

PHYSICAL EDUCATION TEACHERS' KNOWLEDGE AND PRACTICE
IN TEACHING CULTURALLY DIVERSE STUDENTS

by

WONSEOK CHOI

(Under the Direction of ROSE CHEPYATOR-THOMSON)

ABSTRACT

The purpose of this study was to examine in-service physical education teachers' knowledge and practice in teaching culturally diverse students in elementary schools. The theoretical perspectives that guided this research include symbolic interactionism and situated cognition. This study was a qualitative case study, which examined a purposefully selected three in-service teachers at different schools. Data were collected through interviews, participant observations, and document analysis. Two major research questions guided the examination of this study: The first question focused on the types of knowledge and practices that the in-service teachers used in teaching to diversity in the schools, and the second question concerned types of curriculum and teaching that were culturally relevant in teaching diverse student populations.

The grounded theory method guided the data analysis. The findings of the study revealed the participants to be well aware of the different attitudes and behaviors of students from different cultural backgrounds, and they had positive attitude towards cultural diversity. The participants thought the following five aspects were important in successful teaching culturally diverse students: (1) sport as universal language, (2)

promotion of positive student identity development through sports, (3) passion for physical education, (4) patience in teaching diverse students, and (5) building a good relationship with students. Furthermore, the participants perceived discipline to be an important consideration in teaching culturally diverse students. However, the curriculum followed by each participant in the current study seemed to be based on the traditional physical education curriculum, which did not reflect any ethnic and cultural values and traditions. Three conclusions were drawn related to in-service physical education teachers' teaching culturally diverse students: (1) in-service physical education teachers showed knowledge and practices that are appropriate for teaching culturally diverse students, (2) curriculum of in-service physical education teachers showed lack of multicultural content in their curriculum, and (3) the curriculum guide that the in-service physical education teachers used had physical education standards that disregarded multiculturalism.

INDEX WORDS: Elementary physical education; Multicultural education; Cultural diversity; Teacher knowledge; Teacher practice; Physical education teacher.

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By

WONSEOK CHOI

B.A., Kyungpook National University, Korea, 2003

M.S., Ball State University, 2006

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2011

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by

WONSEOK CHOI

Major Professor: Jepkorir Rose Chepyator-Thomson

Committee: Billy Hawkins
Judith Preissle

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
December 2011

DEDICATION

I would like to dedicate this dissertation to my parents,

Jongho Choi and Suyang Ryu

for their constant love, support, and encouragement.

I love you!

ACKNOWLEDGEMENTS

To my major professor, Dr. Rose Chepyator-Thomson, I remember the first time that you opened my eyes to issues about diversity and multicultural education. I appreciate all of your advisement, guidance, patience, and encouragement throughout my doctoral education program. Without your support and guidance, I would never have made it. I can never thank you enough!

To my committee members, Dr. Judith Preissle and Dr. Billy Hawkins, I appreciate your contributions. Thank you for the knowledge and inspiration you have given me over the years working on my dissertation. I also appreciate your flexibility and understanding during my doctoral education process.

To Glenn, you've been a true friend and a great mentor. Thank you for your encouragement, valuable comments and critiques of my work to make it better.

To Lisa, James, and Amy (Pseudonym). Thank you for your participation in this study. I express my utmost gratitude for your commitment, time, and wisdom. I feel honored to have worked with you. Without you, this work could not have been possible.

To my wife, Soyoung,

Thank you for everything!

Without your support I could never have accomplished this.

Now I am looking forward to enjoying every minute of my life with you!

I love you very much!

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CHAPTER ONE

INTRODUCTION

Background

There is an increasing diversity within the society of the United States, and hence within the student population in PreK-12 schools, requiring a cadre of teaching professionals who understand and respect diversity. Diversity is defined as "different racial and ethnic groups' cultures, traditions, and belief systems" (Echols & Stader, 2002, p.1). Many countries, including the United States, Canada, Korea, Sweden, Holland, Australia, and France, face many challenges associated with the needs of a growing diverse student population (Allard & Santoro, 2008; Chang, 2008; Suárez-Orozco, 2005). For example, in the United States, immigrants from many different countries impact public policy and curriculum of the school system (Rong & Preissle, 2009). The percentage of public school students who were White decreased from 68 to 55 percent between 1988 and 2008. During this period the percentage of Hispanic students doubled from 11 to 22 percent, and in 2008, Hispanic enrollment exceeded 10 million students (Aud, Hussar, Planty, Snyder, Bianco, Fox, et al., 2010). While the decrease of white students may be based on the greater use of private education such as home schooling, the increase of diverse students in schools may be due to the growth in the number of Hispanic students, particularly in the West (Aud et al., 2010).

