TEACHING PHYSICAL EDUCATION IN NONTRADITIONAL SETTINGS

by

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Abstract

The purpose of this phenomenological case study was to examine the experiences of PETE pre-service teachers, physical education teachers and teacher educators that have taught physical education in a non-traditional setting. This study sought to accomplish the aforementioned goals with the employment of three distinct studies. The studies are presented here in logical succession. The first study established the lead researcher's experiences both teaching and facilitating field experiences at a youth development center. Next, the experiences of those preservice teachers were explored to better understand their experiences and if they transferred on to internships. Lastly, the experiences of physical education teachers and teacher educators that have taught physical education at a youth development center were analyzed to understand how or if the experience transferred into their careers. The findings of the first study are derived from the lead researcher's critical reflections and are organized into two major themes: (a) teaching at the YDC: a vignette… and (b) the YDC and my identity and praxis as an emerging teacher educator**.** The second study presented the results in two categories: (a) analysis of the data collected from students during their field experience and (b) potential transfer from the field experience at the youth development center to the internship settings during the next semester. The first category resulted in the generation of three themes: (a) preconceived notions and assumptions; (b) expressed impact of teaching in a nontraditional setting; and (c) exposure to a diverse student population. Analysis of the data concerning examine any potential transfer from the field experience at the youth development center to the internship settings during the next semester led to two themes: (a) perspective of the students and (b) behavior management. The extent to which the PETE seniors' experiences at the YDC were transferred into their internships is discussed in addition to implications for introducing culturally relevant pedagogies in

nontraditional settings. The findings of the third study are organized and presented as individual cases. Each case in organized into three main sections: (i) participant's background, (ii) experience teaching at the YDC, and (iii) impact on current career.

Acknowledgements

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.
Colossians 3:17 NIV

First, foremost and in the name of Jesus Christ, I would like to give thanks and highest praises to God, the Lord of my life. Without His loving-kindness, the completion of this project and degree would not have been possible.

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I love you all

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CHAPTER I INTRODUCTION

Background

The ethnic and cultural gap in diversity is ever-widening between our nation's teacher and student populations. A report by the National Center for Education Statistics (NCES, 2018 provide reference below) showed that in 2017 the percent of white students that account for the nation's student population had declined to 51%. Meanwhile, the other 49% of the population were represented by students of color, mostly, Black and Latino. In contrast, 80% of the nation's teachers were white. Scholars have noted that physical education is not exempt from this phenomenon (Burden, Hodge, O'Bryant & Harrison, 2012; Cervantes & Clark, 2019; Culp, 2013; 2016; Harrison & Clark, 2016).

With this continuing trend, our nation's teachers will increasingly and inevitably find themselves in classrooms with an increasingly diverse group of students. Also, despite the racial and cultural shifts in student demographics, culturally diverse students still consistently absorb the bulk of the harsh detriments of educational disparities, resulting in academic underachievement. Having said that, it is becoming increasingly vital for our teachers to have cultural competence and proficiency and to teach in a way that is accommodating to diverse student populations. Unfortunately, however, many teacher education programs have limited (if any) culturally diverse training in their curriculum (Tomlinson-Clarke, 2000; Yuan, 2018). Often, these programs fail to even include simple exposure to diverse populations (Hodge, 2003). When they do, they often lack culturally relevant or social justice-oriented scaffolding. For this reason, numerous scholars have begun illuminating the necessity of teacher education programs and physical education teacher education (PETE) programs to integrate culturally relevant

pedagogies into their curriculums (Burden, Hodge, O'Bryant & Harrison, 2004; Ladson-Billings, 1994).

Teacher education programs must prepare preservice teachers on how to effectively teach diverse student populations. For the past several decades, scholars in education have continued to push for developing and utilizing more approaches that attempt to achieve just that. Both theoretical and conceptual frameworks have emerged that propagate culturally relevant practices in primary and secondary education and teacher education programs.

The work of Ladson-Billings (1992; 1995; 2001; 2009), introduced us formally to culturally relevant pedagogy (CRP). The tenets of her theory include students experience academic success and develop cultural competencies and critical consciousness (Ladson-Billings, 1995). Academic success refers to intellectual growth initiated by classroom instruction and learning experiences. Cultural competence involves the recognition and appreciation of their own culture while learning about, accepting and appreciating others' cultures. Lastly, sociopolitical consciousness includes taking classroom learning outside of the classroom with the ability to apply your knowledge to real-world problems and issues.

This approach, though later "remixed", served as a foundation piece in cultural pedagogy in addition to the works of other scholars including those such as Gay (2000; 2002) and James Banks (1997)(include references for all below). More and more research suggests that culturally relevant pedagogies with teacher training can produce educators that are more culturally competent and confident (Domangue & Carson, 2008; multiple citations). Studies done show that diverse service-learning experiences for preservice teachers can prove to be beneficial in the effort of creating culturally proficient teachers (Baldwin, Buchanan and Rudisill, 2007; Domangue & Carson, 2008; Galvan, 2010; Galvan & Parker, 2011; Meaney, Bohler, Kopf,

Hernandez & Scott, 2008; Meaney, Hart & Griffin, 2011; Miller, 2012). The benefits are proliferated when critical reflection is an added component (Domangue & Carson 2008; Baldwin, Buchanan & Rudisill, 2007; Culp, 2011).

Culturally relevant pedagogy, though, has received a fair share of critical analysis. These critiques come not necessarily to the theories or concepts themselves, but more so of the understanding and implementation of them. Sleeter (2012) voiced that continual misconstructions and insubstantial applications of culturally responsive pedagogies are resulting in its marginalization. Her recommendations include more evidence-based research that highlights student achievement. Paris (2012), questioning the terms relevant and responsive, alternatively submits culturally sustaining pedagogy as an approach to this pedagogical conundrum. He provides culturally sustaining pedagogy as a means of resisting the monopolization of culture and language in our nation's schools while questioning if CRPs did the same. Literature also cites preservice teachers exhibiting resistance to CRP and various social justice education endeavors. Miller and Starker-Glass (2018) show the resistance some white preservice teachers have towards education diversity matters (including viewing it as anti-American). The authors believe that comprehending the preservice teachers' standpoints, ultimately, benefits students of color.

Despite the critique of CRP's effectiveness, researchers have persisted in utilizing its' tenets as a means to produce and provide meaningful culturally relevant pedagogy. After a sweeping review of CRP and the research associated with the concept, Howard and Rodriguez-Minkoff (2017, ref below) identified several salient themes and significant considerations concerning moving forward. One of these was that CRP must seek to eradicate the deficit thinking our teachers often possess towards diverse students' populations. Jackson and Bryson

(2018) made a strong case for continuing to use Ladson-Billings' tenets of CRP as the cultural framework for their recent study with preservice teachers. They used a community mapping project as a tool to facilitate CRP and influence preservice teacher learning. Despite influencing their participants, however, they felt that influence was not sufficient in completely subduing the deficit perspectives of the preservice teachers. Scholars currently using CRP as a theoretical framework imply that more explicit course-infused emphasis on race, racism, and CRP can serve as a remedy to this issue (Nash, 2018; Boutte, 2018).

Within the last decades, researchers are providing quality theoretical and conceptual pieces that analyze the scope of diversity education for social justice in PETE and provide valuable implications in moving forward (Burden, Hodge, O'Bryant & Harrison, 2012; Cervantes & Clark, 2019; Culp, 2013; 2016; Harrison & Clark, 2016). Burden, Hodge, and Harrison (2012) conducted a study of PETE faculty analyzing their views on social justice pedagogies in preparing preservice teachers. Culp, Chepyator-Thomson, and Hsu (2009) conducted a study that showed multicultural programs can be beneficial for PETE preservice teachers. They also show evidence of these students increasing their culturally responsive pedagogical skills. Culp (2016) recommends taking these efforts "out from the walls" of the classroom to engage preservice teachers in higher education and communities with service-learning opportunities. The literature base on preparing culturally relevant or proficient preservice teachers is growing. However, there is still limited evidence-based research in PETE that illuminates the specific use of diverse or nontraditional settings as a conduit for preparing culturally proficient teachers. Specifically, the data-based literature on preparing PETE preservice teachers utilizing a CRP framework in nontraditional settings is even scanter.

Statement of the Problem

Based on the existing bodies of literature, it is apparent that teachers ill-prepared to teach diverse student populations can, in turn, perpetuate the racist hegemonic structures that linger in today's education system. While there is some existing scholarly evidence of culturally relevant and social justice-oriented teacher preparation, there is much less data-based research that shares the results or experiences of those practicing it in PETE. Therefore, the literature does not sufficiently provide data-based evidence that shares experiences of teacher educators and preservice teachers that have implemented culturally relevant pedagogies for social justice in PETE. Nor does PETE literature thoroughly explore the experiences of those who have utilized critical reflection, praxis or non-traditional field experience settings and analyzed those experiences through a social justice-based lens, specifically.

Purpose of the Study

The purpose of this phenomenological case study was to examine the experiences of PETE pre-service teachers, physical education teachers and teacher educators that have taught physical education in a non-traditional setting. Using a critical lens, this study provides more data-based scholarship that advances PETE programs closer to a successful implementation of CRP for social justice education in our programs' curricula. This knowledge strengthens the foundation of literature on which more social justice-oriented evidence-based research in PETE can be produced.

Study Design

This study sought to accomplish the aforementioned goals with the employment of three distinct studies. The studies are presented here in logical succession. This sequence was used to first establish the lead researcher's experiences both teaching and facilitating field experiences at a youth development center. Next, the experiences of those preservice teachers were explored to

better understand their experiences and if they transferred on to internships. Lastly, the experiences of physical education teachers and teacher educators that have taught physical education at a youth development center were analyzed to understand how or if the experience transferred into their careers.

Study I. Critical reflection is a salient theme in CRP and praxis. The first study involved a self-study design in which the lead researcher analyzed his own experiences of delivering secondary physical education for four years at a youth development center. Additionally, the lead researcher described and assessed his experiences creating a field experience for his PETE students in a secondary methods course.

Study II. Preservice teachers in PETE programs, most of who are white, go on to comprise the population of physical education teachers across the country. The student population is progressively becoming more diverse. Therefore, a qualitative investigation was done in the second study to examine how pre-service teachers in PETE describe their experiences teaching physical education in a youth development center (YDC). The study examined the experiences of university PETE students who taught physical education at a youth development center (YDC) during a 45-lesson unit. A phenomenological case study approach was used to analyze the reflective journals of PETE students during a unit in which they delivered physical education to secondary-level students at a youth development center. After the unit, semi-structured interviews were conducted with each student on their overall experience.

Study III. The literature on teacher preparation that provides teaching experiences in nontraditional settings rarely provides follow-ups with those preservice teachers. Hence, the third study sought to examine how individuals who teach in K-12 physical education and PETE describe their praxis after teaching physical education in a youth development center. Semi-

structured interviews were conducted with participants who were current physical educators and PETE faculty that had previously taught physical education in a YDC for at least a year. This second study utilized a phenomenological case study approach to analyze the semi-structured interviews conducted with each PETE professional. The interviews focused on allowing them to describe their experience of delivering secondary physical education at a youth development center and explain any transference of the experience into their professional career.

This series of studies is presented to add to a growing body of literature by providing data that informs our knowledge of PETE program field experiences examined through critical lens and perspective, specifically, in non-traditional settings. This study serves as part of the bridge between conceptual and theoretical recommendations for PETE programs seeking to produce culturally proficient students and the supply of unguided exposure to diverse student populations that our preservice teachers sometimes receive. Understanding the nuances of teaching in nontraditional settings and how they intermingle with CRPs can provide insight into how these field experiences can support our ultimate goal of social justice.

Positionality

I am a first-generation Black doctoral candidate at an R1 research institution from an urban, lower-middle-class background in the Southeast. I have experience teaching physical education in and out of traditional school settings. Graduating from a temporarily unaccredited urban high school, attending an HBCU, transitioning into graduate school at a PWI and teaching physical education for over four years at a youth development center has influenced my praxis as a scholar and has shaped my research agenda. Through my research, I seek to promote social justice by examining higher education and the preparation of preservice teachers with a critical race and transformative lens. In addition to teaching and research, I have coordinated a summer

bridge program assisting graduates from HBCU's and HSI's transition into graduate school at a PWI as a recruitment and retention effort. I believe that teaching physical education in nontraditional settings can serve as an impetus for culturally relevant pedagogy and social justice, ultimately, providing equitable educational and professional opportunities for all students.

CHAPTER II LITERATURE REVIEW

The series of studies presented in the introduction examines the experiences of PETE professionals and pre-service teachers. The experiences of physical education teachers and teacher educators that have taught physical education in a non-traditional setting are examined through a critical lens using culturally relevant pedagogy as a social justice framework. Therefore, it is necessary to examine the key research from each of these pertinent areas. This review of literature covers pertinent physical education teacher education scholarship that addresses nontraditional field experiences, culturally relevant pedagogy and praxis.

Teaching in Nontraditional Settings

Physical education and physical education teacher education research is typically done in traditional school settings and during school hours. In this study, nontraditional settings are operationally defined as any setting outside of a typical K-12 space or time frame. For example, youth development/detention centers, hospitals, community recreation centers, etc., are considered nontraditional settings as they are outside of typical K-12 school space. I also consider afterschool programs nontraditional settings as they take place outside of the school day's allotted time physical education instruction. Field experiences for preservice physical education teachers are normally done in traditional school settings as well. However, primary and secondary students pursuing education in nontraditional settings, reduction of physical education programs, teacher preparation, and national pushes for increased physical activity are all reasons why physical education in nontraditional settings may take place. The National Council for Accreditation of Teacher Education (NCATE) evaluates teacher preparation programs in part by the extent to which teacher candidates participate in experiential learning (NCATE, 2001). Understanding the utilization of unique settings in physical education teacher

education can help us better explore future possibilities in preparing highly qualified teachers in nontraditional settings. After a review of the literature surrounding this topic, physical education research was found in multiple different nontraditional settings. Those settings are categorized as the following: (1) various nontraditional settings, (2) settings for incarcerated and detained youth, (3) home schools, (4) alternative schools, and (5) after-school programs.

Various Nontraditional Settings

The following studies highlight physical education during recess, a community recreation center, nonprofit organizations, and a hospital. Though situated during typical school hours, recess is a nontraditional setting for structured physical education. DeBusk and Hellison (1989) conducted a 6-week study that outlined teaching physical education during recess time. Teaching for personal and social responsibility ([TPSR] Hellison, 1985) was the framework for this study.

The participants of this study were deemed at risk for getting into trouble and participated in three one-hour sessions during recess time. Results show that the program did influence the students' behaviors. One major implication is that the program would need to be much longer to create a more likely lasting difference in the students. By implementing the structure of a volleyball unit and the TPSR framework, recess became a setting for physical education to take place.

Christine Galvan (2010) makes the case for recreational centers being fit settings for physical education. Her study documented the evolution of a service-learning program for underserved youths using TPSR as a framework. The program implemented in this study consisted of two phases: a fitness club for underserved youths, and the evolution of a service-learning project. Her project shows that all parties involved can benefit from this type of learning experience.

Galvan and Parker (2011) found that preservice teachers experienced increased content knowledge, learned techniques for protocols and developed consciousness of cultural competence during a service-learning project at a nonprofit organization. The preservice teachers delivered physical education content to a diverse student group who were considered to be at-risk.

Issaka and Hopkins (2015) studied a physical education program implemented in a hospital setting. Implications for teachers include gaining confidence to deliver physical education content, developing an appreciation for physical education in hospital settings and opportunities to engage students beyond 'pens, paper, and technology'. Teachers also described a sense of connectedness amongst the teachers and the students and their families. The authors mention that this is increased evidence that all students should be exposed to learning opportunities that involve physical activity and physical education.

Settings for Incarcerated and/or Detained Individuals

Svaluto (2005), described a program that implemented physical education and fitness into an after-school detention program. This idea replaces the traditional detention setting with a personal fitness experience that aids in the health and physical education of students in detainment after school. The students, parents of the students and the teachers all saw benefits to this program including fitness improvements and behavior management.

Jackson, Hillenbrand, Silliman-French, Nichols & Goode (2012) wrote a report on the state of physical education for youth who are incarcerated in Texas. Authors suggest physical education programs must foster partnerships between faculty, staff, public school personnel and stakeholders within local communities. In their study, the authors illustrate a community-based program that was administered twice per week for an hour each session. The program produced

seven main outcomes: a state-certified physical educator on site, a more standards-based physical training instruction/program, a progression from skills to team sports, equipment for the center, standard-based manuals, health/fitness practicum course and the expansion of similar programs to local alternative schools.

Lleixà and Ríos (2015), conducted a study that examined a physical education program that was held in the Psychiatric Unit of the Modelo Prison, Barcelona facilitated by preservice teachers. University students learned to move past bias and put learning in context. They were able to view and value physical education as a resource for social intervention.

Home-School Settings

All 50 states require that home-schooled students participate in physical education (Home School Legal Defense Association, 2002). Research on physical education in home-school settings ranges from "how-to" guides for fitness instructors to creating field experiences for PETE majors (Smith, 2002; McKethan, Everhart & Herman, 2000).

Research suggests that a home-school clinical program not only meets the needs of home-schooled students but also the needs of the university community (McKethan, Everhart & Herman, 2000). The Appalachian State University Physical Education Clinical Program (ASUPECP) does that through teaching home-schooled students.

Everhart and McKethan (2004) conducted a study that provided evidence that a clinical physical education teaching assignment with homeschooled students is a legitimate alternative field experience. During this program, the preservice teachers involved were required to keep reflective journals. Results show that home-school-based field experiences for physical education preservice teachers are an appropriate form of field experience. Three main benefits of this program were preservice teachers gained experience, home-schooled students received

quality instruction and that preservice teachers had the opportunity to be involved in unique teaching scenarios.

