

Measuring Physical Education Teacher Socialization With Respect to Comprehensive School Physical Activity Programming

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Purpose: Utilizing teacher socialization in physical education theory, the aim of this study was to develop a survey to measure physical education teachers' socialization experiences and comprehensive school physical activity program involvement. **Method:** Instrument development included a review of existing comprehensive school physical activity program and socialization instruments, Delphi method to evaluate face and content validity through expert feedback, and a pilot test to examine the instrument's psychometric properties. **Results:** Upon completion of expert feedback, three items were removed, four items were revised, and open-ended questions were added to each survey construct. The pilot test yielded 28 completed surveys (40% response rate). Bayesian exploratory factor analytic procedures showed that items had statistically significant loadings and were quality measures of the corresponding constructs. Survey subscales had acceptable and high internal consistency coefficients. **Discussion/Conclusion:** Results suggest that this instrument is a trustworthy tool for continued research examining physical education teachers' socialization and comprehensive school physical activity program involvement.

Keywords: CSPAP, teacher socialization in physical education, survey, assessment, whole-of-school approach

A comprehensive school physical activity program (CSPAP) is a nationally recommended framework for school-based PA promotion (Society for Health and Physical Educators of America [SHAPE America], 2015). A CSPAP is identified as a coordinated, multicomponent, "whole-of-school approach" to achieve two major goals: (a) educate school-aged children with the knowledge and skills necessary to lead a lifetime of PA and (b) ensure that school-aged children meet the recommended 60 min of daily PA (SHAPE America, 2015). The framework includes five components: (a) physical education, (b) PA during school, (c) PA before and after school, (d) staff involvement, and (e) family and community engagement.

Research supports the effectiveness of each CSPAP component in helping to increase PA in school-aged children (Chen & Gu, 2018; Erwin et al., 2013). However, implementation of five CSPAP components is limited (i.e., 16% of elementary schools, American Alliance for Health, Physical Education, Recreation and Dance [AAHPERD], 2011; 3% of secondary schools, Brenner et al., 2017). Webster et al. (2020a) have recommended approaching the conceptualization and implementation of CSPAPs with greater flexibility. In addition to quality physical education as the foundation of the program, schools may differ in the number and combination of other components they choose to implement.

Physical education teachers (PETs) are recommended to serve as school-wide PA leaders (PALs) who lead, advocate, and organize CSPAPs (Stoepler et al., 2020a). The knowledge and skills

recommended to serve in such a role extend beyond what has customarily been taught in PET education (PETEd) programs or been traditionally modeled and expected of PETs in K–12 school settings (Webster et al., 2015). Previous literature has recommended that PETs receive training and exposure with PA promotion to effectively serve as a school PAL (Dauenhauer et al., 2018; Kelder et al., 2014). Furthermore, the CSPAP literature suggests that competence (i.e., beliefs and confidence) is a critical consideration for PETs and classroom teachers who implement CSPAPs based on their lifetime experiences as a K–12 student and within teacher certification training programs (Webster, 2011; Webster et al., 2010, 2013, 2015). Lived experiences socialize individuals to learn skills, knowledge, values, and norms of occupations (Clausen, 1968); however, the examination of experiences and lifetime factors influencing PETs' involvement with CSPAP is limited and worthy of exploration (Carson & Webster, 2020; Webster et al., 2020a, 2020b).

Theoretical Framework

A lens to examine how a PET's lifetime experiences are associated with current behaviors and instructional practices is teacher socialization in physical education theory (socialization). Socialization describes how a PET's attitudes, beliefs, and teaching practices are influenced by their lived experiences throughout a lifetime, which are categorized into three distinct, nonlinear phases: (a) acculturation (AC), (b) professional socialization (PS), and (c) organizational socialization (OS; Lacey, 1977; Lawson 1983a, 1983b). Framing "lived experiences" around the phases of socialization theory is advantageous for researchers to identify lifetime factors that influence PET's current CSPAP involvement (Carson & Webster, 2020; Richards et al., 2014, 2019).

The first phase of socialization (i.e., AC) is defined as any K–12 childhood experience that has an impact on a PET's attitudes and behaviors toward the teaching profession (Lawson, 1983a).