In contrast, the racial/ethnic distribution of full-time teachers in elementary and secondary schools did not change that much (Aud et al., 2010). The only slight shift

between 1999–2000 and 2007–08 concerns Hispanic teachers. The percentage of teachers who were Hispanic was higher in 2007–08 than in 1999–2000 (8 vs. 6 percent for elementary and 7 vs. 5 percent for secondary). At the elementary level, there were no measurable differences between 1999–2000 and 2007–08 in the percentages of teachers who were White (83 vs. 82 percent) or in the percentages of teachers who were Black (8 vs. 7 percent). Current trends in public school enrollment and teacher characteristics indicate the overwhelming probability that minority students will experience mostly White teachers in their education (Aud et al., 2010). Thus teachers need to acquire multicultural education knowledge and be able to use skills grounded in multicultural perspectives to be successful in teaching diverse students.

Multicultural education is considered to be an “education that values diversity and includes the perspectives of a variety of cultural groups on a regular basis” (Santrock, 2001, p.171). According to Banks (2008), one of the major goals of multicultural education is to create, within schools and society, the democratic ideals that value justice, equality, and freedom. Research on multicultural education has challenged mainstream academic knowledge, including stereotypes and misconceptions, to show the apparent extensive range of experiences within ethnically, racially and culturally diverse groups (Banks, 2008).

Two commonly used theoretical frameworks in the area of multicultural education include: assimilation and pluralism. According to Rong and Preissle (2009), research on immigration and education was once dominated by the assimilation model, which advocated the elimination of ethnic identity and the reconstruction of an “all American and English-speaking only” immigrant identity. The assimilation paradigm, sometimes

called a monocultural perspective, espouses tolerance and acceptance of differences in an effort to uphold the existing social structure and power relations – it shares an image or model of “American culture” in the United States (Cushner, McClelland, & Safford, 2006; Grant, Elsbree, & Fondrie, 2004). However, the pluralism paradigm is built upon the philosophical ideas of freedom, justice, equality, equity, and human dignity (Grant et al., 2004). Under pluralism, ethnic groups can maintain their distinctive cultural identities which imply recognition of ethnicity as a legitimate way of grouping in the society. The pluralism model accounts for the variety in objectives, processes, or outcomes found among different immigrant communities (Rong & Preissle, 2009).

Instead of the traditional view of the immigrants and ethnic minorities, the consideration of pluralistic perspectives in education and society is paramount, particularly in teacher education and student’s schooling. Through teacher preparation, teachers need to develop knowledge about student diversity, the instructional context in education, and the influence of educational policy in order to improve students' learning experience and cultivate cultural responsive schooling process. What is required is an education with a multicultural perspective that requires education professionals and teachers to develop school programs that aid students' understanding of themselves and others, and assists students in developing a clear understanding and appreciation of the diverse ethnic and racial groups (Chepyator-Thomson, 2001). Although there are likely many factors in the school setting that account for differential achievement levels of culturally diverse students, teachers’ knowledge and practice in particular, are integral to student success in education (Stanley, 1996).