Alternative School Settings

Low levels of physical activity (PA) and high obesity rates are prevalent in alternative high schools (AHSs) (Johnson, Kubik & McMorris, 2011). Johnson, Kubik and McMorris' study measured the extent to which students in an AHS participate in team sports as PA and other environmental factors. The results of this study support the prevalence of low levels of participation in team sports in AHSs. Authors suggest that by offering more team sports options, having staff and friend support and creating environmentally supportive spaces can increase PA with students in AHSs.

David Kahan (1998) conducted a study describing the mutually beneficial partnership between university (UTPB) students enrolled in a physical education methods course and students at an alternative school (AIM). The program they were a part of encompassed research, teaching, and service. Results included that AIM students appreciated the affective qualities of the students. Teaching AIM students was priceless for the UTPB teachers. They were able to see the students as people, appreciate the pedagogical challenges and developing overall as teachers.

Ben Dyson (1995) conducted a study in two alternative elementary schools' physical education classes as part of a larger multiple method case study (Dyson, 1994). Both instructors integrated the five concepts Project Adventure into their programs: risk, trust, cooperation, problem-solving, and challenge (Project Adventure, 1991). The implications of this study include the value of the student's voice for both teachers and researchers. Also, student voice data broadens the perceptions of what goes on in the class during physical education. Dyson (1996) believes that the teacher's voice is a missing link in educational research.

Stroot, Carpenter, and Eisnaugle (1991) wrote an article describing an alternative school "that works". Westgate Alternative School of Academic and Physical Excellence has a physical education focus that drives the culture of the school. Westgate's philosophy involves educating the whole child. This includes the students' physical, intellectual and emotional being. Physical education is a critical component of the entire program's curriculum. Various physical activities are incorporated throughout the day to assist in the development of concepts such as fairness, working hard and an appreciation for one's potential.

Westgate has traditional physical education classes three days per week. Also, Westgate integrates physical education in the entire day. The integration is collaborative between the classroom teachers and physical education specialists. With this focus on physical education, Westgate recruits and hires teachers based on their willingness to work physical education into their curriculum. Students at Westgate are regularly awarded and recognized for their academic and physical success. The success of the school itself is confirmed by high attendance rates, teacher and parent surveys, and the academic performance of students compared to others in the district.

After School Settings

After school programs are settings in which physical education has been implemented. Research of physical education in after-school programs range from studies about strategies of implementation to implications for PETE. Thompson (2009), describes After-School All-Stars (ASAS) which provides comprehensive daily after-school programs to low-income urban youth without any costs.

Baldwin, Buchanan, and Rudisill (2007) conducted a study in which preservice physical education teachers taught in a local school after school program. The study's purpose was to

describe and interpret the preservice teacher's experiences teaching in a diverse setting and their perspectives on social inequities. Their intervention showed that preservice teacher's experience empowered them to push against their attitudes and to employ practices that promote social justice.

Black and Hispanic students are in desperate need of additional access to physical education (Dauenhauer & Keating, 2011). Marttinen and Fredrick's (2017) article described a program called R.E.A.C.H (Reflective Educational Approach to Character and Health). This program provided physical education to urban youth in an after-school setting. The program was created for East Harlem (pseudonym) to provide students with education on being accountable, nonviolent conflict resolution, and critical reflection to improve behavior and strengthen character.

Price-Shingles and Place (2016), provide seven strategic steps for physical educators to implement after-school programs (ASPs). The seven steps encouraged physical educators to conduct a needs assessment, format and design a program, form partnerships, secure facilities, seek external funding, market and promote the program, and conduct periodic evaluations. Support from school staff, administration, and pertinent stakeholders will be necessary through the preliminary steps of this process. Collaboration with national organizations, professional developments, and workshops can prove to be very beneficial.

A. Vonnie Colvin (2007) authored an article outlining an after-school physical education program that served as the field experience for her physical education teacher education students. This report serves as a model for both alternative field experiences in addition to an alternative setting for formal physical education. Each session would begin with an overview of goals and expectations that would include many affective domain-based goals (Mohnsen, 2003). These

affective goals are consistent with quality after-school physical education literature Colvin used current national standards for physical education as a guideline for the activities offered to the students (National Association for Sport and Physical Education [NASPE], 2004).

Meaney, Hart, and Griffin (2011) conducted a study investigating the perceptions overweight children have about a program that promotes physical activity outside of physical education class. The authors used Social Cognitive Theory (Bandura 1986, 1999), to frame this study and a case study design (Patton, 2002). The BEACTIVE (pseudonym) after-school and summer programs' purpose was to provide positive physical activity opportunities for low-income, overweight children. The researcher utilized a mastery motivational climate (MMC) while teaching the session to promote individual progress and student choice (Parish, Rudisill & St. Onge, 2007; Robinson, Rudisill & Goodway, 2009). Results show that participants had generally negative presumptions about BEACTIVE. Results also show that once participating in the program, the participants had enjoyed the program. Implications of the study were that physical education teacher education (PETE) programs should implement more service-learning opportunities for their students.

Connecting what goes on inside the boundaries of traditional physical education and the lives of students outside of those boundaries can be a difficult situation (Schwamberger & Sinelnikov, 2015). They suggest that pedagogical concepts of teaching personal and social responsibility (TPSR) (Hellison, 2003), adventure education (Gass, 1993), and sport education (Siedentop, Hastie, & van der Mars, 2004; 2011) state goals that promote this connection.

The authors described a program that was developed by a local university faculty member and a local chapter of Police Athletic League (PAL). The program, overall, encouraged and facilitated the physical education course to be continued outside of school.

Wahl-Alexander, Schwamberger, and Neels (2017) explored an elementary school teachers' experiences implementing a pedagogical model into an after-school program. The Comprehensive School Physical Activity Program ([CSPAP] Elliot, Erwin, Hall, & Heidorn, 2013) allows students to participate in meaningful physical activity (PA) outside of the typical physical education (PE) setting. The PE teacher of this program utilized sport education (SE; Siedentop, Hastie, & van der Mars, 2011) as a pedagogical model to be implemented to this after-school program. One of the largest implications was that teachers would benefit from partnerships with local PETE students.

Instructional Models in Nontraditional Settings

Lastly, the literature suggested a few instructional models that can be used in nontraditional settings. PETE programs could benefit from teaching preservice teachers about the CSPAP, TPSR and Sport Education models. Webster and Nesbitt (2017), described the role expansion of physical education teachers that implement comprehensive school physical activity programs (CSPAPs). The authors also explored the implications for physical education teacher education (PETE). It was recommended that PETE programs should prepare their students to facilitate physical activity (PA) advancement efforts. CSPAP was referenced as a leading model in incorporating and promoting PA in schools recognizing physical education (PE) at its foundation.

A physical educator's role in CSPAP was multi-faceted. Those roles regarding PE were teaching for a physically active lifestyle and engaging students in moderate-to-vigorous physical activity. Roles also included promoting physical activity during school, before school, and after school. The authors also detailed the responsibility of school staff, parents, and communities in the effort to implement CSPAPs. Strategies and tips were noted for each. This article aimed to

connect PETE programs, PE teachers and public health goals with suggestions and recommendations supported by research.

Martinek and Hellison (2016), document the history, current state, and future of the Teaching Personal and Social Responsibility (TPSR) model. The purpose of this article was to give an overview of this model and document the progression of its development. Youth programs offer leaders the freedom to pursue personal passions and values. This freedom is not as prevalent for teachers who tend to be more constrained by state and national standards (Hellison, 1995/2011). This has encouraged the program leaders to take physical education beyond the walls of the gym. For those who have the liberty to follow more passion-led endeavors, two questions emerge: "What's worth doing?" and "What's best for kids?"

Teaching life-skills and physical activity have been foundational in the existence of youth development and TPSR has been a significant element of this undertaking. From its beginning, program leaders in various capacities have seen the success of TPSR working in the lives of young people. For that type of development and change to take place, leaders must lead programs that facilitate in the value systems of participants. This can be and has been, done in many ways that all are based on the TPSR model.

Community-based approaches, assisting schools, university-school partnerships and professional developments are all areas in which TPSR values can be utilized. Evaluation of what is going on during TPSR implementation will be necessary for moving forward. This can be achieved through journaling, interviews, and observations. Finally, relational learning can serve as a progression in taking the values of TPSR into more educational spaces. Continuing to collaborate and strive to do what is best for students will ensure the continued success of the TPSR model and its values.

Based on this review, PETE programs that have utilized nontraditional settings for field experiences have noted benefits for their preservice teachers. The literature presented in this study has findings that align with other similar studies that highlight other various service-learning opportunities held outside of the gym (Meaney, Bohler, Kopf, Hernandez & Scott, 2008; Miller, 2012).

Culturally Relevant Pedagogy

The work of Ladson-Billings (1992; 1995; 2001; 2009), introduced us formally to culturally relevant pedagogy (CRP). The three tenets of her were students experience academic success and developing cultural competencies and critical consciousness (Ladson-Billings, 1995). CRP can be defined as a theory categorized by academic success, cultural competence and sociopolitical consciousness (Ladson-Billings, 1995). Academic success refers to intellectual growth initiated by classroom instruction and learning experiences. Cultural competence involves the recognition and appreciation of their own culture while learning about, accepting and appreciating others' cultures. Lastly, sociopolitical consciousness includes taking classroom learning outside of the classroom with the ability to apply your knowledge to real-world problems and issues.

Culturally relevant pedagogy is becoming increasingly necessary as the culturally dynamic in the U.S. continues to shift. In 2017, 49% of the nation's student population was represented by students of color, mostly, Black and Latino (NCES, 2018 provide reference below). In contrast, 80% of the nation's teachers were white. Teacher education programs must prepare preservice teachers on how to effectively teach diverse student populations. For the past several decades, scholars in education have continued to push for developing and utilizing more approaches that attempt to achieve just that. Both theoretical and conceptual frameworks have

emerged that propagate culturally relevant practices in primary and secondary education and teacher education programs. The following research studies document the strategies that have emerged since Ladson-Billings' seminal piece on CRP.

CRP in Teacher Education

Culturally relevant pedagogy has been infused into teacher education programs. Townsend (2002) made the argument that teacher preparation programs should be more culturally responsive and mandate certifications in culturally relevant pedagogy for all preservice teachers. She believed that with the current failing state of many students of diverse populations that teachers require the ability to adjust to accommodate the needs of diverse student populations. Though this certification has yet to be adopted, programs are making efforts to produce culturally responsive teachers using CRP.

Assag and López (2015) found that service-learning opportunities can serve as an opportunity for preservice teachers to learn to be culturally responsive teachers. They investigated how a semester-long field experience combined with service-learning in a course could assist with students' learning of culturally relevant pedagogy (CRP). The course that university students were enrolled in included working with diverse students, developing diverse lessons catered to the needs and aspirations of the students, and writing weekly reflections.

The data produced by the university students were analyzed using CRP principles (Gay, 2010) for guidelines to gauge CPR understanding. Those principles included: (a) knowing about the lives of students, (b) having affirming views of students, (c) demonstrating an ethic of care, and (d) building a community of learners. Researchers believed that there was alignment between those principles and the study's findings: Freedom and choice; from fear to

excitement—learning with students; the flexibility to apply course methods and ideas; and growing confidence—autonomy and responsibility.

Allen, Hancock, Starker-Glass, and Lewis (2017) developed a critical framework that mapped culturally relevant pedagogy (CRP) into teacher education programs. In this conceptual paper, they expressed how the critical framework they presented could achieve this integration of CPR into teacher education programs using critical reflection, social justice action, and critical questioning. The authors expressed the belief that CPR is a state of being for all students and advocate for CPR integration into teacher education policies, programs, curriculum, instruction and teacher educators themselves. The methods used by the authors to integrate teacher education programs and CPR are critical reflection, social justice action, and critical questions. Critical reflection was developed to prompt steadfast reflection upon course offerings and instructional norms. Social justice action was described as the transformative actions taken against injustices in teacher education programs and their policies. Lastly, critical questions allowed for the continued learning and understanding of self and diverse populations.

Kitchen and Hodson (2013) conducted a study that investigated the experiences of eight teacher educators working in a community-based education program developed through a university-community partnership. Five themes emerged from the data. These themes proved to be key tenets in the implementation of CRP practices by the participating instructors. Those themes included: (1) teachers should either be, have experience with, or be an expert regarding the diverse populations of their students; (2) incorporating relational knowing; (3) special preparation and guidance for using CRP strategies; (4) embedding culture and language into the program; and (5) the development of mentors and other leaders to guide new teachers.

Ellerbrock, Cruz, Vásquez and Howes (2016) wrote a paper that lists a wealth of strategies and practices used to prepare culturally responsive teachers. To begin, the authors suggested creating a positive classroom environment. Strategies to this included building relationships, promoting cooperation and encouraging reflection. Next, the authors suggested that educators implement purposeful learning activities. Activities were provided that build cultural competence, investigate school demographics of field placements, make meaning of inequities, build sociopolitical consciousness, examine one's assumptions and to consider cross-cultural perspectives. Finally, providing field experiences that are appropriate and have a focus on diversity was encouraged. Educators were prompted to consider early, frequent and structured field experiences.

Courtney Clayton (2017) found that an action research curriculum could be an effective strategy for promoting culturally relevant pedagogy (CRP) and producing culturally responsive teachers. Her qualitative study examined how an ELL-focused action research project impacted a group of teaching candidates. The project was based on data collected during an ELL seminar taught by the researcher. In the course, the instructor/researcher used intentional readings, discussions, and assignments to help structure and influence the teaching internship experience for the students. The structured course began the students' process of becoming culturally responsive teachers which they displayed in their teaching internships.

Chicola (2007) conducted a study that examined the extent to which a social studies teaching methods course designed to create opportunities for culturally responsive teacher candidates. Chicola utilized a rigorous writing assignment called Culturally Responsive Education Embracing Diversity (CREED), class presentations and discussions to facilitate this production of culturally responsive pedagogy. The course was required to meet a diversity

requirement that was measured in three parts: (1) Critically examine the past, current or prospective influences of diverse groups on American society; (2) Analyze the ways how institutional structures can contribute to privilege and injustice through stereotyping, prejudice and discrimination; and (3) Explore systematically the importance of understanding, respecting and valuing diverse people or cultures.

Results showed that the CREED assignment, discussions and additional coursework were beneficial in supporting the participants' capacity to develop culturally responsive pedagogies. Finally, the author posed that students illuminated some of their own needs to become culturally responsive teachers. Teachers expressed the need for culturally responsive information, culturally responsive teaching strategies and teaching experiences in schools with diverse student populations.

Mensah (2011) conducted in a study that explored the experiences of three elementary preservice teachers that co-planned and co-taught a Pollution Unit in a New York City urban elementary school. The research documented three overarching lessons for facilitating CRT learned from this study. The first two of those lessons are highlighted in this paper. First, teacher educators must work to develop strong relationships between the university and the urban school. It is important to maximize the mutual benefits of the two sites. Secondly, planning, teaching and assessing CRT-based curriculums can be quite demanding. Mensah suggested that additional support, resources and time may be necessary to accommodate pre-service teachers that are not familiar with the diverse population of students they are working with. It has been common for pre-service teachers to have different knowledge and experience than the students that they teach. The preservice teachers proved to need plenteous time and support to adequately reflect, plan, read, prepare to discuss and teach culturally relevant content. Despite a few limitations that

the author acknowledged, this paper showed that fostering collaborations and partnerships in addition to structuring content to promote CRT are beneficial endeavors for teacher preparation

Gist (2017) authored a study that examined the culturally responsive pedagogy of a teacher educator of color and the learning experiences of that teacher's students of color in a semester-long course. Results showed that resistance, revelation, and support characterize the instructors' CRP. Also, modeling change and building community made up the teacher educator's culturally responsive teaching. The teaching candidates provided three strategies that they feel were impactful on their learning experiences. One major implication of this study was that culturally responsive teaching candidates need culturally responsive teacher educators to support the learning process.

Taylor (2010) discussed the role of teacher education programs in creating culturally competent teachers. He suggested that future teachers must be equipped with the knowledge and skill to provide quality culturally relevant education to diverse student populations. However, many teacher education programs do not adequately prepare teacher candidates that way. Many programs, Taylor said, simply prepare teachers with content knowledge and management skills. Programs should, then, make it clear that cultural competence is a goal for teacher candidates. The author suggested these programs offer opportunities for reflective thinking and writing to explore family and self-history. This gives student teachers the chance to identify various groups to which they belong. Once doing this, students can identify other groups and assess being in certain groups affects one's views of others. Given the rapid and consistent growth of diversity in student populations, the author posed that inactivity is not an option for teacher education programs. Finally, the author suggested that teacher education programs seek to develop

partnerships and collaborations with local K-12 schools in a joint effort for transformative change.

Howard and Rodriguez-Minkoff (2017) gave a synopsis of CRP literature from the past 20 years. This review resulted in several informed recommendations for implementing CRP and the future directions of the pedagogical model. Teacher preparation was highlighted in this article. With new teachers flooding professional education each year, it is imperative that examine how CRP is presented to pre-service teachers. CRP is vital to the shift of teachers who have been historically homogenous racially and ethnically. Researchers suggested that CRP be intentionally sustained in teacher preparation programs. Also, it was noted that teachers who embody CRP teaching practices should be utilized as mentor teachers for under-experienced teachers still new to CRP. Pre-service teachers also have repeatedly noted the consistent exposure to diverse student populations and the opportunities to put CRP into practice. Assessment and evaluation were an additional area in which CRP needed to be advanced. Researchers suggested a gap in CRP literature regarding empirical data. This data was recommended to pinpoint the strategies that are successfully aiding educators and teacher candidates with displaying CRP. The authors expressed hope that CRP will be discussed amongst the tangible tenets of education change in the future.