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Socialization Into Physical Education Vol 12 Issue 4 From Teaching In Physical Education Journal:

Socialization Into Physical Education Thomas J. Templin, Paul G. Schempp, 1989 **Teacher Socialization in Physical Education** K. Andrew R. Richards, Karen Lux Gaudreault, 2016-12-08 Socialization is a complex process which has a profound effect on how we experience teaching and learning The study of teachers lives and careers through the lens of occupational socialization theory has a rich history in physical education However as the social and political climates surrounding education have changed so have the experiences of teachers This book pushes beyond traditional perspectives to explore alternative and innovative approaches to socialization Written by a team of leading international physical education scholars this is the first edited collection of scholarship on teacher socialization to be published in more than two decades Divided into five parts the book provides a review of current knowledge on teacher socialization in school settings as well as suggestions for different approaches to understanding teacher socialization and recommendations for future directions for studying teachers lives and careers A testament to what is known and what still needs to be learned about the lived experiences of physical educators Teacher Socialization in Physical Education New Perspectives provides valuable insights for all physical education students teachers and instructors **Socialization Into Physical Education**, 1993

Teaching Social and Emotional Learning in Physical Education Paul M Wright, Kevin Andrew Richards, 2021-06-29 Teaching Social and Emotional Learning in Physical Education is the ideal resource for understanding and integrating social and emotional learning SEL competencies into the structure of a physical education program alongside physical activity and skill development goals This text should be incorporated as a key resource to guide physical education teacher education courses specifically focused on social and emotional learning while also providing supplemental readings for courses related to physical education curriculum instruction assessment and or models based practice Similarly practicing physical education teachers who are interested in developing a stronger focus on SEL in their teaching will find that the book provides a comprehensive resource to guide their professional learning and practice Effect of Occupational Socialization, Waivers, Exemptions, and Substitutions on Physical Education Curricula Laura Prior, 2016 Physical education teachers beliefs and values have been shown to be shaped by three types of socialization acculturation professional socialization and organizational socialization To our knowledge there are no studies directly aimed at examining the relationships between physical education teacher socialization teacher beliefs and curriculum development In addition granting of waivers exemptions and substitutions WESs appears to be on the increase and impacting curriculum design The present study investigated the influence of occupational socialization on both elementary and secondary physical education teachers beliefs and curricula as well as examining WES in physical education Participants included 14 elementary physical education teachers and 16 secondary physical education teachers Additional participants included one state Department of Education official eight principals two assistant principals six students and six parents from three school districts in which WES were

permitted and prevalent Data collection methods were comprised of formal and informal interviews focus group interviews observations film snippets fictional curriculum plans and official documents Data were reduced to key themes by employing standard interpretive methods Using occupational socialization theory three groups of teachers were identified non teachers conservatives and progressives Each teacher group was closely aligned to orientations for teaching and coaching Orientations had been formed during their acculturation and were largely untouched or reinforced by their physical education teacher education PETE and the cultures in which they worked generally supported the non teachers perspective Three forms of WES were identified those that involved students participating in in school activities and out of school activities in lieu of physical education and innovative waivers that gave administrators the power to curtail provision of the subject WES were primarily favored by everyone with the exception of most physical education teachers WES evolved from marginalization of physical education in relation to academic subjects and competitive sport as well as poor physical education The findings provided clues as to how the cycle of poor and non teaching produced by the current pattern of socialization into physical education might be broken Practical implications focused on the need for careful selection of preservice teachers ways in which to deliver PETE and the need for increased accountability in schools

The Professional Socialization of Physical Education Students in the United States and England John C. Pooley,1971

Socialization Into Physical Education HUMAN KINETICS PROFESSIONAL,Human Kinetics,1991-11-18

Sociocultural Issues in Physical Education Sara Barnard Flory,Amy Tischler,Stephen Sanders,2014-09-17 Sociocultural Issues in Physical Education Case Studies for Teachers is useful to a wide range of individuals interested in increasing their sociocultural awareness and knowledge in order to consider how students experiences are shaped in and through physical education classes This book may be especially useful to teacher candidates and as a professional development tool What happens in physical activity learning spaces is of great significance to the learners that occupy those spaces Broadly speaking one cannot deny that education is rife with error nor can one ignore the presence of global level issues in physical education Using a case study approach this book addresses social and cultural issues that can and do arise in physical education This book offers a tool for studying and better understanding how social and cultural issues impact student learning in physical education Chapter authors point toward possibilities for better understanding sociocultural issues in physical education settings

The Influence of Occupational Socialization on Physical Education Teacher's Interpretation and Delivery of Teaching Games for Understanding Nicholas O'Leary,2012