However, scholars in teacher education, including physical education, have called attention to the widening gap between the cultural and ethnic diversity of school children and their teachers (Burden, Hodge, & Harrison, 2004; Griffin, 1985). For instance, the shortage of teachers of color and other teachers who desire to teach in an urban school environments points to a crisis in U.S. education (American Association of College Teachers, 1994). Nelson-Barber and Mitchell (1992) explained that it is not only important to increase the number of qualified teachers of color, but also to improve the preparation of teachers of all backgrounds. Matus (1999) disclosed that the lack of teacher education programs that prepare future teachers for teaching diverse learners in urban schools may contribute to the high rate of teacher attrition in urban schools. This points out the critical need for providing teachers with accurate and sufficient knowledge about their own cultures and other cultures in educational institutions, helping in the process the eradication of myths and stereotypes about racial and ethnic groups in the country (Sachs & Poole, 1989). Teachers should not only have knowledge of other cultures but also the desire to interact and communicate with students from diverse backgrounds, and should possess necessary experiences and interests to teach to diversity in schools (Chepyator-Thomson, You, & Russell, 2000; Fleming, Mitchell, & Gorecki, 1999; Sparks, Butt, & Pahnos, 1996). Further they should be encouraged to be sensitive to issues of race and multiculturalism and to consider learning about these issues as part of their educational responsibilities (Banks, 2008). Thus, teacher educators should develop coursework and learning experiences that help move novice teachers from ethnocentric perspectives to ethnorelative values of intercultural sensitivity in meaningful ways (Burden et al., 2004; DeSensi, 1995; Hodge, 2003).

Recently, through various policy statements, educational agencies in physical education encouraged increased involvement in multicultural education. Standards-based reform in physical education (National Association for Sport and Physical Education, 2003a) addresses multicultural education through a standard that emphasizes the importance of respect for others. Standard 5 of NASPE standards advocates a “responsible personal and social behavior that respects self and others in physical activity settings” to assure that students exhibit this behavior in school physical education (NASPE, 2003a, p.14). Furthermore, the NASPE established the National Standards for Beginning Physical Education Teachers (NASPE, 2003b), which advocates standards-based physical education teacher education. Standard 3 centers on diverse learners, focusing on understanding how individuals differ in their approaches to learning and on the creation of appropriate instruction adapted to these differences. The core concept of this standard is based on a beginning teacher's ability to understand, appreciate, and address individual differences in learning concepts such as physical disability, as well as diverse cultural backgrounds. Especially, this standard seeks to diversify instructional approaches through designing learning environments that meet the learners’ academic and social development needs. In Georgia, Performance Standards for Physical Education specifically mention the importance of respect for similarities and differences through positive interaction among participants in physical activity (Georgia Department of Education, 2008). Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

In spite of the importance of multicultural issues in physical education, only a limited number of studies have been conducted. More specifically, Chepyator-Thomson, Kim, Xu, Schmidlein, Na, Choi, et al. (2008) brought attention to low publication rates (1.39%) on issues related to multiethnic and diversity education in mainstream physical education journals. Although several concepts and models are generally used in research on multicultural education, few studies have used these as theoretical perspectives to understand physical education teachers' knowledge and practice. These theoretical perspectives include *cultural competency* (Domangue & Carson, 2008; Harrison, Carson, & Burden, 2010; McAllister & Irvine, 2000; Reich & Reich, 2006; Stuart, 2004), *cultural sensitivity* (Bennett, 2007; Burden, et al., 2004; Burdette-Williamson, 1996; DeSensi, 1995), *culturally relevant teaching* (Chepyator-Thomson, 1990; Culp, Chepyator-Thomson, & Hsu, 2009; Gay, 2002; Hodge, 2003; Huber, 1992; Kantor & Brenzel, 1992; Ladson-Billing, 2009; Ooka Pang, 2005; Sparks, 1994), and *racial identity* (Cushner, et al., 2006; Helms, 1992, 1993; Lawrence, 1998).

Several researchers have discussed a wide range of other topics and issues about multicultural education in physical education. Research on preservice physical education teachers discussed knowledge and attitudes toward multicultural education (Stanley, 1996; 1997) and practicum/field-based experiences and their perception of change (Culp, et al., 2009; Domangue & Carson, 2008; Meaney, Bohler, Kopf, Hernandez, & Scott, 2008; Sparks & Verner, 1995). Research on preservice physical education teacher education program showed a large number of institutions to put an emphasis on multiculturalism and diversity in their programs, where coursework become the primary strategy for addressing multiculturalism (Ayers & Housner, 2008).