Within the last decade, there have been scholars who are critical of CRP. These critiques, though, are not to impede on the ideas of CRP themselves, but more so of the understanding and implementation of them. Sleeter (2012) believes that continual misconstructions and insubstantial applications of culturally responsive pedagogies are resulting in its marginalization. Her recommendations include more evidence-based research that highlights student achievement.

As a continuation or progression to the theory of culturally relevant pedagogy (Ladson-Billings, 1995), Django Paris (2012) introduced culturally sustaining pedagogy. Paris submits that culturally sustaining pedagogy, "seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling. In the face of current policies and practices that have the explicit goal of creating a monocultural and monolingual society, research and practice need equally explicit resistances that embrace cultural pluralism and cultural equality".

Paris and Alim (2014) used the newer progressions of culturally sustaining pedagogy (CSP) to conduct a loving critique of previous asset pedagogies. Paris and Alim, respectfully, expressed the belief that past asset pedagogies were no longer recognizable in much of the research being produced under the original tenets. CSP was presented to essentially keep up with the ever-changing and developing lives and practices of youth of color. The two key tenets of CSP presented in this article are focused on the "plural and evolving nature of youth identity and cultural practices and a commitment to embracing youth culture's counterhegemonic potential." Also, to be noticed is CSP's attention to the critiquing of youth culture's potential to produce systematic inequalities. More explicitly pluralist outcomes were described to be the desired outcome for CSP.

Resistance to culturally relevant pedagogy also exist. Miller and Starker-Glass (2018) highlight the resistance some white preservice teachers have towards education diversity matters (including viewing it as anti-American). Authors believe comprehending the preservice teachers' standpoints will ultimately benefit students of color. However, despite the critique of and resistance to CRP's effectiveness, researchers have persisted in utilizing its' tenets as a means to produce and provide meaningfully culturally relevant pedagogy.

However, Jackson and Bryson (2018) persist in utilizing Ladson-Billings' tenets of CRP as the cultural framework with their preservice teachers. A community mapping project was used as a tool to facilitate CRP and influence preservice teacher learning. Despite having an influence on their participants, however, they felt that influence was not sufficient in completely subduing the deficit perspectives of the preservice teachers. Literature indicates that more explicit course-infused emphasis on race, racism and CRP can serve as a remedy to this issue (Nash, 2018; Boutte, 2018). CRP continues to be an avenue to preparing culturally competent teachers in teacher education programs.

CRP in Physical Education Teacher Education

Burden, Hodge, O'Bryant and Harrison (2004) make a push for PETE programs to implement various forms of diversity training into their programs as a means to develop more culturally sensitive attitudes. Strategies for doing so support culturally relevant pedagogy and include professional socialization for teacher candidates, diversity training for PETE educators and education on social and cultural connections to physical activity. The authors believed that by infusing diversity training into PETE programs using these strategies, teacher candidates would be much better prepared and qualified to teach diverse student populations.

This idea was supported with a study done with physical education teachers in an urban school district. After interviewing 61 elementary school physical education teachers from an urban school district, Barnard and McCaughtry (2007) found five distinct challenges that teachers in this setting face. One of the issues was the restricted opportunity to provide culturally relevant pedagogy for their students. The teachers struggled to provide any curriculum that was meaningful and connected to "urban, minority youth". One implication of this study was the physical education teacher education should prepare students for teaching in urban settings.

Within the last decades, researchers are providing quality theoretical and conceptual pieces that analyze the scope of diversity education for social justice in PETE and provide valuable implications in moving forward (Burden, Hodge, O'Bryant & Harrison, 2012; Cervantes & Clark, 2019; Culp, 2013; 2016; Harrison & Clark, 2016). Culp and Chepyator (2011) used a survey to determine the extent to which elementary physical education teachers in urban settings utilized practices that were culturally responsive. The instrument used helped to display the teaching methods and attitudes of the participating teachers. The teaching practices of the participants were shown to be of quality and appropriate. Several of these practices proved to be supportive of culturally responsive pedagogies. For example, the designing and upholding of class rules and protocols were ways teachers could combat the malpractice of altering rules out of frustration with diverse populations. Modeling and demonstration aiding in acclimation (a key tenet of successfully teaching diverse learners) were also discussed in this finding. Finally, strategies of inclusion were highlighted as examples of quality teaching practices as a strategy itself, for supporting CRP. The author also found that adequate multicultural training for teachers and reflection on verbal and non-verbal communication styles is necessary in practicing CRP. Implications included that PETE must take more care in preparing educators that use CRPs.

Burden, Hodge and Harrison (2012) conducted a study purposed towards analyzing views of physical education teacher education (PETE) educators. Particularly, they were interested in their views of implementing pedagogies of social justice with teacher candidates. Through a qualitative investigation, researchers expressed several strategies that these teachers suggested to encourage or support culturally relevant pedagogy.

The first strategy involved utilizing theories and physical education curriculum models that the participants believed supported CRP and social justice teaching. They felt that using

models such as Sport Education (Siedentop, 1994) and Teaching for Personal and Social Responsibility (Hellison, 1995) allowed teacher candidates opportunities to understand diverse students better. Including culturally relevant language was an additional strategy for the educators. This strategy was implemented through uses such as translated printed materials and using words in the native language of diverse students while teaching. Educating teaching candidates on the history of other cultures and implementing that knowledge into the curriculum was suggested as well.

Flory and McCaughtry (2011) conducted a study that investigated teachers' and students' perspectives on culturally relevant physical education in urban schools. The theoretical framework used in this study was called the "cultural relevance cycle". This cycle had three key tenets: (a) to have a sophisticated knowledge of community dynamics, (b) to know how community dynamics influence educational processes, and (c) to devise and implement strategies reflecting cultural knowledge of the community.

After collecting and analyzing both qualitative and quantitative from physical education teachers and students in urban schools, the following four themes emerged: care, respect, language and communication and curricular content. Regarding care, researchers found that the urban teachers displayed global and discipline specific care. Global care was comprised of general concern for well-being and safety of the students. Discipline specific care, on the other hand, consisted of concern with understanding content and academic success. Respect played a vital role in teachers reflecting cultural knowledge. Reducing social hierarchies and flattening social hierarchies between students and teachers were ways in which teachers created respectful environments. Language and communication also emerged as a theme in which teachers displayed cultural relevance. This was displayed by embracing English as a Second Language

culture and urban communication. Finally, curricular content was used to assess teachers' culturally relevant physical education practices. Based on curriculum content, teachers were categorized as either those expressing cultural knowledge through content, those understanding community dynamics but not expressing cultural knowledge, and those without any cultural knowledge of content.

Some researchers have found that having students teach in nontraditional settings can become a facilitator for CRP. Domangue and Carson (2008) authored a study that assessed a service-learning project provided to survivors of Hurricane Katrina living in a temporary, government-funded housing community. The project was facilitated by a local university professor and his PETE students. The program was hoped to develop a greater level of cultural competence for the 16 PETE students involved.

A questionnaire was used to measure the teacher candidates' cultural competence both before and after the in-service project. Cultural competence was defined in this study as "the ability to understand and constructively relate to the uniqueness of each [individual] in light of the diverse cultures that influence each person's perspective" (Stuart, 2004 p. 6). Reflective journals and interviews served as qualitative data sources. These began with the reflections on the initial visit on day one and continued daily throughout. Results showed that most of the students displayed an increased cultural competence by the end of the semester's project.

Data suggested that the study's participants believed that consistent engagement, exposure to another culture and an engaged instructor were the determining factors regarding the increases they experienced in cultural competence. Consistent engagement referred to the extended amount of time (one whole semester) that the participants were able to spend in the field to make connections and build relationships. Reflections were a major factor in processing

these experiences. Exposure to another culture was prominent in the diverse placement of the participants. Being in that environment gave them the chance to be exposed to and involved in a diverse setting. Lastly, having an instructor that was present and engaged assisted the student's increases in cultural competence.

Harrison and Clark (2016) wrote an article purposed with galvanizing reflection and critical thought on the much-needed implementation of social justice in physical education. They suggested that the PETE environment would benefit from the application of social justice. Recognition of the importance of race, racism, privilege, Whiteness and inequity was said to aid in that process. One motivating factor for this social justice-based analysis was the racial disparities in access to quality physical education.

Overall, PETE educators believed in utilizing was exposing teacher candidates to diverse student populations. Specifically, they suggested this be done through teaching experiences in diverse schools. They believed that this type of experience would help their students better understand the context of diverse populations. Lastly, participants felt that the field of PETE needed to be diversified. By focusing on the recruitment and retention of Black PETE faculty and students, programs would be better equipped to teach and embody CRP. Researchers suggest that in addition to these strategies, PETE educators should take the initiative to educate themselves on (and implement) CPR in PETE.

This accumulation of information through research would inform and promote culturally relevant teaching practices that will ultimately engage and prepare physical education teacher candidates. Research has already shown that teacher candidates need service-learning, field experiences and student teaching opportunities with diverse student populations (Domangue & Carson, 2008). For PETE to persist and display CRP, researchers suggested that: PETE must

account for the legacy of race and racism, create innovative ways to relieve injustices and progress regarding social justice in PETE is transferable to other areas. Researchers stated that, "A socially just society that benefits the least of us will ultimately benefit all of us."

Praxis

Praxis can be a relatively difficult term to understand. Penney and Warelow (2002), display the "flexibility" of the term as many have varying definitions of it. This paper, however, favors Paulo Freire's explanation of praxis. Praxis, as defined by Paulo Freire, is an idea found throughout research and intertwined within teaching and teacher education that encourages best teaching practices and social justice. Critical reflection and transformative action in a cyclical rhythm are the fundamental features of the process of praxis. The literature provides an insight into how praxis is utilized in regard to teaching in schools and teacher education.

Praxis and Teaching in Schools

The term praxis' originated in Ancient Greece (Carr & Kemmis, 1986). Praxis, in that era, could be defined as "informed committed action". Regarding teaching and education, Paulo Freire describes praxis as critical reflection on actions and transformative actions based on that reflection (Freire, 1970). Freire prompted others to notice inequalities amongst people and then make transformative action.

Quinn and Vorster (2016) define praxis as the "practical application of learning in any context". They trace the idea of praxis and their understanding of it to Paulo Freire (1970). They, like Freire, believed that simply meditating on theory or wrestling with ideas was not sufficient for engaging in praxis. One must also engage in "principal action" as a result of the knowledge gained. The distinction is emphasized that reflection without action does not constitute as praxis and neither does action without then critically reflecting on that action (Rice & Horn, 2014).

Aoki (1978), in fact, had an important distinguishing perspective on the idea of praxis and how we understand it. Aoki believed that praxis should not be thought of as the unification or joining of thought and action. Instead, the focus should be on the "non-separation" of the two. This non-separation underscores the belief that thought and action were never meant to be separate. Additionally, he expressed that this unnatural separation of thought and action has been effective in the marginalization of particular people.

Fernández-Balboa (1998) highlighted critical self-reflection as praxis. He added substance to the idea of critical pedagogy by viewing critical pedagogy as reflective praxis. He explained that critical reflection becomes effective when, "it lies between excessive rumination and superfluous thought, when it looks not only backward and forward (connecting us to the world) but also inward (i.e., self-questioning) in a constant cycle of coming back to our starting point and purpose". Connolly and Wood (1992) noted that not only does praxis transform one's beliefs about teaching practices and curriculums, but also of people. They presented praxis and a 'conduct', a posture for educators to assume as both teachers and people.

Researchers have found that preservice teachers benefit from praxis. Tilson and Sandretto (2017), for example, conducted a study that aimed to prompt a cycle of praxis amongst pre-service teachers (PSTs). The primary purpose of their paper was to find ways to support PSTs in that process and hopefully prompt praxis. After video recording lessons, PSTs in this study were prompted to reflect on whether their personal beliefs and formal theories were evident in their teaching videos. Findings suggested that this process of repeatedly discussing personal beliefs and theories in collaboration with the recordings did prompt praxis. However, preservice teachers commented frequently on the benefit they found in reflecting on themselves and the experiences they had while completing service-learning in a study using integrative praxis

approach was effective in teaching diversity through service-learning (Rice & Horn, 2014). Critical self-reflection was a key tenet in that process. Regarding praxis, researchers adopted Freire's idea that action only can be considered praxis if the results of that action are critically reflected on. Again, both reflection and action are required for praxis.

Teacher educators also profit from praxis. Quinn and Vorster (2016) wrote an article using criticality, reflectivity and praxis to analyze their own reflections on participants' responses to an assessment in an online lecturing course. Praxis provided the theoretical foundation of this study and researchers showed how praxis can support teachers' reflections on their teaching practices to ultimately benefit their students. This article gives valuable insight into what praxis is and how it relates to teaching.

Praxis in Physical Education

Kirk and Tinning (1992) present reflective practices as an alternative to the technical perspective of physical education. The reflective practices were comprised of both pedagogical work (i.e. curriculum and instruction) and educational praxis. Praxis was identified as the interrelatedness of thought and action. The connection between praxis and pedagogy in this article encourages teachers to be both reflective and innovative. Action research and reflective journals were promoted as methods that promote reflection and praxis.

Connolly and Wood (1992) used the metaphor of a physical education teacher cleaning out her equipment closet to represent a metaphor for reflective praxis in physical education. This metaphor aligned with the author's explanation of a "reflective practitioner". A reflective practitioner is empowered by the regular and thorough investigation of personal clutter and suppositions. The authors suggested deconstructing the typical idea of who a teacher is and what teaching is. They encouraged the repetitive cognitive processing of teachers and the practice of

teaching. By allowing the reflection to expand those constructs, one begins to develop a critical and reflective perspective.

Connolly and Wood stated that this reflective praxis helps one to identify and act upon preconceived notions or "baggage" that impact teaching practices. They emphasized that engaging in critical praxis in teaching involves the in-depth examination of critical incidents, the environment and ones' own baggage. This process, however, is incomplete without acting in a transformative way as a result of the reflection.

Freire (1971) believed that individuals gaining freedom was the main goal of education, not the domestication of individuals. To Freire, this freedom is aligned with the extent that an individual reflects on one's self and the world one lives in and with. Connolly and Wood (1992), noted that this type of critical reflection allows one to go beyond the surface a person or circumstance and to break away from preconceived notions and assumptions inhibiting a teacher's practices. They present several methods to approach critical reflection. Most of the methods involved a "questioning process" that required teachers to look deeper into the day-to-day occurrences that quietly shape one's perspective. The authors illustrate this process with a metaphor: a teacher cleaning out her equipment closet. The metaphor was used to prompt one to consider what mental "equipment" may need to be examined, updated or tossed away.

Implications for preservice teachers included the opportunity the reflect upon their beliefs and assumptions coming into the profession. Preservice teachers should be given the opportunity to reflect in this way to prompt change and create transformative action. The teacher educator, then, was prompted to create and provide an environment in which this type of reflective praxis can take place. This structure was suggested to replace the idea that teachers are to be in control of teaching and curriculum while students remain passive recipients of teaching content. This

structure applied to preservice teachers as well. Teacher educators must give preservice teachers opportunities to reflect on and question their teaching practices.

As an early teacher, Canada-Philips (2014) exercised teacher practices that did not align well with her conscience and heart. She began to develop, what Freire (1970) called, her critical consciousness. The National Board for Professional Teaching Standards promotes the use of reflections as a characteristic of quality teaching (n.d.-a). To display this journey of critical reflection through praxis, she shared three vignettes that describe scenarios in which she experienced this conflict. In each of her three vignettes, she described the incident that caused her dissonance, her process of critical reflection, and then her transformative actions based on the reflection. Her work supported the use of critical reflection as a form of praxis.

Hastie, Martin and Buchanan (2006) conducted a study that examined praxis for a culturally relevant pedagogy for African American students. In this study two Anglo teachers provide a stepping unit to African American students. The authors mentioned the lack of cultural relevance amongst American physical education. The purpose of this paper was to examine these two teachers' praxis' as they attempt to implement this culturally relevant unit to African American sixth graders. The authors of this study based their understanding and implementation of culturally relevant pedagogy on Landon-Billings' (1995) idea of it.

Five themes emerged from the data collected in this study: teacher apprehension; concerns about teacher legitimacy; resolution of apprehension and concerns; the unique nature of the content; and continual ethical uneasiness. Implications of this study included the use of praxis to deepen understanding. The focus on praxis encouraged the researchers to take an in-depth look into their identities, teaching philosophies and teaching practices. They suggested that

teacher educators must make an effort to encourage their students to participate in the act of praxis not only for themselves, but for their students as well.

Navarro (2018) conducted a study that examined social justice teaching through a community of transformative praxis. This study was done in the aftermath of the neoliberal effects that the No Child Left Behind Act (2001) had on the education system. The author wanted to examine the condition of teachers who teach for social justice. This study examined how teachers could continue to teach for social justice by participating in what the author calls a community of transformative praxis (CTP). The educators that participated in this study utilized various social justice pedagogies such as critical pedagogy and culturally relevant/responsive pedagogy. The participants were involved in a critical inquiry group that served as a space where social justice teachers could collaborate and participate in professional development referred to commonly as critical professional development (CPD). The critical inquiry groups in this study were referred to as a teacher inquiry group (TIG).

Findings of this study included that the TIG members did engage in the CTP. Three main outcomes emerged: TIG members pursued pedagogical goals, became students of their praxis and practiced social justice teaching. Participants became students of their praxis through reflections, discussions and then by modeling and acting out their social justice teachings. Implications included using reflective praxis to "re-imagine, re-conceptualize and re-visit the purpose and possibilities of public education".