[Influence of Occupational Socialization on the Perspectives and Practices of Adapted Physical Educators, Korean Physical Education Teachers, and International Faculty Members](#) Chan Woong Park,2017 Occupational socialization OS research has assisted in training preservice and developing inservice mainstream physical education teachers Study one examined OS s influence on the practices and perspectives of adapted physical educators APEs Qualitative data were analyzed using analytic induction and constant comparison The APEs

possessed traditional or progressive teaching orientations having been indirectly attracted to a career as an APE through participation in sport and physical activity and interactions with persons with disabilities High quality adapted physical education teacher education A PETE appeared to exert a powerful influence on their values and pedagogies School cultures and conditions experienced upon workforce entry served to either support or negate their programs Several hypotheses are provided regarding the influences of acculturation professional socialization and OS on inservice APEs teaching The second study described OS s impact on nine Korean teachers reading and delivery of PE Qualitative data were analyzed by analytic induction and constant comparison Findings showed the teachers underwent a unique pattern of OS resulting in seven of them possessing teaching orientations one being coaching oriented and one having a non teaching orientation The teachers acculturation led to a high proportion of them being teaching oriented on entering PETE where traditional PETE reinforced this orientation Innovative school cultures offset and compensated for the weak PETE experienced by some teachers Suggestions for future research in this line were made The third study examined OS s influences on 11 international sport pedagogy faculty members FMs perspectives and practices regarding physical education teaching and PETE Data sources formal and informal interviews and documents illustrating the FMs practices were analyzed using constant comparison and analytic induction FMs current perspectives and practices did not differ from those espoused by native born FMs and there were few differences between perspectives and practices of FMs from different regions of the world The acculturation primary professional socialization and primary OS of most FMs had been positive leading to them possess strong traditional teaching orientations early in their careers FMs secondary professional socialization generally impacted their development of progressive ideas about physical education and PETE FMs secondary organizational socialization was also largely supportive of these progressive beliefs

Social Justice in Physical Education Daniel B. Robinson, Lynn Randall ,2016-04-25 The physical education classroom can be a site of discomfort for young people who occupy marginalized identities and a place where the normative beliefs and teaching practices of educators can act as a barrier to their inclusion This timely edited collection challenges pre service and in service teachers to examine the pedagogical practices and assumptions that work to exclude students with intersecting and diverse identities from full participation in physical and health education The contributors to this volume who consist of both experienced and emerging scholars from Canada the United States the United Kingdom Australia and New Zealand approach their topics from a range of social justice perspectives and interpretations Covering a variety of areas including dis ability gender sexuality race social class and religion Social Justice in Physical Education promotes a broader understanding of the sociocultural political and institutional practices and assumptions that underlie current physical education teaching Each chapter encourages the creation of more culturally relevant and inclusive pedagogy policy and practice and the discussion questions invite readers to engage in critical reflection Mapping a better way forward for physical and health education this text will be an invaluable resource for courses

on social justice diversity inclusive education and physical education pedagogy **Teaching About Social Justice Issues in Physical Education** Jennifer L. Walton-Fisette, Sue Sutherland, Joanne Hill, 2019-09-01 Addressing social justice issues in a physical education context is necessary both at the higher education and PK 12 settings Limited undergraduate and graduate programs educate their students about social justice issues thus resulting in licensed teachers who lack the content knowledge comfort level and pedagogical tools on how to educate students about issues related to social justice Grounded in the transformative pedagogy theoretical framework this book will offer practical lessons and strategies on a wide variety of social issues e g body race self identity immigration that can be used in teacher education and the PK 12 setting The goal is for teacher educators and practitioners to feel more comfortable with teaching about and for social justice and believe this resource will enhance their content and pedagogical knowledge in the quest to achieve that goal The purpose of this book is to provide physical education teacher educators and PK 12 physical education teachers with lesson plans and resources on how to address social justice issues in a physical education setting This book will include sample lesson plans activities that address a wide variety of social issues the what the how and the challenges and possibilities that the author s encountered when teaching such a lesson activity Addressing social justice issues has been limited in physical education both in higher education and PK 12 especially in the United States Numerous scholars internationally have engaged in research studies that explored how social justice issues are addressed in physical education teacher education Although we have research to support the limitations and complexities of teaching about sociocultural issues and for social justice a more practical resource for teacher educators and inservice teachers is needed The market for this book will be physical education teacher educators and PK 12 physical education teachers throughout the world *Investigating the Impact of Teacher Socialization on a Physical Education Teacher Candidate During the Student Teaching Process* Glenn F. Hushman, 2005 Teaching Responsibility Through Physical Activity Donald R. Hellison, 2003 In this revised and expanded second edition you ll learn about the basic convictions needed for teaching social and personal responsibility to children and youth hear from real teachers and kids in real schools and other programs acquire new strategies field tested in both inner city and suburban settings and gain a better understanding of how to guide children and youth to become their social and personal bests In *Teaching Responsibility Through Physical Activity* Second Edition Don Hellison guides teachers in using physical activity to foster personal and social responsibility Hellison s expanded and revised classic provides strategies that have been field tested in inner city and suburban settings and will help you guide your students toward greater responsibility This new edition of *Teaching Responsibility Through Physical Activity* is focused on teaching in school settings It includes the following features KidQuotes comments from real kids to motivate you to apply the concepts Updated references Take Aways that summarize each chapter and help you consider your own situation New chapters on the lesson plan structure Information on how to integrate responsibility into physical activity lessons Strategies for specific problems that arise in class Guidelines for