However, Chepyator-Thomson et al. (2000) indicated limited knowledge and training experience of in-service teachers due to a failure of teacher preparation programs as well as in-service trainings to prepare for diversity. Other studies on in-service physical education teachers focused on in-service knowledge, attitudes, and practices in teaching culturally diverse schools (Colum, Foley, and Lytle, 2010; Griffin, 1985; Harrison, et al., 2010; Hastie, Martin, & Buchanan, 2006; McCauhtry, Barnard, Martin, Shen, & Kulinna, 2006; Sparks et al., 1996; Sparks & Wayman, 1993). In addition to research on practitioners, several scholars discussed rationales for multiculturalism in physical education (Burden, et al., 2004; Chepyator-Thomson, 1995; DeSensi, 1995), student perspectives (Fine, 1991; Hill & Cleven, 2006), curriculum (Brinson, 1991; Fullerton & Madjeski, 1996; McGreevy-Nichols & Scheff, 2000; Prevots, 1991; Schwartz, 1991), and physical education textbooks (Shan-Hui & Chepyator-Thomson, 2010).

In summary, studies in physical education teacher education reveal challenges as to the effectiveness of school teachers to teach a diverse student body in public schools. Many teacher education programs have started to prepare their students using multicultural education curriculum and diverse instructional models and multicultural materials, but it seems physical education is behind this trend (Chepyator-Thomson et al., 2000; Lock, 1995; Sparks et al., 1996). Teaching culturally diverse students in physical education has not been explored deeply, with minimal attention being given to the process of the development of physical education teachers' cultural competency, cultural sensitivity, culturally responsive pedagogy, and racial identity. Despite the limited number of studies and the wide range of focus, the results of some studies reveal that

physical education teachers have varying degrees of knowledge and understanding of multicultural education, with most of the studies using survey or other data collection methods that are generally used in quantitative research designs. Thus, the current case study aims to provide a deeper understanding of in-service physical education teachers' knowledge and practice and comprehend issues related to teaching culturally diverse students in physical education using qualitative research design.

Purpose of the Study

The purpose of this study was to examine in-service physical education teachers' knowledge and practice in teaching culturally diverse students in elementary schools. To address the purpose of the study, the following questions guided data collection and analysis:

1. What types of knowledge and practices do in-service teachers use in successful teaching to diversity in the schools?
2. What types of curriculum and instruction are culturally relevant in teaching diverse student population?

Significance of the Study

The significance of this study lies in the contribution of new knowledge and practices to in-service teacher physical education and to the effective teaching of cultural diverse students. Readers can integrate the findings of this study into their own experiences and thereby gain a greater understanding of multiculturalism of physical education in elementary schools, with primary area of significance being knowledge and practices of the in-service teachers. More specifically, for in-service teachers, this study offer insights into effective ways to teach to diversity at the elementary school level, and

provides possible ways to affirm current cultural practices. Furthermore the novice practitioner would gain new information of in-service teachers' knowledge and practice in teaching culturally diverse students. Teacher education programs may also benefit from this study through insights that may inform curriculum and teaching but also may serve as exemplars of multicultural education in physical education.

Organization of the Dissertation

This dissertation consists of five chapters. Chapter 1 provides an overview of the dissertation study, including the background, the statement of purpose, research questions, and the significance of the study. Chapter 2 examines related research on multicultural education, both regular and physical education, physical education teachers' knowledge and practice in multicultural education, and physical education curriculum and multiculturalism. Chapter 3 describes the rationale of the study, and provides research context, participants, data collection, and methods used in the analysis of the study. Chapter 4 provides the findings of the in-service physical education teachers' knowledge and practices in teaching culturally diverse students. Finally, Chapter 5 provides a discussion in the context of the literature and presents implications for curriculum and instruction, and future research, as well as recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this study was to examine in-service physical education teachers' knowledge and practice in teaching culturally diverse students in elementary schools. Two research questions guided this study: (1) What types of knowledge and practices do in-service teachers use in successful teaching to diversity in the schools? (2) What types of curriculum and instruction are culturally relevant in teaching diverse student population? The chapter is divided into four sections: (1) An overview of multicultural education and guiding paradigms, (2) theoretical perspectives on teachers' knowledge and practices in multicultural education, (3) multiculturalism in the context of teaching in physical education, and (4) multiculturalism in the context of curriculum in physical education.