Enright, Coll, Chróinín and Fitzpatrick (2017) conducted a study that highlighted student voice as praxis in an effort to democratize physical education teacher education (PETE). The purpose of this paper was to democratize a PETE course by positioning pre-service teachers

as pedagogical consultants. This paper describes how the study was done utilizing participatory action research (PAR; Freire, 1982).

The authors of this study discussed how this form of praxis and self-study was both complex and sometimes untidy. Authors diverted from the typical "teacher gives, students receive" structure. They also challenged the common authoritative structure of the classroom by yielding to and collaborating with the expertise of the preservice teachers. Pre-service teachers will not take initiative in transformative teaching if they must assume an inferior or secondary role in their own classes. Reflection proved to be critical in redefining those relationships and to assist with those who were slower in adjusting.

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CHAPTER III STUDY I

Using Praxis as Critical Reflection to Conduct a Self-Study in PETE about the Pedagogical Experiences of Teaching Physical Education at a Youth Development Centre

Abstract

Background: Using the concept of praxis as critical reflection, this paper presents an analysis of the lead researchers' pedagogical experiences teaching physical education and a physical education and teacher education (PETE) at a youth development center (YDC) **Purpose**: The purpose of this study was to explore the lead researcher's pedagogical experiences teaching at a YDC utilizing praxis as critical reflection. **Research question**: How have my pedagogical experiences at a YDC shaped my teaching philosophy and practices? **Method**: The lead researcher served as the participant-researcher in this study. Texts were produced from various critical incidences that were experienced while teaching at a YDC in addition to facilitating a field experience for physical education majors at a YDC. These data and were expounded upon in recorded interviews with an experienced colleague that probed and interviewed the lead researcher. Interview and journal data were interpreted using qualitative methods. Qualitative data analysis techniques included developing coding categories, analytic induction, member checking of transcripts and theme development. **Findings**: The findings of this study are derived from the lead researcher's critical reflections and are organized into two major themes: (a) teaching at the YDC: a vignette… and (b) the YDC and my identity and praxis as an emerging teacher educator**.** The first theme describes my initial experiences while teaching physical education at the YDC. The second theme outlines my pedagogical experiences teaching preservice teachers using the YDC as a context for a field experience and the implications of my experiences at the YDC on my identity and praxis as an emerging PETE scholar.

Introduction

Praxis is a concept found throughout research and intertwined within teaching and teacher education that encourages best teaching practices and social justice (Navarro, 2018). Nevertheless, praxis can be somewhat of an elusive term. Penney and Warelow (2002), emphasize the "flexibility" of the term as definitions amongst scholars vary. The origins of the term "praxis" are found in Ancient Greece (Carr & Kemmis, 1986). In that era, praxis was defined as "informed committed action". Aoki (1978), in fact, had an important distinguishing perspective on the idea of praxis and how we understand it. Aoki believed that praxis should not be thought of as the unification or joining of thought and action. Instead, the focus should be on the "non-separation" of the two. This non-separation underscores the belief that thought and action were never meant to be separate. Additionally, he expressed that this unnatural separation of thought and action has been effective in the marginalization of particular people.

For the purposes of this study, praxis was understood based fundamentally on Paulo Freire's explanation of it. Critical reflection and transformative action in a cyclical rhythm are the fundamental features of the process of praxis (Freire, 1970). Quinn and Vorster (2016) define praxis as the "practical application of learning in any context". They, like Freire, believed that simply meditating on theory or wrestling with ideas was not sufficient for engaging in praxis. Knowledge gained must result in "principal action". The distinction is emphasized that reflection without action does not constitute as praxis and neither does action without then critically reflecting on that action (Rice & Horn, 2014). Teacher education literature provides an insight into how praxis is utilized with regard to teaching in schools and teacher education.

Praxis and teaching in schools

Regarding teaching and education, Paulo Freire describes praxis as critical reflection on actions and transformative actions based on that reflection (Freire, 1970). Freire prompted others to notice inequalities amongst people and then make transformative action. Freire (1971) believed that an individual's gaining freedom was the main goal of education, not the domestication of the individual. To Freire, this freedom is aligned with the extent that an individual reflects on one's self and the world one lives in and with. Connolly and Wood (1992) noted that not only does praxis transform one's beliefs about teaching practices and curriculums, but also of people. They presented praxis and a 'conduct', a posture for educators to assume as both teachers and people.

Researchers have found that preservice teachers benefit from situations where they are asked to explore their own praxis. For example, Tilson and Sandretto (2017) suggested that the process of repeatedly discussing personal beliefs and theories in collaboration with the recordings did prompt praxis. Additionally, Rice and Horn (2014) found that preservice teachers benefit from engaging in critical self-reflection while teaching diversity through service-learning. These students experienced an increase of their knowledge regarding the complexities of the experiences of diverse populations.

Teacher educators have also been found to profit from engaging in praxis examinations. Quinn and Vorster (2016) used criticality, reflectivity and praxis to analyze their own reflections on participants' responses to an assessment in an online lecturing course. Praxis provided the theoretical foundation of this study and researchers showed how praxis can support teachers' reflections on their teaching practices to ultimately benefit their students.

Praxis in Physical Education

Physical education teacher education scholars have also encouraged an examination of praxis as it pertains to both teaching and learning. Kirk and Tinning (1992) presented reflective

practices as an alternative to the technical perspective of physical education (i.e. objectives in planning activities, learning outcomes based on objectives and assessment of outcomes). Connolly and Wood (1992) implied that preservice teachers should reflect upon their beliefs and assumptions coming into the profession. They prompted to create and provide an environment in which this type of reflective praxis can take place.

Enright, Coll, Chróinín and Fitzpatrick (2017) conducted a study that highlighted student voice as praxis in an effort to democratize physical education teacher education (PETE). They suggested that pre-service teachers will not take initiative in transformative teaching if they must assume an inferior or secondary role in their own classes. Reflection proved to be critical in redefining those relationships and to assist with those who were slower in adjusting. Navarro (2018) examined social justice teaching through a community of transformative praxis and examined the condition of teachers who teach for social justice. The findings of this study showed that participants became students of their praxis and practiced social justice teaching.

There are several examples of educators engaging in critical reflection as praxis to create transformative action. Fernández-Balboa (1998) highlighted critical self-reflection as praxis. He added substance to the idea of critical pedagogy by viewing critical pedagogy as reflective praxis. He explained that critical reflection becomes effective when "it lies between excessive rumination and superfluous thought, when it looks not only backward and forward (connecting us to the world) but also inward (i.e., self-questioning) in a constant cycle of coming back to our starting point and purpose" (p. 47).

Studying one's self using critical reflection as praxis in the form of a self-study has been shown to be beneficial in PETE. Canada-Philips (2014) began to develop her critical consciousness after recognizing her teaching practices did not align well with her conscience and

heart. Through three vignettes, she described the incidents that caused her dissonance, her process of critical reflection, and then her transformative actions based on the reflection. Hastie, Martin and Buchanan (2006) similarly conducted a study that examined praxis for a culturally relevant pedagogy for African-American students. Implications of this study included the use of praxis to deepen understanding. The focus on praxis encouraged the researchers to take an in-depth look into their identities, teaching philosophies and teaching practices. They suggested that teacher educators must make an effort to encourage their students to participate in the act of praxis not only for themselves, but for their students as well.

Culp (2011) suggests that for teachers in PETE to adequately lead their students to critical reflection as praxis, they must engage in praxis themselves. Zimmerman (2009) supports this idea as well as she documents her own self-critique as part of her praxis. Engaging in the process of praxis through self-study helps to inform the field and produce a more collective understanding of how we can best prepare our future teachers (Fletcher, 2016).

Statement of the Problem

With the student population growing more and more diverse, strategies to produce culturally relevant teachers are becoming more and more pertinent. The literature base on preparing culturally relevant or proficient preservice teachers is growing. Additionally, research that highlights the benefits of critical reflection as praxis in PETE is continuing to grow. However, there is still limited evidence-based research that examines the praxis of teachers and teacher educators that have had experience teaching physical education in nontraditional settings. There is even less on how teacher educators can use nontraditional settings as a conduit for preparing teachers.

Purpose of the Study

The purpose of this study was to explore the lead researcher's pedagogical experiences teaching at a YDC utilizing praxis as critical reflection. This study employed a self-study design in which the lead researcher analyzed his own experiences of delivering secondary physical education for four years at a youth development center. Additionally, the lead researcher described and assessed his experiences creating a field experience for his PETE students in a secondary methods course.

The lead researcher served as the participant-researcher in this study. Texts were produced from both various critical incidences that were experienced while teaching at a YDC and facilitating a field experience for physical education majors at a YDC.

The research question that guided this study was: how have my pedagogical experiences at a YDC shaped my teaching philosophy and practices?

Method

I selected a self-study methodology for this study as it provided me the opportunity to capture my pedagogical experiences while teaching at a YDC. The foundational works of Freire (1970) and Fernández-Balboa (1998) served as foundational methodologies of this study. This study also utilized LaBoskey's (2004) suggestions as a guide for self-study research as it was: (a) self-oriented and initiated; (b) improvement aimed; (c) interactive at some stage of the process; (d) utilizing multiple qualitative data gathering methods; and (e) validated based on trustworthiness. Through the self-study process, I engaged in a critical analysis of my own reflections, practices and philosophies to not only improve as a teacher educator but to add knowledge to the greater field of PETE and teacher education in general. LaBoskey's (2004) self-study methodology also provided the structure for my critical reflection as praxis.

Participant-Researcher/Positionality

I am a first-generation Black doctoral candidate at a research-intensive institution from an urban, lower-middle-class background in the Southeastern United States. I have experience teaching physical education in and out of traditional school settings. Graduating from a temporarily unaccredited urban high school, attending a historically Black college (HBCU), transitioning into graduate school at a predominantly White institution (PWI) and teaching physical education for over four years at a youth development center has influenced my praxis as a scholar and has shaped my research agenda. Through my research I seek to promote social justice by examining higher education and the preparation of preservice teachers with a critical race and transformative lens.

In addition to teaching and research, I have coordinated a summer bridge program assisting graduates from HBCU's and Hispanic serving institutions (HSIs) transition into graduate school at a PWI as a recruitment and retention effort. I believe that teaching physical education in nontraditional settings can serve as an impetus for culturally relevant pedagogy and social justice, ultimately, providing equitable educational and professional opportunities for all students.

Setting

This study examined my pedagogical experiences teaching physical education at a residential YDC that specializes in prevention, intervention and residential care. The YDC, founded in 1973, is a not-for-profit agency and houses a comprehensive gamut of services and care for local youth and their families. The YDC is funded in majority by governmental grants and contracts. The reasons youth are sent to YDC range greatly, but can include (but are not limited to) discipline issues at home or school or even family-related issues such as neglect or abuse.

The campus of the YDC houses a learning center, an alternative school and a juvenile detention facility. The learning center is a state-accredited academic institution that provides a grade-appropriate curriculum for each student. The learning center is divided into programs that offer therapeutic services in addition to education. Each program is characterized by a level of treatment intensity.

The majority of lessons the participants of this study taught were with students in the community, moderate and intense residential treatment programs. The students in these programs were full-time residents of the YDC who participated in programs that varied from 42 days to six months. Physical education was part of the Educational Service program provided to the residents of the YDC.

Data collection

The goal of collecting the data for this self-study was to give substance to my pedagogical experiences as a teacher and teacher educator at a YDC. The primary data sources for this study were reflective journaling and semi-structured interviews conducted by the coauthors of this study. Each of the coauthors is a tenured faculty member in the PETE field with expertise in teacher preparation. I found that these coauthors served as valuable coresearchers as they had both been present and supportive during my time teaching at the youth development center. They both also served as mentors of mine throughout the process. This relationship enabled me to feel comfortable sharing my experiences and perspectives in a space that was supportive and saturated with content expertise. I was interviewed by each of them over the course of several months while preparing this manuscript. Some interviews were planned. These interviews followed an interview protocol. The interview prompts were developed from the existing body of literature and intended to delve into my experiences. There were also various

impromptu meetings and interviews in which I took extensive notes. The interviews focused on the pedagogical discourse surrounding my experiences delivering secondary physical education to students at a youth development center and facilitating a field experience for PETE seniors at the same youth development center.

In addition to the self-generated data, I also utilized course artifacts from my secondary methods course and interview data with preservice teachers as secondary sources of data. These artifacts from my pedagogical experiences provided materials for me to reflect on and react to. The major archival source of data was the reflective journals of my previous students. The reflective journals were kept by students as part of an assignment during their secondary methods course. Each day during the course, my students were required to respond to the day's lessons in their reflective journals. The reflective journals they kept were considered interactive as I would respond to their with written feedback. These artifacts helped prompt and guide my critical reflections.

Data analysis

This study required the analysis of both self-generated and archival sources of data. The data analysis of this study followed the recommendations of Creswell (2003). This self-study utilized qualitative methods to analyze the semi-structured interviews conducted the coauthors of this study, my reflective journaling and the artifacts from my teaching. All interview data were transcribed following the completion of the interviews. During each interview, analysis began with memos that I applied to the data.

The data were organized after the journal and interview data was transcribed. This involved reading over the data, taking notes and separating the data based on the type and source. The data were then reflected on, and the main ideas were identified and noted. Extensive data

coding was done by hand and emergent ideas were noted. Themes were developed once the data set was coded. In vivo coding was used to describe and classify those themes..

Coding categories, peer debriefing, and thick and rich description (Creswell, 2003) were used as means to validate the data. Interview data were triangulated with my critical reflections. Additionally, peer debriefing with colleagues took place to increase the trustworthiness of the report. These strategies supported me to be able to critically reflect on my experiences as a teacher and teacher educator at the YDC, and how I interpret and represent the data.

Findings

The findings of this study are derived from my critical reflections and are organized into two major themes: (a) teaching at the YDC: a vignette… and (b) the YDC and my identity and praxis as an emerging teacher educator**.** The first theme describes my initial experiences while teaching physical education at the YDC. The second theme outlines my pedagogical experiences teaching preservice teachers using the YDC as a context for a field experience and the implications of my experiences at the YDC on my identity and praxis as an emerging PETE scholar.

Teaching at the YDC: A vignette…

My experience teaching physical education at the YDC was quite impactful to say the least. When I began teaching there, I was a first semester master's student in a physical education teacher education program. Teaching at the YDC fulfilled my graduate teaching assistantship requirements. I had just completed my undergraduate program the month before and I had very little structured physical education teaching experience prior to this appointment. However, my expectations were high heading into this after I had been briefed and prepared for this assistantship by two of my mentors who had experienced success teaching at this YDC.

From my first day there, my teaching experiences began to shape and guide my praxical journey as an educator. The first class I taught happened to be in the detention center that was housed on the campus of the YDC. The detention center would be considered a secure juvenile detention facility for young people temporarily serving time by order of the Juvenile Court System. Prior to my first lesson, I asked one of the staff members on duty why students generally get sent to the YDC. She explained to me that one student was there for missing too many days of school. Another, she continued, was there awaiting trial for murder. I understood quickly that the students in the detention center were there for a gamut of reasons.

Initially, I was supposed to be there to observe another physical education teacher for a few weeks to understand the context and culture. However, due to unforeseen circumstances, I was responsible for teaching that day (and every week subsequent for the next few years). I was unprepared and nervous. The equipment I had to utilize was limited to three or four basketballs and a football. Seeing grassy, fenced-in area behind the facility, I asked if I could take the students outside. With little content knowledge at the time and 60 minutes to fill, I decided I would walk the students through a lesson that mirrored a modified version of a little league football practice: a dynamic warmup, passing routes and then a quick adapted touch football game at the end. The staff agreed with my plan but warned me that getting these kids to participate was nearly impossible.

At 8 a.m. sharp, the students, a coed group of about 15 students aged 12 to 17, were buzzed out of their cells to meet me in their multipurpose room. It was a concrete and cinder blocked room with a basketball rim that was bout 12 feet high that served as their classroom, gymnasium and cafeteria. The students were dressed in bright orange jumpsuits and wore facility-issued orange sandals. I introduced myself and gave them each the opportunity to do the

same. I told them we were headed outside for our “throwing and catching” lesson that I just pieced together in my mind minutes earlier. No one moved and I could see the skepticism on their faces. I was informed that these students hadn’t been outside for physical education in over a year.

Once I had the students convinced we were actually going outside, they were prompted to find a pair of shoes to wear from a collection of old shoes by the wall. Some found a pair that was their size. Others, without such luck, opted to go in their orange sandals. As we all got outside, I began my lesson. The students slipped and slid on the grass that was wet with dew as I led the warm up. Within minutes, we all had wet grass clippings covering our feet and ankles. Having only one ball, I demonstrated proper throwing and catching techniques as they shadowed my movements. We progressed into route running after about 10 minutes or so and they slipped and slid all over the place in an attempt to make the sharp cuts I was teaching them. Eventually, I decided that after about another 10 minutes of that, they were ready for a full game. We began to play a modified version of touch football that lasted for the rest of the class period.

Without question, I had the perfect recipe for the worst physical education lesson the world had ever seen. However, I had more fun in that lesson than I had expected. The students did, too. Despite lack of resources, appropriate clothes and shoes, a wet limited space and a strange, inexperienced teacher, these students participated in and enjoyed the entire lesson. The hour seemed to go by in minutes. By the end of it, the students were asking when I would be back and what we would do the next time around. The staff were shocked that the lesson had gone so well. As we were playing the game, they were cheering for the students as if it were a real league.

