and students to walk by the gymnasium and watch Sarah's classes. In addition to teaching physical education at this school, Sarah taught a few adapted physical education classes and had lunch duty once a week.

The Medium School was not really part of the school district, but was included in Sarah's teaching schedule. This school had approximately 110 students in grades K-8, and was located in the most rural section of her teaching area. Many students were from low income, one parent families. The students at that school were the most challenging for Sarah. They were very disruptive in her classes, therefore she spent a great deal of time on class management.

In this school, the gymnasium which was also the

cafeteria, was "a nice size." There was, however, very little equipment. Consequently, Sarah often had to bring equipment with her from the other schools.

The last school at which Sarah taught was the Small School. At this school there were students in grades K-3 only. As this was a very small school, she taught in the multi-purpose room. This area served as the cafeteria, auditorium, and the gymnasium.

Outdoors, there was a large field that she used for class as much as possible. Although she spent only part of one day here, she enjoyed working with the younger children. In addition, she found the faculty and staff to be friendly and helpful.

As described in her profile, Sarah truly did not like being an itinerant teacher, and felt that she and her subject were accorded low status. What she did enjoy, however, were the relationships that she developed with the people at each school. While the faculty and staff were friendly at these schools, Sarah did not believe that they were supportive of physical education as a subject. At her workplaces, she felt as though the teachers and the administrators believed physical education to be "just a free period" for the classroom teachers.

Jackson High School

(Saria's Workplace)

Jackson High School, built in the 1930's was one of two high schools located in the southern New England suburban city of Jackson. Approximately 1000 students in grades 10-12 attended school there. The student population was culturally diverse. There were many Black, White, Cambodian, and Chinese students at Jackson.

All students had physical education twice a week for 50 minutes. They had three quarters of physical education and one quarter of health. There were four physical education teachers, and one health teacher. Saria co-taught most of her classes, which could have as many as 75 girls in each one.

Activity offerings were the same every year and included such activities as: field hockey, flag football, basketball, volleyball (from November to April), softball, aerobic dance, walking, and table tennis. Saria reported that classes for freshmen and sophomores focused primarily on basic skill instruction, while junior and senior classes revolved primarily around game play.

Saria commented that the veteran physical education staff was older, and "set in their ways," which she felt severely limited curricular offerings.

In addition, the facilities also limited what was possible for physical education classes. All of the indoor teaching areas were old and outdated. The girls' gymnasium was very small. The boys' gymnasium was larger, but was unavailable for girls' classes. Saria also taught aerobic dance in a wrestling room in the basement of the school. This too, seemed cramped because she had to share it with a boys' table tennis class.

Outdoors, the spacious fields were new and well maintained, but were a ten minute bus ride away. As described in Saria's profile, this presented a myriad of logistical problems for her. While the outdoor facilities were adequate, there was barely enough time to teach, once her classes arrived there.

Jackson High School was described as being rich in tradition. Unfortunately, though, the physical education program was "boring" and uninspirational according to Saria. Despite the daily challenges, and contrary to her original thoughts, she did enjoy teaching there.

Northwood School

(Sue's Workplace)

Students in grades K-8 attended Northwood School, which was located in a rural northern New England town.

Sue was unsure of the school's age, but commented that the gymnasium was located at one end of the older section of school, adjacent to the newer wing. In order to get to the wing of the school, one had to pass directly through the center of the gymnasium. (This was a frequent occurrence during Sue's classes.)

Sue described the gymnasium, which was also the cafeteria and the auditorium, as being a "fairly good size for an elementary school." There was a stage at one end, upon which she taught adapted physical education. The walls were covered with banners, and fold-up tables. There were also lockerrooms where the sixth, seventh, and eighth graders changed their clothes for class. Because breakfast and lunch were served in her teaching space, she often had to wait for the janitors to finish cleaning before she could set-up the gymnasium, and teach classes.

Sue had a very small office which was located in the equipment closet. Because it was so cramped in her office, she often did her paperwork in the library.

Outdoors, students had a five-minute walk up a path to the fields and tennis courts. These teaching areas were spacious and well kept. Sue did mention, however, that occasionally she had to confront townspeople and ask them to leave the tennis courts so that she could use them for her classes.

Although Sue perceived the physical education facilities to be adequate, there was very little equipment. As this influenced her teaching a great deal, it is described in detail in her profile. Essentially, she made do with what she had.

Sue taught physical education to students in grades K-8. Bill, another physical education teacher taught at Northwood on Tuesdays and Thursdays. The physical education curriculum consisted of developmental movement and rhythm activities at the lower primary level, pre-sports activities at the upper elementary level, and sports activities at the middle school level. Because her students had such varied experiences in terms of sports skills, Sue tried to tailor her lessons to meet individual students' needs.

Her students came from either upper or lower class families. There was essentially no middle class in the township. This accounted for the differences in levels of experience. For example, some students took tennis lessons, gymnastics lessons, and were involved in various other sports activities. Other students, however, had absolutely no exposure to sports activities other than what was presented to them in physical education class.