Multicultural Education

According to Banks (2008), multicultural education is a reform movement designed to make some major changes in the education of students. Many scholars described the term multicultural education in various ways. For example, multicultural education is defined as an "education that values diversity and includes the perspectives of a variety of cultural groups on a regular basis" (Santrock, 2001, p.171). Manning and Baruth (2009) define multicultural education as "teaching learners to recognize, accept, and appreciate differences in culture, ethnicity, social class, sexual orientation, religion, special needs and gender" (p. 3). In the context of education that is multicultural

education, it is assumed that race, ethnicity, culture, religion, and social class are salient parts of U.S. society, making diversity within school institutions and promotion democratic ideals that value justice, equality, and freedom paramount (Banks, 2008).

Banks developed a set of “dimensions of multicultural education” that can help practitioners identify and formulate reforms that implement multicultural education in thoughtful, creative, and effective ways (Banks, 2008, p. 30). The dimensions are (a) content integration, (b) knowledge construction process, (c) prejudice reduction, (d) an equity pedagogy, and (e) an empowering school culture and social structure. *Content integration* deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline. The *knowledge construction process* relates to the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge constructed. *Prejudice reduction* focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials. The idea of *an equity pedagogy* is considered to exist when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, and social-class groups. This includes using a variety of teaching styles that are consistent with the wide range of learning styles within various cultural and ethnic groups. Finally, *an empowering school culture and social structure* is thought to include grouping and labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines. These are among the components of the school culture that must

be examined to create a school culture that empowers students from diverse racial, ethnic, and cultural groups (Banks, 2008,). Banks' dimensions of multicultural education points to a complex and multidimensional knowledge base and practices in educational institutions.

As the goal of multicultural education is to provide equal opportunities for all students by directing educational experiences that help them become knowledgeable and respectful of others (Banks, 2008), making the examination of teachers' knowledge and practices in children's schooling to be an extremely important area to study is critical. Influential teachers in the area of multicultural education have a firm understanding of all cultures, which ensures that each student receives an equal opportunity in the classroom setting (Sparks et al., 1996). According to Manning & Baruth (2009), educators in need of a comprehensive understanding of cultural diversity and expertise in multicultural education should direct attention to learning the impact of cognitive and affective factors on student learning. It will not suffice for educators to have knowledge of culturally diverse learners yet be unable to recognize learners' individual and cultural needs and the complex relationship between culture and learning. A teacher's diverse knowledge base should include understandings of culture, race, ethnicity, and socioeconomic status, and the teacher should comprehend the implications of these factors on teaching and learning. Similarly, teachers need to know and understand the ramifications of racism, discrimination, prejudice, and injustice, as well as be aware of what it means to be a diverse learner in schools. Teachers need sufficient knowledge to be able to understand culturally different learners and to plan both developmentally and culturally appropriate curriculum and instruction.

Two Paradigms in Multicultural Education

Several sources have described a wide range of multicultural paradigms and models to guide educational research as well as provide implications for school practice (Banks, 2006; Chepyator-Thomson, 1995; DeSensi, 1995; Rong & Preissle, 2009). A thorough review of the sources revealed the following two theoretical frameworks to be commonly used in studying multicultural education: assimilation and pluralism.

According to Rong and Preissle (2009), research on immigration and education was once dominated by the assimilation model, which advocated for the elimination of ethnic identity and for the reconstruction of an “all American and English-speaking only” immigrant identity (p.11). The assimilation paradigm, sometimes called a monocultural perspective, espouses tolerance and acceptance of differences in an effort to uphold the existing social structure and power relations, which advocates an image or a model of “American culture” in the United States (Cushner et al., 2006; Grant et al., 2004). In other words, assimilation is the process of giving up one’s traditional ethnic identity while accepting and acquiring the values and behavior of the mainstream culture. Thus, discussions of power relationships are absent, as the focus or purpose of the research supports center on “business as usual.” The assumption of this theory is that ethnic minorities should be freed of ethnic identifications and commitments so they become full participants in the national culture (Banks, 2006). Furthermore, assimilationists believe that each successive generation residing in the United States will improve its socioeconomic status as children and their families become more familiar with U.S. culture, the English language, and major U.S. institutions, including schools (Rong & Preissle, 2009). In short, the goal for assimilationists is to make it possible for everyone

to be “melted” into a homogeneous whole (Cushner et al., 2006). In terms of research from assimilationistic perspective, single constructs are focused upon without consideration of multiple social constructs such as race, class, or gender in classroom situations.