Though I could recount pages upon pages of critical incidents from my time teaching physical education at the YDC, this vignette is somewhat representative of the nontraditional experience I had. To experience success in that space, I had to adjust my teaching practices to accommodate this nontraditional context. Over the course of that semester and many subsequent semesters, I continued to seek an understanding of how I could teach effectively in that setting. I grappled with attempting to balance the realities and limitations of the YDC (i.e. small class sizes, various behavior and emotional disorders, limited space, resources and equipment, etc.) with the high-quality content knowledge I was learning in the master's program.

As I critically reflect on that specific experience with the students in the detention center at the YDC, I realize two things. First, my lesson, according to physical education standards and formalized teaching criteria, was a pedagogical catastrophe. Secondly, however, despite its instructional flaws and contextual limitations, the lesson was fun and the students were engaged in the lesson. This phenomenon has consistently stimulated a cyclical process of praxis during my scholarly journey. I realized that for exceptional teaching and learning to take place, there would need to be more than solid content and lesson plans.

Generally, the students I worked with in this context were disadvantaged in multiple ways. This encouraged me to take a servant mindset while teaching. I believe that as educators, we teach best when we view our teaching as a service to those we teach. This mindset bred humility in me. Rather than expecting the students to behave or perform a certain way for me, I attempted to serve their needs. As I did this, I continuously saw better attitudes, behaviors, and participation in my lessons.

Because of this experience, I believe that any student can achieve academic success when given the proper opportunity to do so. I found that developing a relationship or rapport with the

students helps to shrink the gap between student and teacher. However, I believe that these lessons are reflective of my specific experience. Though I suppose that others could potentially learn the same lessons, I more so believe that the lessons learned while teaching in nontraditional settings are catered to each individual with the opportunity to do so.

The YDC And My Identity and Praxis as an Emerging Teacher Educator

As a teacher educator, I have allowed my experience at the YDC to transform my identity, philosophies and practices. Essentially, what I did at the YDC as a teacher has impacted the way I think about my teaching now. Subsequently, the way I think about my teaching now, impacts what I do in practice. Reflecting on my practice now, impacts how I see my identity, philosophy and practices in the future. This is the essence of praxis. Using critical reflection as praxis, I continuously seek to improve my practices and develop my philosophy. When working with my university students I continue the service philosophy. I press to maintain the philosophy of a relationship and service based teaching. I also maintain that my expectations of my students impact my practices with them. For example, humility was one of the soft pedagogical skills I developed at the YDC. A prideful attitude or demeanor provided a challenge for students at the YDC who seemed to constantly be vying for social status. This practice however, translated well into my university teaching. Humility helps create a situation where the preservice teachers and I can cocreate knowledge in more of a constructivist approach rather than me lecturing and knowledge only flowing one way.

As it pertains to my teaching practices, I wanted to provide preservice teachers the chance to have at least one nontraditional teaching experience. After years of teaching at the YDC, I had adopted the motto that “if you can teach at the YDC, you can teach anywhere.” My experience at the YDC shaped how I structured my secondary physical education course.

Specifically, it shaped how I shaped their field experiences. In the secondary methods course I taught, the course typically would include 2 field experiences. One would be at a local junior high or middle school and the second would be at a local high school. However, I decided to include the YDC as an additional field experience after critically reflecting on the impact the YDC had on my teaching.

There are several elements of the design of my secondary methods course that are representations of reflected upon experiences from the YDC. These elements refer specifically to features of the nontraditional field experience provided to preservice teachers at the YDC. For example, while teaching at the YDC I would always begin class time with a few moments to ask the students out there how they were doing. This gave me the opportunity to gauge the general mood of the class and give the students a chance to be heard before I started instruction. Often times, this is when I would become aware of a dispute between students, non-physical education-related reasons to celebrate or acknowledge students and other factors that would directly impact the day's lesson. With my preservice teacher, I would do the same practice. I'd meet with the group in the parking lot before we walked up to the YDC. The preservice teachers would have the opportunity to discuss thoughts, concerns and suggestions before getting the day started in addition to the latest happenings in their worlds as undergraduates. I believe this created a sense of unity and comradery and ultimately gave the preservice teachers more confidence.

When teaching at the YDC myself, I always encouraged students that did not want to participate to sit out. I learned that when students were determined not to participate, forcing them to would typically create a distraction that inhibited others in the class from having a quality experience. I also learned that sometimes, the reason a student may not want to participate at the YDC could be alleviated once they sat out for while (i.e. a student who "does

not want to play today" could simply be intimidated by a new activity they are not yet confident about). With my preservice teachers, many of them displayed hesitation regarding teaching at the YDC. I decided, similarly to my teaching at YDC, to incorporate a few observation days in which my preservice teachers could simply stand to the side and watch physical education happen in that context without any expectation to teach. This time also provided a unique opportunity for the preservice teachers to interact more casually with the students at the YDC before entering their space as an authoritative figure or teacher. This created a space where relationships could begin to form.

My philosophy and practices regarding participation and grading were impacted by critically reflecting. Grades were weighted very heavily at the YDC. Attached to grades were other privileges that are specific to this nontraditional setting. For example, a student failing physical education one week could inhibit their ability to visit family on a holiday weekend. I learned that deemphasizing the grades and emphasizing learning helped create a culture of success. Similarly, I attempted to reduce the stress of my preservice teachers by taking the focus off grading. I believe this helped them focus more intently on teaching well and learning rather than making a good grade. It also gave more time to assess their teaching and interact with them more organically about their teaching via their daily interactive reflective journals.

Another result of this view on grading was my allowing the preservice teachers to teach "bad" lessons. I found that allowing a preservice teacher struggle through an inadequate lesson plan was often a better learning experience than receiving a D- on one. One way I maintained quality feedback, however, was to require that any preservice teacher that was not actively teaching a lesson to participate in the lesson of their colleague. By doing this, I created a culture

in which the preservice teachers where providing feedback to each other from the perspective of one being involved in their lesson.

Finally, over the course of my teaching experience at the YDC, I found that by simply talking to and interacting with the students there better equipped me to educate them. I found time and opportunities to do this during lunch, downtime between classes, YDC after school events, etc. With my preservice teachers, I tried to find time to do the same. As an uncommon example, I held a lecture based class session towards the end of the semester at Chic-fil-A where we had more of an informal discussion regarding the class. Though classes like that may not feasible for a multitude of reasons, there are many ways to make a small, yet significant, connection with students.

Conclusions

The primary function of this study was to examine my pedagogical experiences of teaching at a YDC utilizing praxis as critical reflection. This study employed a self-study design that allowed me to analyze my own experiences of delivering secondary physical education at a YDC. Additionally, I described and assessed his experiences creating a field experience for my preservice teachers in a secondary methods course.

These two themes were constructed from years of critical reflection as praxis. I initially share a vignette to provide adequate context to the environment in which I gained my original teaching experience. The reflections in the second theme exhibit how critical reflection as praxis can help to develop ones' teaching philosophies and practices. Processing these reflections with the coauthors of this study assisted greatly in being able to make substantive the conceptual nature of my praxis. By expressing these two themes that were constructed from the data, I attempted to display my praxical journey from teacher to teacher educator in a nontraditional

setting. I aim to present this knowledge as a base for other teacher educators to also critically reflect on their teaching philosophies and practices. I also am an advocate for utilizing nontraditional settings to better prepare preservice teachers.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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CHAPTER IV STUDY II

A Qualitative Examination of Senior PETE Majors Experiences Teaching Physical Education at a Youth Development Center

Abstract

Background: The ethnic and cultural gap in diversity is continuing to grow between teacher and student populations (NCES, 2018). Inevitably, teachers, who are white and female, will be teaching an increasingly diverse group of students. Teacher education programs must subsequently prepare preservice teachers to effectively teach diverse student populations. **Purpose**: The purpose of this study was to examine the pedagogical experiences of undergraduate PETE seniors after they taught physical education at a youth development center (YDC) for a field experience. **Method**: A phenomenological case study approach was employed. The participants were eight senior preservice teachers who taught and participated in over 45 secondary physical education lessons at a YDC that served an ethnically and culturally diverse group of students during a secondary methods course at a university in the Southeastern region of the United States. The primary data sources were reflective journals and semi-structured interviews. Data were interpreted using qualitative methods. **Results**: This study presented the results in two categories: (a) analysis of the data collected from students during their field experience and (b) potential transfer from the field experience at the youth development center to the internship settings during the next semester. The first category resulted in the generation of three themes. These have been given the following labels: (a) preconceived notions and assumptions; (b) expressed impact of teaching in a nontraditional setting; and (c) exposure to a diverse student population. Analysis of the data concerning examine any potential transfer from the field experience at the youth development center to the internship settings during the next

semester led to two themes: (a) perspective of the students and (b) behavior management. The extent to which the PETE seniors' experiences at the YDC were transferred into their internships is discussed in addition to implications for introducing culturally relevant pedagogies in nontraditional settings.

Introduction

The ethnic and cultural gap in diversity is continuing to grow between teacher and student populations. The National Center for Education Statistics (NCES, 2018) reports that in 2017 the percent of White individuals accounting for the nation's student population had declined to 51%, while students of color (Black and Latino) accounted for the other 49%. Despite the growth of ethnic diversity amongst our students, 80% of the nation's teachers remain White, and physical education is consistent in this respect (Burden, Hodge, & Harrison, 2012; Cervantes & Clark, 2020; Culp, 2013; Harrison & Clark, 2016).

As a result of this growing diversity of students, teachers, most of who are white and female, will inevitably be teaching students who do not share their own cultural biographies. By consequence, in order to provide an equitable education for diverse students, it is increasingly vital for our teachers to have an increased level of cultural competence. In addition to the lack of diversity in the workforce, many teacher education programs provided limited culturally diverse instruction in their curriculum (Tomlinson-Clarke, 2000; Yuan, 2018). Within physical education, Hodge (2003) found that many of these programs lack opportunities for preservice teachers to have exposure to diverse populations. When they do, they often lack culturally relevant or social justice-oriented scaffolding. Instead, they emphasize providing a specific physical activity-based service to diverse learners. For this reason, numerous scholars have begun to illuminate the necessity of teacher education programs and physical education teacher education (PETE) programs to integrate culturally relevant pedagogies into their curriculums (Burden, Hodge, O'Bryant & Harrison, 2004; Ladson-Billings, 1994).

Research is increasingly highlighting that utilizing culturally relevant pedagogies within PETE programs can result in more culturally competent educators (Domangue & Carson, 2008).

Ladson-Billings (1992; 1994; 2014), formally introduced to the notion of culturally relevant pedagogy (CRP). CRP is a foundation piece in cultural pedagogy literature alongside the works of others including Gay (2000; 2010) and James Banks (1986). The three tenets of CRP include academic success, cultural competency and critical consciousness (Ladson-Billings, 1995).

Researchers have utilized the tenets of CRP as a means to produce and provide meaningful culturally relevant pedagogy. Additionally, significant theoretical and conceptual contributions have been made in PETE literature regarding CRP and social justice (Cervantes & Clark, 2020; Harrison & Clark, 2016). Burden, Hodge and Harrison (2012) conducted a study of PETE faculty analyzing their views on social justice pedagogies in preparing preservice teachers. They found that intentionality with infusing culturally relevant content and concepts into instruction can increase cultural competency in preservice teachers.

Despite the popularity of CRP, there has been resistance from students and critiques of educators' understanding and implementation of CRP from researchers. The literature cites a resistance of preservice teachers to CRP and various social justice education. For example, students expressed initial skepticism for a multi-cultural practicum that was aimed towards helping them meet the needs of diverse learners (Culp & Chepyator-Thompson & Hsu, 2009). Additionally, Miller and Starker-Glass (2018) showed the opposition some White preservice teachers have towards matters of education diversity, including viewing it as anti-American. These authors expressed their concern for students of color if an understanding of preservice teachers' standpoints is not understood and acted upon.

Researchers have also critiqued CRP. Sleeter (2012), for example, noted that incessant misconstructions and flimsy application of culturally responsive pedagogies are the impetus for its marginalization. Consequently, Sleeter recommended an increase in evidence-based research

that highlights student achievement, rather than simply showing what it looks like in practice. Further, Paris (2012) questioned the terms "relevant" and "responsive." His "remix" of CRP replaces those terms with culturally sustaining pedagogy. Paris (2012) recommends providing culturally sustaining pedagogy to resist the monopolization of culture and language in our nation's schools, while questioning if CRP did the same.

Howard and Rodriguez-Minkoff (2017) suggest that CRP must seek to eradicate the deficit thinking our teachers often possess towards diverse student populations. For example, Jackson and Bryson (2018) used a community mapping project as a tool to facilitate CRP and influence preservice teacher learning. Despite having an influence on their participants, however, they felt that influence was not sufficient in completely subduing the deficit perspectives of the preservice teachers. Scholars currently using CRP as a theoretical framework, imply that more explicit course-infused emphasis on race, racism and CRP can serve as a remedy to this issue (Nash, 2018; Boutte, 2018).

Despite critique and resistance to CRP, research shows that diverse field experiences aided in producing culturally proficient teachers, particularly when critical reflection is included within these opportunities (Baldwin, Buchanan & Rudisill, 2007; Culp, 2011; Domangue & Carson 2008). Critical reflection gives preservice teachers an opportunity to examine their assumptions, biases and privileges (Culp, 2011). Culp (2016) recommends taking these pedagogical efforts "out from the walls" of the classroom to engage preservice teachers in higher education and communities with service-learning opportunities. Such service-learning opportunities have provided unique occasions for teacher educators to cultivate culturally competent teachers. Cervantes and Meaney (2013) discovered that findings from 13 investigations involving PETE service-learning opportunities reported an increase of cultural and

diversity awareness in preservice teachers. Further, Culp, Chepyator-Thomson and Hsu (2009), for example, showed that multicultural programs can increase preservice teachers' culturally responsive pedagogical skills such as overcoming language, communication, and other cultural barriers.

Because of the nature of service learning, some of the projects are conducted out of the typical K-12 setting. A common theme throughout service-learning literature in PETE is facilitating learning environments in nontraditional settings (Domangue & Carson, 2008; Galvan, 2010; Galvan & Parker, 2011; Meaney, Bohler, Kopf, Hernandez & Scott, 2008; Meaney, Hart & Griffin, 2011; Miller, 2012). The term nontraditional settings are operationalized in this study as any setting outside of a typical K-12 space or time frame. Examples include youth development/detention centers, hospitals, and community recreation centers. Afterschool programs are also considered nontraditional settings as they take place outside of the school day's allotted time physical education instruction.

Based on the existing bodies of literature, we know that CRP and nontraditional field experiences have some impact on preservice teachers' cultural competence. However, we know very little about how specifically utilizing nontraditional settings for field experiences can help facilitate the implementation of CRP with preservice teachers. Nor do we know to what extent these experiences carry over into preservice teachers' teaching beyond the experience.

Purpose of the Study

With the student population growing more and more diverse, there is an urgency to produce culturally relevant teachers. However, there is still limited evidence-based research in PETE that illuminates the specific use of nontraditional settings as a conduit for preparing culturally competent teachers. By consequence, the purpose of this study was to qualitatively

examine the pedagogical experiences of undergraduate PETE seniors during and after they taught physical education at a youth development center (YDC). Using a critical lens, a phenomenological case study design was adopted.

Research Questions

The two research questions that guided this study were (1) How do PETE seniors describe their pedagogical experience of teaching physical education at a youth development center as a field experience? (2) How can the experiences of PETE seniors that taught in nontraditional settings inform the implementation of CRP?

Method

Participants

After obtaining approval from the IRB, this study employed purposeful and criterion sampling strategies to recruit participants. The participants of this study included eight senior physical education seniors (4 males and 3 females; 7 White and 1 Black) at a predominantly White southeastern university. Seven of the participants grew up in the Southeastern region of the U.S.. One participant was from the West coast of the U.S. Each of the participants described their hometown racial demographic as being majority White and middle-class.

Each participant was enrolled in the course "teaching secondary physical education" at the time of the study. In this course, participants taught and participated in over 45 secondary physical education lessons at a local youth development center (YDC) and kept reflective journals during the process. The lead researcher sent recruitment emails to potential study participants that met the aforementioned criteria for the study. Upon agreeing to participate in the study, the lead researcher sent a consent form to each participant. Participants were then able to review each form. Those who were willing to participate signed and returned the consent forms.

Participants also received an additional consent form that granted permission to utilize archival data from their Secondary Methods for Teaching Physical Education course.

Setting

The secondary methods course. This article was written with data collected from a secondary methods for teaching physical education course at a large public southeastern PWI. The senior physical education majors in this study were enrolled in this course that served as the final course in the physical education program curriculum before internship. The methods course included 38 meetings over the course of a fall semester.

During this course, the seniors taught during a series of three field experiences at a local junior high school, high school and a youth development center (YDC). This study, however, has utilized data from a 45-lesson unit conducted at the YDC. The course was taught by the lead researcher.

The youth development center. A local youth development center served as one of three placements the senior PETE majors gained secondary physical education field experience during a methods course. The YDC, founded in 1973, is a not-for-profit agency that houses a comprehensive gamut of services and care for local youth and their families. The YDC is funded in majority by governmental grants and contracts. The reasons youth are sent to YDC range greatly, but can include (but are not limited to) discipline issues at home or school or even family-related issues such as neglect or abuse.

The campus of the YDC houses a learning center, an alternative school and a juvenile detention facility. The learning center is a state accredited academic institution which provides a grade-appropriate curriculum for each student. The learning center is divided into programs that

offer therapeutic services in addition to education. Each program is characterized by a level of treatment intensity.