In addition to the challenges presented by the facilities and the students, Sue was forced to confront

the attitudes of the faculty, administrators, and parents on a daily basis. Basically, they did not place very much importance on physical education. Sue worked hard at teaching physical education, but felt that her efforts were thwarted by almost everyone else in the school.

South St. School and Oceanpark High School

(Tara's Workplaces)

Both the South St. School and Oceanpark High School were located in a suburban town in southern New England. Students in kindergarten, pre-first grade, and grades 1, 3, 4, and 5 attended South St. School. At the high school, there were students in grades 8-12.

Each morning Tara taught physical education to students in grades 4 and 5 at South St. School. The gymnasium was new, and centrally located within the school. On one side of the gymnasium was the cafeteria, and on the other was the stage. Both areas were separated from the gymnasium by a movable partition.

The outdoor teaching area was newly constructed. There was a new softball diamond, soccer field, and basketball court. Because the high school was within walking distance, Tara could also take her classes to their outdoor facilities if she wanted to use the track

or the tennis courts.

Tara taught four classes each morning at South St. School. Her students had two, 40 minute physical education classes per week. There were 25 students in each class. The curriculum consisted primarily of games and sports activities. Tara found the faculty and staff there to be helpful and friendly, and the students quite pleasant.

At 11:30 a.m. Tara went to the high school where she had lunch, her preparation period, and then taught a 41 minute class of 28 to 36 eighth grade girls. It was difficult for her to know exactly how many girls she would be teaching on a given day, because at least three or four would cut her class on a regular basis.

The eighth graders were separated from the other students in the school. Consequently, they all had to take physical education at one particular time. There was another physical educator who taught the boys, while Tara taught only girls. During the volleyball unit, however, both classes would often come together to play some games. This was the only time Tara taught alongside one of her colleagues.

At Oceanpark High School there were three full-time physical education teachers (two male, and one female), and Tara. As described in her profile, Tara befriended Marcia, the other female physical education

teacher. She helped Tara by sharing ideas about new games and activities that might help motivate her students.

Unlike her fourth and fifth grade students, Tara perceived her eighth grade girls to be lazy and unmotivated. As reported earlier, they were more interested in their appearance than anything that Tara could offer them in physical education class.

Tara taught in one half of a large gymnasium. She taught primarily sports activities, but often would resort to teaching games like kickball, just so the girls would have fun doing something. Because of the extensive youth sports program in the town, the girls tended to be quite successful outdoors playing soccer and softball.

Tara did not provide much detail about the physical aspects of her workplaces, because it was the people who were most influential in shaping her first year of teaching. She talked at great length about the friendly atmosphere at South St. School, in contrast to the high school. There (at the high school), she said, there was an aging faculty that was "set in their ways." They were reluctant to accept her as a "real teacher" because, not long ago, she had been a student there.

In addition, the climate was tense throughout the

school district due to the deep budget cuts that had been made during the past year. Tara perceived the school committee to be less than credible, and commented that the townspeople had no confidence in the committee's ability to run the schools effectively. As a result, the school committee was making every effort to trim the schools' budgets and gain favor with the voting public.

Brightland Elementary School

(Andy's Workplace)

Brightland Elementary School was located in an affluent suburban town in southern New England. There were approximately 800 students in grades K-6, and 60 teachers at the school. In addition to the elementary school, the school complex included the superintendent's office, and the town recreation department. The school was famous for its innovative curricula and outstanding faculty. Most recently, the school library won a national award for excellence.

The school building, which was formerly two separate schools, was recently renovated and joined together. As a result of the merger of the two schools, the administration was reorganized, and this was the first year under the new administrative structure.

The physical education facilities consisted of two large gymnasias (one with a parquet floor), a swimming pool, tennis courts, two outdoor basketball courts, and spacious outdoor playing fields. There was an abundance of equipment. The facilities, in conjunction with the variety of equipment available, allowed Andy to teach virtually any activity that would be appropriate for elementary-age children.

Students at Brightland Elementary school had physical education twice a week for 30 to 40 minutes. The physical education curriculum included developmental movement and rhythm activities at the primary level, and pre-sports skills and dance at the upper elementary level. All students participated in an extensive swimming program during the school year.

As described in his profile, Andy had complete autonomy over his curriculum. There were two physical education teachers at Brightland, but they rarely saw each other during the course of a typical school day. Andy taught at one wing of the school, while his colleague taught at the other.

Andy was befriended by Jack, the head of maintenance (with whom he shared an office). In addition, he established good rapport with the principal, and most importantly the superintendent of schools. These relationships helped Andy attain his

major goals for his students, and for himself as a first year teacher

Brightland Elementary School was described as a utopia, in many respects. As in other schools in this study, however, the classroom teachers, principal, and parents originally had a low opinion of physical education. Andy was proactive in his approach to teaching there, and worked hard to establish credibility for himself and physical education as a subject.

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