On the other hand, the pluralism paradigm is built upon the philosophical ideas of freedom, justice, equality, equity, and human dignity (Grant et al. 2004). Under pluralism, ethnic groups can maintain their distinctive cultural identities which imply recognition of ethnicity as a legitimate way of grouping in the society. The pluralism model accounts for differences in objectives, processes, or outcomes as they relate to immigrant communities (Rong & Preissle, 2009). According to Rong and Preissle, immigrant adaptation in this model is viewed as a multidimensional and multifaceted process with micro-level variables such as race, class, gender, and age interacting with macro-level contextual variables such as laws, policies, the socioeconomic and political environment, and immigration history. In pluralistic research, the aim is to facilitate an understanding of students, the instructional context, and the influence of educational policy in order to improve students' learning experience and the schooling process. Much of pluralistic research recognizes multiple social constructs within educational contexts and includes multiple perspectives and voices of school community (Grant et al., 2004). The relationship between knowledge and power is at the forefront of the analysis and discussion of pluralistic research, and the intention is to seek equity through transforming power relations.

<i>Research Characteristics</i>	<i>Assimilation</i>	<i>Pluralism</i>
Focus on population	Single social construct (e.g., race, or class, or gender)	Multiple or intersectionality of social constructs (e.g., races, classes, genders; or intersection of race, class, and gender)
Use of relational power	Power status quo; seeks tolerance and acceptance of differences	Transformation of power; seeks freedom, justice, equality, equity, and human dignity

Table 2.1. Two Multicultural Education Research Paradigms (Grant, Elsbree, & Fondrie, 2004, p. 187)

Pluralists view a person's social group as critical to the socialization process in contemporary society. The group provides the individual with identity, a sense of belonging or psychological support, particularly when faced with discrimination by the larger society. Because pluralists assume a "difference" rather than a "deficit" orientation, they stress the importance of a curriculum addressing different learning styles and patterns of interaction and fully recognize students' cultural histories (Cushner et al., 2006). Instead of the traditional view of immigrants and ethnic minorities, pluralistic perspectives have become an alternative to other perspectives in U.S. society. Education with a multicultural perspective requires education professionals and teachers to assist students in developing a clear understanding and appreciation of diverse ethnic and racial groups (Chepyator-Thomson, 2001). Thus, teachers need to develop their understanding of students, the instructional context, and the influence of educational policy on student learning in order to improve students' learning experiences. Although there are likely many factors in the school setting that account for differential achievement levels of culturally diverse students, teachers and their knowledge and practices, in particular, are integral to student success in schools (Stanley, 1996) and need further examination. The

next section discusses major findings in the study of teachers' knowledge and practices in the context of multicultural education.

Theoretical Perspectives on Teachers' Knowledge and Practice in Multicultural Education

In education, questioning what qualities, understanding, categories and types of knowledge that competent teachers should have is paramount. According to Shulman (1987) teachers need to understand 'what is to be learned' and 'how it is to be taught,' and he categorizes knowledge into the following types: (1) content knowledge, (2) general pedagogical knowledge, (3) curriculum knowledge, (4) pedagogical content knowledge, (5) knowledge of learners and their characteristics, and (6) knowledge of educational contexts (p. 8). According to Banks (1987), effective teachers in the area of multicultural education possess four different characteristics that include knowledge, clarified cultural identification, positive intergroup and racial attitudes, and pedagogical skills.

Knowledge. The effective teacher has (1) social science knowledge derived from the goals, assumptions, and values of knowledge that she/he has learned and (2) pedagogical knowledge in relation to the following: (a) the characteristics of students from diverse ethnic, racial, cultural, and social-class groups, (b) prejudice and prejudice-reduction theory and research, and (c) teaching strategies and techniques.