The majority of lessons the participants of this study taught were with students in the community, moderate and intense residential treatment programs. The students in these programs were full-time residents of the YDC complete programs that varied from 42 days to six months. Physical education was part of the Educational Service program provided to the residents of the YDC.

The YDC provided a unique setting that this paper refers to as nontraditional. The classes at the YDC were composed of students with ages ranging from 12 years old to 17 and were separated by gender. Class sized ranged from approximately 6 to 15. The spaces proved for physical education included two cement half-courts, a fitness center and a walking trail. Equipment allocated for physical education at the center could be described as limited.

Data collection

This study utilized course artifacts from the secondary methods course and interview data as primary sources of data. The primary archival source of data was reflective journals. The reflective journals were kept by students as part of an assignment during their secondary methods course. Each day students were required to teach or co-teach a 50-minute lesson. After each day of teaching at the youth development center, the participants were required to respond to the day's lessons in their reflective journals. The journal entries were typed and ranged from one half to two full pages double spaced. Each journal entry received written feedback from the course instructor that was provided to each participant. The prompts were intentionally general. This gave the participants the opportunity to describe their experiences with little guiding or direction.

Semi-structured interviews were conducted with each participant. Interviews were conducted the semester following the completion of the course. Each interview consisted of approximately 13 prompts and lasted between 15 and 50 minutes. At the time of the interviews, each participant was in the second half of their semester-long internship. The internship for each of the participants comprised both a primary and secondary placement. The interview questions were developed from the existing body of literature, the course instructor's observations and the journal entries of the participants. The interviews focused on allowing participants to describe their experience of delivering secondary physical education to at the youth development center. The interview protocol also encouraged the participants to describe any transference of the experience into their internship. Each participant's identity was protected with a pseudonym.

Data analysis

The data analysis of this study followed the recommendations of Creswell (2003). This phenomenological case study utilized qualitative methods to analyze the semi-structured interviews conducted with each participant and their reflective journals. All interview data was transcribed following the completion of the interviews. During each interview, analyzation began with memos that were recorded by the lead researcher based on field observation notes and participant's reflective journals.

The data was organized after journal and interview data were transcribed. This involved reading over the data, taking notes and separating the data based on the type and source. The data were then reflected on a the main ideas were identified and noted. Extensive data coding was done by hand and emergent ideas were noted. Themes were developed once the data set was coded. In vivo coding was used to describe and classify those themes. Also, significant quotes statements were selected from the data that exemplified the themes developed.

Peer debriefing, member checking and thick and rich description (Creswell, 2003) were used to as means to validate the data. Interview data was triangulated the data with the reflective journal data of each participant and the field notes of the course instructor. Additionally, peer debriefing with colleagues took place to increase the trustworthiness of the report. Follow up member checks were also done with several of the participants of the study to increase trustworthiness.

Results

The Nontraditional Field Experience

Analysis of the data collected from students during their experience resulted in the generation of three themes. These have been given the following labels: (a) preconceived notions and assumptions; (b) expressed impact of teaching in a nontraditional setting; and (c) exposure to a diverse student population.

Preconceived Notions Overcome and Reinforced

The data clearly suggest that the PETE seniors' preconceived notions were overwhelmingly nervous apprehension and negative preconceived notions that were overturned. However, there were some instances in which positive and negative preconceived notions were reinforced. Prior to the course, none of the participants in this study had taught at any nontraditional setting. They described a general sense of nervous anticipation about teaching in a youth development center. Some of the PETE seniors felt this nervousness stemmed from their inexperience with the setting and a lack of knowledge about it. Ella, for example, said, "I was nervous just because it was unlike anything I had ever experienced before. I didn't know exactly what to expect." Fiona also made mention that she "didn't know a lot" or even that "this place existed" in one of her daily journal entries.

The PETE seniors were also unsure of their abilities to "deal with" or "handle" the residents of the youth development center. For most of the students, the residents' behavior was seen as a potential issue. Frank believed that the residents were "not going to do anything we want to do," and Tim's expectation was similar. He journaled that his expectation that he and his colleagues would be "breaking up fights like all the time." He continued to say that he assumed that they "were going to get no respect whatsoever." Sid echoed this perspective as he recalled his expectation of encountering "a bunch of non-law abiding kids with attitudes and no respect for authority". In speaking about his first day at the youth development center during an interview, Sid commented:

> …and it did give me a little chill because I can remember my first day over there. I got there kind of early and I didn't know exactly where to go. I went over there and I seen a guy stick his head out the door. And so, when I went over there I could hear people yelling and fussing and cussing and stuff going on. And "Hey! Y'all be quiet in there!" and it reminded me of what I've seen on Lockup, Scared Straight and stuff when they're yelling at the kids. So, it kind of gave me chill bumps. I was like, man, we're fixing to get beat up out here.

The majority of the PETE seniors' reported that their preconceived notions were overcome during various stages of the field experience. Each participant expressed that the field experience was not what they "expected it to be" to some degree. In direct response to his own assumptions, Oscar said, "after we got there it was fine and I kinda didn't want to leave after a while." Similarly, Frank agreed that, "I judged it and when I got there it was just completely different than I thought it would be." During an interview, Tim expressed a level of concern regarding the content they planned to deliver. He mentioned:

> I thought they were going to be like… I just didn't want it to go over their heads. But I feel like once I got started and zoned in that I was fine and they listened and every game we taught, which we did YDC Ball a couple times and I know I taught that twice to a few different groups and they seemed to pick up on that quick. And it just worked out.

The PETE seniors did express that this setting was different from other more traditional settings that they had been in. They described that despite these differences, they expressed overall success in their lessons. Tim mentioned, “It was just a little different. But still it all kinda worked out.”

While most of the PETE seniors had negative assumptions that were overcome through the course of the field experience, some students had assumptions that were in fact reinforced. Ella, for example, had the most positive assumptions coming into the field experience. She expressed how her preconceived notions were reinforced:

> “Well, I was excited at first. Oh my gosh what a cool opportunity. I was a little nervous… I knew it was definitely going to be a different experience then I had ever had. I was super excited, and I loved it. Loved it.”

Rick reflected in his journal that he assumed the students may all just be “misunderstood”. Rick maintained this assumption throughout the entire field experience. During a later interview, he said:

> “Like I said earlier, what my expectations were coming out there was that they were just a little understood and that’s kinda what I got when I went out there. You know, they might have had a few discipline issues but there was never nothing they ever showed when we went out there. They were just like any other kid at a regular school setting. Just a little misunderstood.”

A few of the PETE seniors had preconceived notions that were maintained despite an opposing experience. Oscar, for example, maintained a negative description of the residents despite also mentioning that he was “really enjoying the experience” and later was “not wanting to leave.” During a later interview, he said, “I’m not tryna point them out, but they’re all trouble makers and have family problems.” In a few instances, a couple of the seniors felt a level of skepticism about the residents despite describing positive experiences. Sid described seeing favorable behavior from a particular resident but believed that she was “faking.” The seniors

received a tour of the residential campus and facilities by a student the administration identified as student leader. Sid mentioned that, "…as far as the one girl that instructed us that day and was leading us around, I felt like she was fake." Similarly, Tim recalled that "They really wanted to hear what I had to say, [but] they could have been acting."

Expressed Impact of Teaching in a Nontraditional Setting

The Nontraditional Teaching Experience. As it pertains to the PETE seniors' experiences delivering content at the youth development center, a common theme across all of them was a sense of the ability to "be" a teacher. The setting itself presented an atmosphere in which the seniors did not feel as much pedagogical pressure as they had previously while teaching in more traditional school settings. Fiona, in a reflection, wrote, "There wasn't as much of an agenda as there was at a typical school or traditional school setting." During an interview, Frank mentioned that, "Before [the youth development center]… I wouldn't be very comfortable, I'd be like a robot going through the regular flow."

The PETE seniors described other traditional settings they had taught in to be "ideal." Additionally, they mentioned a shared idea that the way they had been taught to teach was idealistic and not always the norm in physical education classes across the country. Daily detailed lesson plans, well-behaved students, high-quality equipment, and a wealth of resources is what Ella referred to as a "cookie-cutter classroom" during an interview.

The PETE seniors felt that the pressure to perform and conduct cookie-cutter classes robbed them of the opportunity organically develop as teachers. Fiona expressed that sentiment by saying, "I would say I just didn't feel the pressure. And that was good because I got to like "be" a teacher naturally and let that flow." When prompted to describe this phenomenon further, Fiona said:

> We felt the pressure to be on it all the time when we were teaching [in other traditional field experiences]. We would like do videos, and do this, and do that, and do detailed lesson plans, and plan for 40 minutes even though the class was 20 and stuff like that… And at [the youth development center] it was like not that at all… And I feel like that was very helpful because at most of our placements it was like, if you fail, you're in trouble. But at [the youth development center] it was like, "Oh, so what, try again with the next class. Regroup. Pause. Tell them to sit down for a second. Talk about it, then go back." Like there was no, "You have to be the perfect PE teacher for them." And just got to try a lot of things as far as my teaching style and didn't have to worry about if, man, if I destroy these kids or my reputation with these kids therefore they will never listen to me for the next 10 lessons I have to teach them and stuff like that. So, there was a lot of freedom in the teaching that we were getting to have.

This perceived freedom resulted in less rigor and lower academic expectations for one PETE senior. Tim saw the experience as an attempt to "come up with some games that could keep an adolescent to teenage kid occupied for a decent amount of time." He later went on to say in an interview that at the youth development center, "You're not trying so much to necessarily "teach teach" so much as you're trying to give them an opportunity to get out and vent a little bit and burn off some energy that's built up from just doing nothing all day." This particular take-away, however, was not widely described amongst the seniors, but it does show the reality of this perspective.

Affective Teaching. The PETE seniors described an emphasis on utilizing more affective pedagogical skills at the youth development center. Several of them described a greater sense of wanting the students to enjoy and have fun during their lessons. Sara described a desire to want to "invest" in the students during her interview in addition to teaching them physical education content. She also added that she wanted to "make the residents feel important." The PETE seniors saw this affective emphasis as a result of the freedom from the more rigid structure of other traditional settings they had previously taught in. Fiona mentioned times where she felt that

she was able to be more "relational" with the students and how that helped her "develop her teaching style".

Most PETE seniors described the importance of showing the residents that they cared about them and how that was an important factor in their overall success in teaching at the youth development center. While explaining why she felt it was necessary to care, Fiona mentioned her efforts to, "my patience, channel my self-control, control my heart and say ok, let's see what I can do differently to make you want to [participate]." Frank spoke about how he assumed that the residents did not want the PETE seniors to teach them at first. He believes that after he and the other seniors showed that they cared, everyone "had a good time".

The seniors found that by developing some sort of relationship with the residents and establishing some common ground, they experienced more success in their lessons. Fiona specifically recalled leveraging her relationship with the residents to help motivate their participation. She recalled, "You have to have a good reputation with them or they're not going to listen to you they're just going to sit down and say, 'I don't care.'"

Sid found that his teaching philosophy was challenged at the youth development center. After his experience, he admitted that he would need to make some changes to be a successful teacher. He concluded that he "really just need to work on my tone and how I come at the kids and respect them. So my philosophy needs a lot of work, as my current philosophy is, Do it my way, or we're going to have problems."

The Impact Exposure to a Diverse Student Population

The population of residents at the youth development center was diverse on multiple planes (i.e. racial, cultural, socioeconomic, disability, etc.). The impact of being exposed to a diverse student population was described by each of the PETE seniors. Additionally, the seniors

believed the results of experience transferred into their internships during the semester that followed the field experience. The seniors expressed a gained understanding that the residents' context and environment had some type of impact on their educational and overall experience. In essence, the PETE seniors began to reevaluate their assumptions about the residents after teaching and interacting with the residents. Many of the seniors pressed against the idea that the residents' placement at the youth development center was a justified reason to label them as "bad". Sara mentioned, "Yea I would say, they've gotten in trouble, they've made some bad choices maybe. They're not just the bad kids who made the bad choices. They are a person."

Later during the experience, the PETE seniors began to articulate how they believed the environment of the youth development center had a direct impact on the residents. For instance, the seniors described an observed connection between the residents' participation and the nontraditional setting. Participation was presented to the PETE seniors as a potential point of contention by classroom teachers at the youth development center. This could have reinforced the seniors' assumptions that the residents "weren't going to do anything they said." However, they mentioned an understanding that the lack of resources may have impacted the residents' motivation. Fiona observed that, "they didn't have a lot of equipment there." Sid also mentioned:

> "I just felt bad for them. Their equipment was ragged down. There was no athletic equipment. No sports stuff. They still got to have physical activity. I felt like they needed new equipment. Maybe spark up some interest in it."

Some of the seniors expressed an understanding that the residents' lived experiences may also have an impact on the residents' participation. Ella, for example, mentioned that, "It was disheartening when they didn't want to participate. But I had to just remind myself that these kids are going through things you can never imagine them going through."

The PETE seniors organically gained insight into the lives of the residents through conversations and interactions with them while teaching at the youth development center. Sara recounted an experience from her first day at the youth development center during a subsequent interview:

> I remember the first day, just talking to one of the girls. She played basketball and then I was asking her if she had any brothers and sisters. She did, and then it turned into how did you get here? What was the decision you made to get to have to come here? Do you like it here? When do you get out of here? And all of that sort of thing. And all the sudden we were like delving into all this stuff.

From this insight, the PETE seniors expressed how they believed external factors could have played a role in the residents' placement at the youth development center. Two of those factors were the residents' parents and general lived experiences. After a conversation with a resident, Oscar was taken aback by her story of legal and domestic hardship. He recalled:

> They've been through a lot. You don't know the type of family life they have and all this type of stuff. But that kinda just opened my eyes like, wow. They really have been through some stuff that most people don't go through in their lives. Especially by 14 years old.

Generally, the PETE seniors applied insight gained from the residents to their understanding and views of them. On occasion, this process continued into embellished assertions about the residents. One example of this phenomenon came from Tim:

> Most of these kids, their parents were never married, they were an accident so to speak. And their parents are usually, users of drugs, alcohol. It just seems to be the common theme there with most every student I've seen. One parent only, one parent on drugs, the other parent is trying to do right or the step parents, seems like a lot of people kids don't want to listen to a step parent even when they are a good influence on them. And sometimes you do have kids that will listen to a step parent. A lot of times you just have parents that are not making parent-like decisions that eventually seem to affect their kids. So that seems to be a common theme with me, what I've seen from all the kids there.

These narratives were generated in the absence of the residents' full background stories.

Transference to Internship

A key feature of this study was to examine any potential transfer from the field experience at the youth development center to the internship settings during the next semester. Analysis of the data concerning their experiences led to two themes: (a) perspective of the students and (b) behavior management.

Perspective of Self and Students

Unanimously, the PETE seniors expressed their collective beliefs that developing relationships with their students and showing that they genuinely care about them were vital lessons they took from the YDC and applied to their internship teaching. Speaking of her students at her internship, Sara said, "You have to love and care about students and their well-being and also their learning and what you're teaching them. And I know that sounds cliché but like, you really do." Many of their teaching practices and philosophies revolved around the ideas of relationships and being relatable. Frank spoke about how he believed that building relationships with students helps them to open up, achieve more in class, and helps them know he is there for them. During an interview about his internship he expressed becoming less rigid:

> I am able to play with the kids in a way that, you know if I'm sitting there waiting for all the students to come, I'll have a Frisbee in my hand. For instance, I am actually teaching Frisbee right now. And I have one kid that really wants to grab a Frisbee but I don't want him to grab all the other ones. So I can be like hey go out for a pass, you go down there and I'll pass it down there. You see then, before that, before [the YDC], I would be like no don't grab a Frisbee. I wouldn't even grab the Frisbee myself I'd just say y'all line up and sit right here. I wouldn't be very comfortable, I'd be like a robot going through the regular flow of, you sit right here and wait, we're going to wait for everybody.

The PETE seniors believed that being able to relate to their students was important. Fiona that her experience at the YDC helped prepare her to be able relate to her students during her internship placement which she described as, "…diverse, it is harder, more rough around the edges." Frank said, "They don't want somebody that has had the same background as them, but they want somebody who understands their struggles."

The seniors taking the residents' immediate and family contexts into consideration was a result of the field experience at the YDC. The seniors expressed that while teaching in their internships, this contextual consideration continued. Ella expressed how her teaching philosophy at her internship was impacted by her experience at the YDC. She recalled in an interview that her experience, "…subtracted in areas that were shaped based on my privilege and my blessings growing up and it reshaped it to the other side of the story. It's looking at both sides more than just the privilege side and being more empathetic and putting myself in their shoes."

Some of the seniors even expressed an interest in continuing to work with students from diverse backgrounds throughout their careers. Sid, for example, mentioned that, "I do want to work with kids like that… I'm hoping when I go to that environment I can make a difference." Sara described a desire to continue to work specifically with African American students and/or students living in lower socioeconomic the instructor of the course.

Behavior Management

The PETE seniors expressed that teaching at the youth development center had an impact on how they handled situations that dealt with behavior management once they began their internships. Fiona, for example, mentioned how she felt much more prepared to interact with students at her middle school internship placement where she has to, "deal with anger problems every day." They shared a realization that the residents at the youth development center were representative of many of their students in their internships. In an interview during the latter part of his internship, Rick explained that, "[The residents] might have had a few discipline issues but there was never nothing they ever showed when we went out there. [The residents] were just like any other kid at a regular school setting".