assessment of responsibility PETE instructors and course adopters can use this book to help preservice physical education teachers and recreation leaders develop methods for promoting personal and social responsibility Whether you re a seasoned veteran or a preservice teacher you ll find that Hellison s popular guide which includes a foreword by internationally renowned educator Daryl Siedentop has been taken to an even higher level one that can help you have a great impact on your students

Model-Based Instruction for Physical Education Ron McBride,Ping Xiang,2008 **The Validation of the Socialization Scale for Students Entering Physical Education Teacher Preparation** Kerri E. Tunncliffe,2004

Abstract **The Social Matrix of Physical Education** Celeste Ulrich,1968 Teaching Personal and Social

Responsibility through Physical Activity Don Hellison,Paul M. Wright,Thomas J. Martinek,David S. Walsh,2025-04-15

Teaching Personal and Social Responsibility Through Physical Activity now enters its fourth edition continuing the legacy of Don Hellison and his teaching personal and social responsibility TPSR model This text is the only comprehensive resource covering the TPSR model through physical activity With more than 50 years of use in gyms playing fields and classrooms the TPSR model has withstood the test of time and continues to be used to teach transferable life skills to kids from all backgrounds to support positive social change Building on the foundation of research from the first three editions this updated text connects TPSR to the recent emphasis on mental health social and emotional learning SEL and trauma informed practices It also provides direction to teach affective and social goals giving an in depth look into teaching character development and values to help students develop personal and social responsibility Designed to enhance reader comprehension Teaching Personal and Social Responsibility Through Physical Activity Fourth Edition is a practical resource with proven and easy to implement ideas to support student growth in school after school and in alternative settings Special features include these TPSR in Action sidebars written by world wide practitioners that highlight the creativity and innovation of TPSR through programs and projects across cultural and linguistic borders Is It Working examples of the cutting edge research that supports TPSR Kid Quotes quotes from kids in TPSR programs as well as quotes from teachers and coaches Takeaways summary points in every chapter Robust appendixes samples of TPSR lesson plans a TPSR implementation checklist a kinesiology career club workbook a post teaching reflection and a TPSR feedback form Online resources forms unit and lesson plans and learner assessments from the book that can be easily downloaded and used Balancing theory and practice the TPSR model is recognized as a best practice in physical education and sport based youth development This text takes Hellison s model and reflects on new information cultural awareness and current practice to ensure that kids benefit from the TPSR model for years to come Note A code for accessing HKPropel is included with this ebook

The Socialization of Teachers who Teach Young Students Experiencing Physical Disability in Physical Education Christina Swett,2016 The purpose of this study was to explore the socialization of teachers in physical education with a focus on their experiences of teaching and learning to teach children living with physical disabilities Data were

collected using qualitative interviews and through analysis of program calendars for publicly funded institutions offering pre service teacher education programs Despite being largely viewed as the least effective form of socialization pre service teacher education has the potential to influence a teacher s confidence and performance in the classroom Results of this study indicate that the socialization experiences of teachers continue to be strong indicators of performance and that both specialist and generalist teachers lack positive socialization experiences that include students with physical disabilities in physical education This limits the experience knowledge and skills they have to draw on in their physical education teaching practice Coupled with a lack of resources and expertise available teachers are left under prepared and without enough resources to provide high quality physical education to children living with physical disabilities

Cultural Equity in Physical Education Tara B. Blackshear, Brian Culp, 2024-09-27 This book provides physical education teachers and teacher educators with culturally aware teaching strategies that affirm the worth of American Indian Asian Black Indigenous Latina Latino multiracial and other racialized groups

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