Clarified cultural identification. The effective teacher has a reflective and clarified understanding of his or her cultural heritage and experience, and has knowledge of how it relates to, and interacts with, the experiences of other ethnic and cultural groups.

Positive intergroup and racial attitudes. The effective teacher has clarified and positive attitudes toward different racial, ethnic, cultural, and social-class groups.

Pedagogical skills. The effective teacher has the skills (1) to make effective instructional decisions, (2) to reduce prejudice and intergroup conflict, and (3) to formulate and devise a range of teaching strategies and activities that facilitate the academic achievement of students from diverse racial, ethnic, cultural, and social-class groups.

Educators who seek a comprehensive understanding of cultural diversity and expertise in multicultural education should direct attention to both cognitive and affective factors (Manning & Baruth, 2009), pointing to teachers' knowledge and practices in multicultural education as embracing cultural competency, cultural sensitivity, culturally responsive pedagogy, and racial identity. An essential view of education that is multicultural education is the provision of equal opportunities for all students, including developing educational experiences that help them to become knowledgeable and respectful of others, and considering teachers' knowledge and practices as important area of research examination. This section focuses on theoretical perspectives and emerging themes from extant literature.

Cultural Competency and Cultural Sensitivity

Cultural competency is defined 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). The goal of developing cultural competency is to develop self-awareness of diversity in context of the different cultural backgrounds that influence one's behavior and cognition (Bennett, 2007). People with cultural competency have the ability to interpret experiences and patterns of an individual's intentional communications (language, signs, gestures), unconscious cues (such as body

language), and customs in styles of culture that are different from one's own (Bennett, 2007; Reich & Reich, 2006). Thus, to become culturally competent, one must have sufficient knowledge, practical experience, and appreciation for cultural differences relative to his/her own personal identities, values, and beliefs.

According to McAllister and Irvine (2000), less attention has been given to the process by which teachers develop cultural competency, in particular, the various factors that may contribute to development of effective in-service programs. They summarized their research findings using three different process theories or models for developing cultural competency. One of the models they review is Bennett's Developmental Model of Intercultural Sensitivity (DMIS), which provides an orderly, coherent, and empirically validated taxonomy of intercultural competencies with a framework for understanding individual development and awareness along a continuum from highly ethnocentric to highly ethnorelative (Bennett, 2007; Cushner et al., 2006).

<i>Levels</i>	<i>Stages</i>	<i>Descriptions</i>
1	Denial	Does not recognize cultural differences
2	Defense	Recognizes some differences, but sees them as negative
3	Minimization	Unaware of projection of own cultural values; sees own values as superior
4	Acceptance	Shifts perspectives to understand that the same "ordinary" behavior can have different meanings in different cultures
5	Adaptation	Can evaluate other's behavior from their frame of reference and can adapt behavior to fit the norms of a different culture
6	Integration	Can shift frame of reference and also deal with resulting identity issues

Table 2.2. Developmental Model of Intercultural Sensitivity (Bennett, 2007)

Burdette-Williamson's study (1996), focused on the intercultural sensitivity of teachers in vocational family and consumer sciences and agricultural education. The results showed significant positive relationships between intercultural sensitivity and many of the independent variables related to international and cross-cultural experiences. In this context, teacher educators should require students enrolled in a teacher preparation program to complete several courses with international and cross-cultural concepts and to complete their field experiences in culturally diverse settings. Domangue and Carson (2008) investigated how a service-learning program shapes preservice physical education teacher's cultural competency. The findings of the study revealed that the service-learning participants identified consistent engagement, exposure to another culture, and engaged teachers as key contributors to the development of cultural competency in participants in an in-service learning program. Therefore, it is important that novice teachers engage in meaningful teaching experiences in diverse environments to improve their overall understanding of diversity and to eliminate any stereotypic conceptions of their role as teachers of learners from diverse backgrounds (Stroot & Whipple, 2003). Indeed, teacher educators are responsible for developing coursework and learning experiences that help move novice teachers from ethnocentric perspectives to ethnorelative values of intercultural sensitivity in meaningful ways (Burden et al., 2004; DeSensi, 1995; Hodge, 2003).