With smaller class sizes at the YDC, the PETE seniors were able to interact with the residents on a more personalized level. The seniors also believed that they were better able to identify and connect with students that had similar behavior and backgrounds to the residents at the youth development center. They juxtaposed their experiences with their final internships that occurred during the semester following this field experience. Sid mentioned a story from his internship about a student who regularly sleeps in the gym until the bell rings for class:

> I don't run up to him like, 'Hey, you should have got off the video games last night at 12 and not stayed up.' I remember a kid talking about how he didn't have his own bed to sleep in and stuff like that so I kind of go, 'I wonder what his situation is.' If I wouldn't have went to [the youth development center], and I would have been here [at my internship placement], I probably would have walked up to him and blowed the whistle.

The seniors also connected the idea that students' behavior may be influenced by external factors. With more understanding of context, the seniors expressed that they handled disciplinary situations differently during their internships. Rather than being short-tempered and "talking down" to students during his internship, Oscar mentioned his techniques that involved reasoning and seeking to understand students' behaviors during an interview. Frank, for example, mentioned:

> When I went over there I knew kids were misunderstood [at the YDC]. And I know still…those kids came from regular school systems so there's kids here [the internship] that are misunderstood. So, you can't just throw the death penalty at them just because you know, you don't think the same way they think or…You just to sit down, talk to them, see what's going on. And I believe that's what you got to bring over, that's what I brought over into the regular school system. Just because I see something I don't like, doesn't mean that I have treat anybody a certain way. Or a certain student a certain way. I can talk to them. I can figure out what's going on, on a one-on-one level, just like we did [at the YDC].

The seniors explained how they continued using the relationship-building techniques during their internships that they utilized with the residents at the YDC. Tim expressed how he abandoned the idea of students following his leadership simply because he was the teacher.

During an interview, he said that if, “you have that relationship you can tell them hey, “Stop, we’re not doing that again.” And they will respect you, your class, and the rules in your class.”

Discussion and Implications

As the racial and cultural gap between teachers and students continues to grow, it has become increasingly necessary to prepare preservice teachers to successfully teach students of racially and culturally diverse backgrounds. The purpose of this study was to qualitatively examine the pedagogical experiences of undergraduate PETE seniors after they taught physical education at a YDC. This purpose aimed to answer two main research questions and was guided by CRP as a theoretical framework (Ladson-Billings, 1995).

The goal of this study was not to teach the preservice teachers how to implement CRP into their teaching practices. They were not presented with any culturally relevant or social justice education, pedagogies or strategies except for what was inherently possessed and exhibited by the instructor of the course. Rather, it was to understand how the unique nuances of teaching in a youth development center shaped the pedagogical experiences of the PETE seniors. Secondly, this study aimed to interpret their experiences using CRP as a theoretical framework. This knowledge can better inform teacher educators in PETE on how we can implement practices that promote culturally relevant teaching. More specifically, we can understand how the nontraditional setting itself provided an opportunity for this process to take place.

The remainder of this discussion will be organized in two sections: (i) examining the elements of CRP and the extent to which each was realized during the field experience and internships of the PETE seniors and (ii) implications for implementing CRP opportunities into PETE.

Academic Success

CRP was used as a theoretical framework used to interpret these results. The three tenets of CRP are academic success, cultural competence and critical consciousness (Ladson-Billings, 1995). Regarding Ladson-Billings' tenet of student achievement, this nontraditional setting prompted the seniors to prioritize student achievement and assume a sense of accountability for it. Initially, some of the PETE seniors' assumptions about the residents of the youth development center resulted in lower academic expectations. Research has shown that a teacher's low expectations can result in lower academic success. For example, Tim thought basic physical education content would be too rigorous for the residents. Other seniors assumed that the residents' behavior or desire to learn would inhibit their ability to teach effectively. Thankfully, after having taught, the seniors' views of the residents' academic capabilities shifted.

The nontraditional setting helped facilitate this environment. In addition to a diverse student population, the YDC provided smaller class sizes, additional support staff, and less rigorous content standards, etc. For example, the residents in each class could range in age from 12 to 17 years old. This provided the PETE seniors the opportunity to teach lessons that were not strictly based on grade-specific standards as the range of skill varied greatly. With smaller class sizes and additional staff support, the seniors had more in-depth interactions with the residents.

Grading the residents was not a large part of the seniors' responsibilities during the field experience. Therefore, the residents' participation in their lessons was one of the key characteristics the seniors would use to judge the success of their lessons. The seniors came to believe that if they employed more affective or soft pedagogical skills (i.e. care, relationship-building, empathy) that their lessons would be more successful. They believed that would result in higher student achievement. They realized that the success of their lessons was impacted more by their own pedagogical strategies than the attitudes and behaviors of the residents.

During their internships in the semester following the nontraditional field experience, this focus on reflecting on self for the sake of improved student participation (and success) continued for the PETE seniors. They expressed various techniques and strategies they were using as they recalled specific instances in which prioritizing student needs resulted in success.

Cultural Competence

Concerning Ladson-Billings' (1995) tenet of cultural competence, the PETE seniors never fully adjusted their lessons to celebrate the origin heritage or cultures of the residents. Nor did they fully come to understand or realize how systematic oppressions could have an impact on the experience of the residents. However, they did begin to gain more contextual insight into the plight of many of the residents at the YDC. Again, the setting provided a greater opportunity for the seniors to interact with the residents more personally. Often times, the seniors would find themselves in organic conversations with the residents opening up about life in and out of the YDC. This gave the seniors the chance to hear about the lives of diverse student populations from first-hand accounts.

Primarily, the seniors began to realize how the setting could have an impact on the residents' behavior, academic achievement, and overall experience. The residents being immersed in an unfamiliar facility with limited resources, new classmates, teachers, and staff were factors that the seniors expressed an increased understanding of. Also, they came to believe that the environments in which the residents' were coming from played a role in the residents' experiences as well. Being removed from their original homes and schools, in addition to having limited freedom and contact with the outside world. The seniors were stimulated to adjust their teaching philosophies and practices to accommodate the cultural and situational predicament of the residents.

During their internships, this consideration continued. The seniors expressed a new emphasis on making a connection between the residents they taught at the YDC and the students they taught daily in their traditional internship placements. They believed that all students, regardless of the seniors knew about them individually, have a cultural context to be considerate of.

Critical Consciousness

What the PETE seniors did. How the setting helps facilitate that. Transfer on to the internship.

Ladson-Billings' (1995) third tenet of CRP is critical consciousness. This tenet is characterized by educators taking the learning process beyond content knowledge to identify and address injustices in the world. The PETE seniors started to express some promising expressions of having a critical consciousness, albeit preliminary. As mentioned previously, the PETE seniors became more aware of the contextual plights of the residents and then applied that awareness to their teaching settings beyond that field experience. Additionally, the seniors, once exposed to the lifestyle and testimony of the residents at the YDC, were motivated to act as teachers.

This action initially happened in the form of dedication to quality relationship-based teaching. The PETE seniors expressed their belief that their students often times needed more than content knowledge. Their understanding was that making themselves available affectively, is necessary to offset some of the contextual disadvantages they believed some of their residents and students had. They began to see their role as a teacher, a role that could be utilized as an impetus of change in the experience of the students they teach.

Lastly, some of the PETE seniors expressed a desire to continue to intentionally place themselves in settings with students who they saw as disadvantaged. A couple of the seniors felt

as though the diverse student populations that they taught during the field experience and their internships is where they will continue to work. This desire was often coupled with an aspiration to promote change and make a difference. For example, one senior brought college and university materials to a resident expressed that she had never been told she could go to college. Others spoke about their plans to continue to teach

Implications For Implementing CRP Opportunities Into PETE

To conclude, this study and its findings provide several implications for implementing CRP into PETE programs. The foremost of which is that nontraditional field experiences and/or experiences that provide exposure to diverse student populations are not alone sufficient in cultivating culturally competent teachers or teachers that will effectively implement CRP practices into their teaching. The PETE seniors in this study did make observable regarding cultural competency, though, it was more of an inauguration than a graduation. Therefore, researchers and educators must resist the urge to utilize diverse and nontraditional settings as the sole quintessential or lone capstone experience for PETE students immediately prior to beginning their teaching careers. These experiences should be scaffolded with high-quality culturally relevant and social justice oriented content presented by a culturally competent instructor.

However, it can be equally ineffective to present students with culturally relevant and social justice pedagogies when they have no context in which to process it. Research shows that students can sometimes have resistance to this type of instruction. Rather, this study suggests a potential balance between the two. This study provides evidence that nontraditional experiences have the potential to be transferred into other contexts. Therefore, PETE educators should consider using them as foundational experiences in PETE program curricula by implementing

them early and throughout the matriculation process of PETE students. This creates a cultural cornerstone on which heavier culturally relevant and social justice pedagogies may be placed.

The use of nontraditional settings, specifically, is also strongly recommended. Nontraditional settings (i.e. youth development centers, after school programs, detention centers, etc.) often times provide a specific set of pedagogical nuances that other more traditional settings do not provide. In nontraditional settings we can see concentrated populations of student diversity, smaller class sizes, and less academic pressure or stress for preservice teachers, for example, while still maintain the facilities, equipment and opportunities of traditional settings. These environments are excellent contexts in which preservice teachers can organically and naturally explore their praxes in relation to real world scenarios. Additionally, these opportunities give teacher educators an opportunity to gauge the culturally competency of the preservice teachers.

Future research in this area may consider utilizing more surveys and scales to quantitatively measure cultural competency before and after nontraditional field experiences. Additionally, more longitudinal data may be used to analyze the experience of preservice teachers who do have these types of experiences early on in their program and how that impacts them through matriculation and into their careers.

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CHAPTER V STUDY III

Physical Education Professionals' Experiences Teaching Physical Education at a Youth Development Center

Abstract

Purpose: The purpose of this phenomenological case study was to qualitatively examine how individuals who teach in K-12 physical education and PETE described their praxis after teaching physical education in a youth development center during their teacher preparation training.

Research questions: How do PETE professionals describe their praxis after teaching physical education in a youth development center? Do PETE professionals describe any transference from the experience into their professional careers? **Method**: A phenomenological case study approach was employed in this study. The participants were 6 current PETE professionals with secondary physical education-based teaching experience in a youth development center during their teacher preparation program. The primary data source was semi-structured interviews. Data was interpreted using qualitative methods. Qualitative data analysis techniques included developing coding categories, analytic induction, member checking of transcripts and theme development. **Results**: The findings of this study are organized and presented as individual cases. Cases are presented to provide an in-depth understanding of the essence of the Malik, Dante and Ray's experiences teaching physical education at a YDC. Each case is organized into three main sections: (i) participant's background, (ii) experience teaching at the YDC, and (iii) impact on current career.

Keywords: physical education teacher education; nontraditional settings; culturally relevant pedagogy; field experiences

Introduction

Background

In 2017, 49% of the nation's student population was represented by students of color, mostly, Black and Latino (NCES, 2018). The National Center for Education Statistics also reported that 80% of the nation's teachers were white. Inevitably, our nation's teachers will be expected to teach an increasingly diverse group of students.

Despite the need for our teachers to develop cultural competence and proficiency, many teacher education programs have limited culturally diverse training in their curriculum (Tomlinson-Clarke, 2000; Yuan, 2018). Too often, programs lack opportunities for teacher candidates to have exposure to diverse populations (Hodge, 2003). This inadequacy in teacher education has prompted numerous scholars to examine teacher education programs and physical education teacher education (PETE) programs to integrate culturally relevant pedagogies into their curriculums (Burden, Hodge, O'Bryant & Harrison, 2004; Ladson-Billings, 1994).

More and more research suggest that culturally relevant pedagogies can produce educators that are more culturally competent and confident (Domangue & Carson, 2008; Cervantes and Meaney, 2013). Studies, such as that of Baldwin, Buchanan and Rudisill (2007), show that diverse service-learning experiences for preservice teachers can prove to be beneficial in the effort of creating culturally proficient teachers. The work of Ladson-Billings (1992; 1995; 2001; 2009), introduced us formally to culturally relevant pedagogy (CRP). The tenets of her theory include students experience academic success and develop cultural competencies and critical consciousness (Ladson-Billings, 1995).

Culp, Chepyator-Thomson and Hsu (2009) conducted a study that showed multicultural programs can be beneficial for PETE preservice teachers. They also show evidence of these

students increasing their culturally responsive pedagogical skills. Culp (2016) recommends taking these efforts "out from the walls" of the classroom to engage preservice teachers in higher education and communities with service-learning opportunities.

Service-learning opportunities provide unique occasions for teacher educators to cultivate culturally competent teachers. Because of the nature of service learning, some of the projects are conducted out of the typical K-12 setting. Culp, Chepyator-Thomson and Hsu (2009) conducted a study that showed multicultural programs can increase preservice teachers' culturally responsive pedagogical skills. Cervantes and Meaney (2013) discovered that findings from 13 investigations involving PETE service-learning opportunities reported an increase of cultural and diversity awareness in preservice teachers. These studies had a heavy focus on the diverse nature of the individuals that were recipients of the service-learning projects, rather than the settings themselves.

A common theme throughout service learning literature in PETE, however, is gaining cultural competence by facilitating learning environments in nontraditional settings (Domangue & Carson, 2008; Galvan, 2010; Galvan & Parker, 2011; Meaney, Bohler, Kopf, Hernandez & Scott, 2008; Meaney, Hart & Griffin, 2011; Miller, 2012). Nontraditional settings are operationalized in this study as any setting outside of a typical K-12 space or time frame. Youth development/detention centers, hospitals, community recreation centers, etc. are considered nontraditional settings as they are outside of a typical K-12 school space. Afterschool programs are also recognized as nontraditional settings as they take place outside of the school day's allotted time physical education instruction.

Domangue and Carson (2008), for example, authored a study that assessed a service-learning project provided to survivors of Hurricane Katrina living in a temporary, government-

funded housing community. The program was hoped to develop the cultural competence of the 16 PETE students involved. The data suggested that the study's participants believed that consistent engagement, exposure to another culture and an engaged instructor were the determining factors regarding the increases they experienced in cultural competence. Exposure to another culture was prominent in the diverse placement of the participants. Being in that environment gave them the chance to be exposed to and involved in a diverse setting. Lastly, having an instructor that was present and engaged assisted the students' increases in cultural competence.

Various settings outside of K-12 gymnasiums and multipurpose rooms can be used to facilitate PETE. Implications of such research propose that PETE programs implement more of these experiences via homeschool or summer pragmas hosted on university campuses (Meaney, Hart & Griffin, 2011). Christine Galvan (2010) made the case for recreational centers being fit settings for physical education. The results of this research show that all parties involved can benefit from this type of learning experience. Also, preservice teachers experienced increased content knowledge, learned techniques for protocols and developed consciousness of cultural competence during a service-learning project at a nonprofit organization (Galvan 2010; Galvan & Parker, 2011).

Outside of service-learning based studies, other physical education teacher educators have utilized nontraditional settings in their instruction (Jackson, Hilgenbrink, Silliman-French, Nichols & Goode, 2012; Lleixà & Ríos, 2015; Everhart and McKethan, 2004; Baldwin, Buchanan and Rudisill, 2007; Marttinen and Fredrick's, 2017; Wahl-Alexander, Schwamberger & Neels, 2017).

Affective factors begin to emerge as physical education is taken into nontraditional settings. This was exemplified when studied a physical education program was implemented in a hospital setting (Issaka and Hopkins, 2015). Implications for teachers include gaining confidence to deliver physical education content in addition to developing a sense of connectedness amongst the teachers and the students and their families. Additionally, Lleixà and Ríos (2015) found that university students learned to move past biases and value physical education as a resource for social intervention during a study that examined a physical education program that was held in the Psychiatric Unit of the Modelo Prison, Barcelona.

All 50 states require that home-schooled students participate in physical education (Home School Legal Defense Association, 2002). Research on physical education in home-school settings ranges from "how-to" guides for fitness instructors to creating field experiences for PETE majors (Smith, 2002; McKethan, Everhart & Herman, 2000). Research suggests that a home-school clinical program not only meets the needs of home-schooled students but also the needs of the university community (McKethan, Everhart & Herman, 2000). Everhart and McKethan (2004) conducted a study that provided evidence that a clinical physical education teaching assignment with homeschooled students is a legitimate alternative field experience. Results from these studies demonstrate that home-school-based field experiences help teachers gain experience and create unique teaching scenarios

After school programs have been shown to yield multiple benefits for PETE preservice teachers (Baldwin, Buchanan & Rudisill, 2007; Marttinen & Fredricks, 2017). Results show that doing so has empowered preservice teachers to push against their attitudes and to employ practices that promote social justice. Wahl-Alexander, Schwamberger, and Neels (2017) explored an elementary school teachers' experiences implementing a pedagogical model into an

after-school program. They found that PETE students benefit from partnerships with local teachers in after school programs.

Statement of the Problem

The literature base on preparing culturally relevant or proficient preservice teachers is growing. Moreover, research suggests that culturally relevant pedagogies can produce educators that are more culturally competent and confident (Domangue & Carson, 2008; Cervantes and Meaney, 2013). However, there is still limited evidence-based research in PETE that illuminates the specific use of diverse or nontraditional settings as a conduit for preparing culturally proficient teachers. Additionally, research that provides follow up data from teachers in the field after they have had those experiences are scant (Sleeter, 2001).

Purpose of the Study

The purpose of this phenomenological case study was to qualitatively examine how individuals who currently teach in K-12 physical education and PETE described their praxis after teaching physical education in a youth development center during their teacher preparation training. This study adopted a phenomenological case study design to examine how the praxes of PETE professionals were impacted by teaching in non-traditional settings. Semi-structured interviews and a demographic survey were conducted with all participants in this study. The data was interpreted using qualitative methods and was used to create cases for each participant.

Research Questions

Research questions included: (1) How do PETE professionals describe their praxis after teaching physical education in a youth development center? (2) Do PETE professionals describe any transference from the experience into their professional careers?

Method

Participants

This study employed purposeful and convenient sampling strategies to recruit participants. The participants of this study included that were three current PETE professionals, Malik, Dante, and Ray. Each current PETE professional selected had secondary physical education-based teaching experience in a youth development center during their teacher preparation program.

Each participant was previously enrolled in a PETE master's program at a southeastern, United States university. As graduate teaching assistants (GTAs), each of these individuals taught secondary physical education at a local youth development center (YDC). Each participant in this study identified as a Black male between the ages of 28 and 30 years of age. Their cases are developed in more depth in the findings section.

Setting

This study examined the experiences of PETE professionals who taught physical education at a YDC during their physical education training. The YDC served as the school setting in which the GTAs fulfilled their teaching requirements. The YDC, founded in 1973, is a not-for-profit agency that houses a comprehensive gamut of services and care for local youth and their families. The YDC is funded in majority by governmental grants and contracts. The reasons youth are sent to YDC range greatly, but can include (but are not limited to) discipline issues at home or school or even family-related issues such as neglect or abuse.

The campus of the YDC houses a learning center, an alternative school and a juvenile detention facility. The learning center is a state-accredited academic institution that provides a grade-appropriate curriculum for each student. The learning center is divided into programs that

offer therapeutic services in addition to education. Each program is characterized by a level of treatment intensity.

The majority of lessons the participants of this study taught were with students in the community, moderate and intense residential treatment programs. The students in these programs were full-time residents of the YDC complete programs that varied from 42 days to six months. Physical education was part of the Educational Service program provided to the residents of the YDC.

The YDC provided a unique setting that this paper refers to as nontraditional. The classes at the YDC were composed of students with ages ranging from 12 years old to 17 and were separated by gender. Class sized ranged from approximately 6 to 15. The spaces proved for physical education included two cement half-courts, a fitness center and a walking trail. Equipment allocated for physical education at the center could be described as limited.

Data collection

After obtaining approval from the IRB, this study employed purposeful and criterion sampling strategies to recruit participants. The lead researcher sent recruitment emails to potential study participants that met the aforementioned criteria for the study. Upon agreeing to participate in the study, the lead researcher sent a consent form to each participant. Participants were then able to review each form. Those who were willing to participate signed and returned the consent forms. The participants of this study included three individuals who were currently working in education at the time of data collection.

The purpose of collecting this data was to structurally present the descriptions of the GTA's experiences teaching at a YDC. The primary data source was semi-structured interviews. Interviews were conducted with each participant. The interview questions were developed from

the existing body of literature. The interviews focused on allowing them to describe their experience of delivering secondary physical education to students at a youth development center and explain any transference of the experience into their current career. Each interview consisted of approximately 13 prompts and lasted between 40 and 60 minutes. Demographic survey data were also collected to develop each participant's case. Each participant's identity was protected with a pseudonym.

Data analysis

The data analysis of this study followed the recommendations of Creswell (2003). This phenomenological case study utilized qualitative methods to analyze the semi-structured interviews conducted with each participant. All interview data were transcribed following the completion of the interviews. During each interview, analysis began with memos that were recorded by the lead researcher.

The data were organized after the interview data was transcribed. This involved reading over, separating, and taking notes on the data. The data were then reflected on, and the main ideas were identified and noted. Extensive data coding was done by hand and emergent ideas were noted. Themes were developed once the data set was coded. In vivo coding was used to describe and classify those themes. Also, significant quotes statements were selected from the data that exemplified the themes developed.

Peer debriefing, member checking and thick and rich description (Creswell, 2003) were used to validate the data. Additionally, peer debriefing with colleagues took place to increase the trustworthiness of the report. Follow up member checks were also done with several of the participants of the study to increase trustworthiness.

Findings

The findings of this study are organized and presented as individual cases. Cases are presented to provide an in-depth understanding of the essence of the Malik, Dante and Ray's experiences teaching physical education at a YDC. Each case in organized into three main sections: (i) participant's background, (ii) experience teaching at the YDC, and (iii) impact on current career.

Malik

Background. Malik grew up in a housing project in the Southeastern region of the U.S. Black and Latino populations represented the majority of the racial demographics of his hometown. He and his brother were raised by a single mother in a lower socioeconomic environment. Despite a disadvantaged beginning, Malik remembered his childhood fondly as he recounted memories of walking to the store, riding bikes, and playing outside with friends.

Currently, Malik serves as the director for the after-school program at Waterbrook Elementary School. This school serves 2nd and 3rd grade students. At the time of the interview, he had worked in this capacity for over 5 years. Additionally, Malik works for a government-funded community resource center through a local university. In this position, he connects with and supports parents of families that are seeking various means of support. In connection with this program, Malik also assists an oversees the Head Start program that serves the children of disadvantaged families.

Experience teaching at the YDC. Before heading to the YDC, Malik was not excited to go. During his interview he mentioned, "All I heard was, they fight a lot. They cussin' and doing this, and nothing's together and all this stuff. And I'm like, 'Do I really want to be here?'" After a conversation with one of his advisors, he came to appreciate the opportunity to teach physical education to these students. Additionally, once beginning the assistantship at the YDC, he was

able to meet and connect with another physical education instructor at the YDC that helped model successful teaching strategies.

In comparison to more traditional settings that Malik has worked in, he recounted how difficult it was to teach at the YDC. He noted how limited equipment, space, and resources created interference with his teaching. Also, due to the nature of the students and facility, there were always unforeseeable occurrences that impacted his plans. He recalled:

> "It was so difficult because it was like you had to be able to fly a lot because they could have the issue of kids fighting and the center shutting down this area. So you had to shift your students to a certain area. It was very difficult when you didn't have your own PE room. Now you go to school, like I can go to for my after-school program. I know where my facility is, I know where my balls are, you know, I don't have to worry about things being stolen or I don't have to worry about missing search equipment and teachers coming in my room. And I didn't have office either. You know, my coach's room was the back of my car. And so that was a little different because your draggin all this equipment back and forth, back and forth which takes a lot of time of your time."

Malik, however, began to make a connection between his teaching assignment and a larger opportunity to serve the children beyond physical educator. He set a goal to deliver content to his students that could carry over to the classroom. He said that:

> "My passion is developing and changing people to be better. And so that's who I am constantly and daily. That's what I dream and that's what I do. My appetite is for 'how can I become better?' And so, and my goal is just no matter where I was I wanted to be able to make these kids grow and be better because they're all broken and they don't have parents."

He continued to shift from exercise-based lessons to lessons that were more fun and helpful specifically to the students at the YDC. Malik sought opportunities to make meaningful connections with the YDC students. He remembered trying Zumba with them and said, "I had to connect with them. And so the Zumba gave me a way to laugh with them, smile with them, high five them…connect with them." He purposed himself to not only teach the students, but to intentionally try to improve their overall well-being. Malik began to get reports from the YDC

students' staff members and other teachers that fighting and other negative behaviors were decreasing outside of the gym.

Impact on current career. Leadership, independence, and the ability to adjust "on the fly" were three themes that Malik thought to have transferred from his experience teaching at the YDC. Speaking of his time at the YDC he said, "You had to find something that works for you. And so being able to come into another program and having that confidence, that this is what works for you." Malik shared how the students at the YDC were all different and that some techniques that work for certain students may not work for others. He believed this experience helped him deal with various situations he face while working with the Head Start and after-school programs. In discussing the ways teaching at the YDC has shaped what he does now, he said:

> "Education is about is being flexible. You know, it's about learning different techniques that fit the criteria of the person you're working with. You know, and coming outside of your criteria of yourself. And so, I know I can do it, but how can how can I teach them how to do it? Is what I'm doing really teachable? And so that's something I'm learning now from [the YDC]. And so going back to… developing people from where they are, not where you want them to be."

Dante

Background. Dante's hometown was in a southern urban inner-city area. He described his K-12 experience as a majority Black demographic throughout. He struggled to remember any White classmates, though, he described having a few White teachers "sprinkled in here and there." Currently, Dante is an assistant professor in the Department of Health, Physical Education, and Recreation at a Historically Black College or University (HBCU) in the South Central region of the United States.

Experience teaching at the YDC. Dante's first contact with the YDC was actually through an individual who was a roommate at the time. Dante was able to get acquainted with the YDC

though conversations with his roommate. Before going out to teach, Dante had developed a general understanding of the setting and developed a mindset that accommodated it. While discussing his general goals and expectations of teaching at the YDC, he said:

> "So you had an array of students that I knew going in, that they might have needed some type of special attention or some type of understanding But my goal was in that sense, try to make sure that my goal coming in was trying to make sure the students had meaningful experiences in terms of health and physical education. I knew that I had to differentiate my learning approach and that I might have to adjust, like some of my own personal, you know, approaches."

Similarly to Malik, Dante juxtaposed his experiences teaching at the YDC with other more traditional settings that he has taught in. He, for example, made mention of how the facility and context created stark differences between the students at the YDC and those in traditional settings. Mainly, he noted how the YDC students lived on campus. He said, "Sometimes those tensions were still there from the night before or breakfast in the morning. Or when they woke up and somebody might have taken somebody's stuff. Or so many things that could have happened the night before."

When deciding what to teach, Dante considered the context of the students at the YDC. His primary goal was to expose the YDC students to new activities. Additionally, based on their placement on campus, he would select activities that he felt best served their needs. For example, he differentiated the YDC students who were in the residential treatment programs from those who were in the detention center. Those in the detention center were on lockdown for the majority of the day as opposed to the students in the residential treatment program who had more freedom on campus. While describing this, Dante said, "The students in lockdown were less likely to misbehave with their limited free time so we could do more competitive team sports."

Impact on current career. Malik continued to adjust his approaches to accommodate his students as he transitioned from the YDC to higher education. He believed this was necessary and helped his understanding of the world grow. He mentioned that: While describing his view of his current students, he juxtaposed them with the students at the YDC. He said:

> "To be honest, there is no real difference between the students. You know, everybody's wanting to learn to do something different. Everybody's wanting to be able to demonstrate their newly acquired knowledge or their skill set. Everybody wants, I mean, what I've noticed is that students want attention. I also know that students have highs and lows, you know, we have good times. Some students are just consistently in a rut, to say the least. Sometimes you kind of like talk to the students to the side and you kind of find out what is going on with them or what are the issues."

Dante also believes that teaching at the YDC helped him learn how to implement sympathy and empathy as an educator. He mentioned that he believed having an understanding of what his students are going through helps him be a more effective teacher. He made connections between what a student may be going through and their behaviors. Dante said:

> "My current students still deal with things here, but I have a better time or I have an opportunity to discuss these situations with students. Also helping the students through these situations through their execution in the classroom by connecting them with different programs or graduate programs, helping them with scholarships, being able to write letters of recommendation for students. Here, it's this ongoing, like mentorship that I'll try to provide. And you know, that gap was obviously clear at the YDC, so I want to make sure that, that was not a thing that was that's present today."

Because of the impact the YDC had on him, Dante also continues to provide nontraditional experiences for his students now. For example, he had one of his students participate in a teaching opportunity at a summer camp with students who had mild to severe disabilities. Dante believes his experience at the YDC taught him resiliency to teach well regardless of circumstance or situation.

Ray

Background. Ray grew up in the southeastern region of the U.S. He originally lived with his parents in an inner city environment. However, his parents made the decision to send him to school in a more suburban area for the opportunity to have a more quality education experience. From this time, Ray attended school in a majority White demographic. Through playing sports and connecting with family who still lived in the inner-city, Ray believed he was able to see multiple facets of culture.

Ray attended an HBCU in his hometown. Afterwards, he transitioned to a large public Southeastern university in the U.S. and graduated with his master's degree in PETE. Ray then transitioned back to his hometown and began teaching as an adjunct faculty member while also teaching K-12 physical education. He sparked an interest in educational leadership while doing so and went back to school and earned his doctorate degree. Currently, he works as an assistant principal in the K-12 setting in his hometown. Ray describes the school he works for as low income and majority Black regarding demographics. He described his main roles and responsibilities there to include, "the attendance at the school, discipline, any type of social support, and the athletic director."

Experience teaching at the YDC. Ray's experience teaching at the YDC occurred when obtaining his master's degree. Prior to teaching at the YDC, Ray had no experience teaching in nontraditional settings. Similarly to Dante, Ray was able to receive some insight about the setting from a colleague with some experience. Nevertheless, in speaking about his initial experience, Ray said, "I was like a fish out of water." Ray believed that since he had little experience with this setting, developing relationships with the students would be valuable. While reflecting on his early strategies, he said:

> "So that was my main thing at the beginning was trying to get to know the kids and trying to see if I could offer any advice to them before we even move to any type of physical

> activity. I wanted them to understand that, you know, what you're going through right now is only temporary. And you can make those necessary changes, if you want to be successful if you want something different out of your life. So those are the things that I wanted to stress with them before that they had someone who was in their corner. They had someone who wanted to believe in them and they had someone that you know, will tell them when they're doing wrong as well."

In comparing his experience at the YDC with the traditional settings that he works in now, Ray noted that the standards were lower at the YDC. He mentioned how his then current school was using state standards for teaching students. At the YDC, he was simply asked to "keep them moving" and to "try things other than basketball." This was difficult when the students' ages in his course could have ranged from 12 to 17 years. He also noted his lack of access to technology. Ray believed that the use of technology could have given more options when teaching at the YDC.

Impact on current career. Despite lower standards and having limited resources, Ray appreciated the autonomy that he had to create lessons and curriculum for the students at the YDC. He believes that this helped to prepare him for the autonomy he had with his leadership role at his then current position in the public school system.

Another theme that Ray communicated as a learned lesson from the YDC was that all kids are the same. This mentality helped Ray develop his patience with the students in more traditional settings. While discussing the students from both settings he said, "They are both students who are still trying to deal with social awareness issues, dealing with things as far as family issues, dealing with things as far as self-esteem. Those things are not necessarily changed between the students." He believes that his experience at the YDC helped prepare in him to interact with his students.

Lastly, Ray, during the course of the interview realized that his experience at the YDC was a determining factor for the career path he chose. During this realization, he said:

> "There may be a reason why I'm in the position that I am now, the position of student services. With student services, that encompasses all student issues, all from student complaints, from student academic concerns, from student discipline concerns, so it's about the entire child. And I think that's one thing at [the YDC] was that they wanted to focus on was the entire child. But now that I look at my role now and looking at how a lot of our students who come to us from these low income and maybe not stable households. They have a lot of uphill battles that they're facing. So it's cool to hear that what I was doing [at the YDC] is still kind of going on, and it kind of shaped, I guess my personality of how I handle certain things as far as what I see on a day to day basis."

Ray recognized that he carried his experience at the YDC into his career. He even alluded to differences he can see between himself and his colleagues that he, in part, contributes to his nontraditional teaching experience. He explained that phenomenon in this way:

> "That may be the biggest catch, the way my colleagues might handle a situation as opposed to the way I handle a situation. They may not also always agree with me. But I always try to do what's in the best interest of the child. And that regardless of them, we build a bond of friendship. The best interest of the child will always stand on anything that someone should do in the education setting."

Ray also referred to providing his students with some nontraditional experiences. For example, a derby car race, a school garden, school farm animals to take care of, and a supplementary curriculum that emphasizes social skills, empathy, social skills, etc. Ray concluded his thoughts be emphasizing how important it is to connect with the whole child. He expressed how he believed that there were certain lessons that pertain to effective teaching that "you cannot learn from a textbook." Ray assumed that teaching in nontraditional settings like the YDC could help other preservice teachers develop those qualities.

Discussion and Conclusions

This study was aimed to examine how individuals who teach in K-12 physical settings and PETE described their experiences after teaching physical education in a youth development

center during their teacher preparation training. We believed this data-based knowledge would increase our understanding of how nontraditional settings can be used to better prepare preservice teachers. Also, this study was aimed to add to literature data-based evidence regarding if and to what extent nontraditional field experiences can transfer beyond the experience.

Previous research studies have validated the need for more culturally relevant pedagogies in PETE programs (Burden, Hodge, O'Bryant & Harrison, 2004; Ladson-Billings, 1994). Each of the participants in this study not only expressed an understanding of the multiple facets of diversity amongst the YDC students, but also an appreciation for that diversity. The YDC offered a wealth of racial, cultural, intellectual and socioeconomic diversity and the assistantship provided quality exposure to it. The participants acknowledged how this exposure to diversity in the nontraditional setting better prepared them for their careers afterward. This study acts on Culp's (2016) suggestion to take teacher education outside of the classroom by investigating nontraditional settings.

Similar to Domangue and Carson (2008), extended exposure in the nontraditional setting seemed to factor into the GTAs' experiences. Both Dante and Ray taught for 3 semesters at the YDC which is equivalent to a whole academic year. Malik taught between 6 and 7 semesters. Generally, it seemed that prolonged experiences gave the GTA's the necessary time to become fully immersed in the context. Fernández-Balboa (1998) proposed critical reflection as praxis. The participants in this study, once prompted to reflect, each were able to make connections to their current philosophy and practices with their prior experiences. Also, they showed evidence of having done so prior to this study.

Consistent with Issaka and Hopkins (2015), the GTAs in this study developed affective pedagogical skills during their experience teaching in a nontraditional setting. Empathy,

patience, sympathy, fun and enjoyment, care and respect were common themes amongst the participants of this study. Additionally, the setting prompted much of this development. The nontraditional setting seemed to highlight the unfortunate plight of many of the YDC students. The GTAs were able to not only notice this, but also make concerted efforts to resolve this phenomenon with their teaching.

In conclusion, this study begins to partially fill a gap in the literature by providing evidence-based research that follows former preservice teachers into the field after a nontraditional teaching experience. By doing so, we can support the idea that nontraditional teaching experiences do help better prepare preservice teachers.

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