Culturally Relevant Teaching

Culturally relevant teaching—also called culturally responsive teaching—is a way of teaching that is used to empower students intellectually, socially, emotionally, and politically through the use of cultural references that impart knowledge, skills and

attitudes (Ladson-Billings, 2009). Gay (2002) defines culturally responsive teaching as a way of using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective; it teaches to the strengths of students. According to Gay (2002) culturally responsive teaching has the following characteristics: (1) it acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as a worthy content for inclusion in the formal curriculum; (2) it builds bridges for meaningful understanding between home and school, as well as between academic abstractions and lived sociocultural realities; (3) it uses a wide variety of instructional strategies that are connected to different learning styles; (4) it teaches students to know and to praise their own and each others' cultural heritages; and (5) it incorporates multicultural information, resources, and materials in all of the subjects and skills that are routinely taught in schools (p. 29).

Culturally responsive educators not only teach about people who manifest differences, but are also those who are responsive to the cultural identity of the learners (Huber, 1992). In other words, teachers should have a moral responsibility to be culturally responsive or to design curricular programs that are responsive to the educational needs of learners from diverse backgrounds (Sparks, 1994). Ooka Pang (2005) mentioned that: “culturally responsive teaching is an approach to instruction that responds to the sociocultural context and seeks to integrate the cultural content of the learner in shaping an effective learning environment” (p. 336). Teachers who use this approach understand ways in which it makes their teaching more effective.

Ladson-Billings's (2001) research in teacher education programs follows eight preservice teachers through their teacher preparation programs in the author's quest to identify the best ways to support teachers to teach to diversity. From her findings, several factors make instructional practices culturally responsive to the needs of student learners. She calls her theoretical framework "culturally relevant pedagogy" (p. 144). She bases this framework on the propositions that successful teachers (1) focus on students' academic achievement, (2) develop students' cultural competence, and (3) foster students' sense of sociopolitical consciousness.

The first set of characteristics that Ladson-Billings (2001) identified includes the following indicators of academic achievement. These are present in classrooms where teachers believe that all students are capable of learning; where teachers explain what achievement is in the context of their classrooms; where teachers know content, the students, and how to teach content to students; where teachers support the development of students' critical conscience toward the curriculum; and where teachers encourage academic achievement as a multidimensional concept. The second set of characteristics comprises indicators of cultural competence (Ladson-Billings, 2001). These indicators determine how teachers can improve their teaching practices. They include teachers' understanding of culture and the role of culture in education; teachers' taking responsibility for learning about students' culture and community; the teachers' use of their students' culture as a foundation for learning; and teachers' support of the flexible use of students' local and global culture. The last indicators are those of sociopolitical consciousness that is associated with issues of social justice. These include teachers' knowledge of the larger sociopolitical context of the school, community, nation, and

world; teachers' investment in the public good; teachers' development of academic experiences that connect students' perspectives to the larger social context; and teachers' understanding that their students' success will lead to an improved quality of life (Ladson-Billings, 2001).

To provide culturally responsive pedagogy in physical education, teacher educators should ensure that novice teachers are trained to reflect on their personal assumptions, stereotypical beliefs, and behaviors toward learners from various diverse groups (Hodge et al., 2003; Sparks, 1994). Chepyator-Thomson (1990), in her study of a Midwestern senior high school, found that the students' tendency to separate by race affected their selection of physical education courses, their participation patterns, and their interaction with other students. She also found that African American students at this school believed that white teacher treated them differently from others and that they had "experienced some form of discrimination or insulting remarks about their ethnic backgrounds from the teachers" (p. 86). Several other research studies found that journaling provides a medium for novice teachers to identify issues, address problems, and think critically about best practices (Culp et al., 2009; Hodge et al., 2003). Moreover, physical educators should be cognizant of, for example, that differences that occur among urban, rural, and suburban schools are most evident in economic resources (e.g., supplies, equipment, and faculty salaries); cultural and ethnic diversities of the students; as well as differences in learning styles, preparedness, and readiness of students to learn (Kantor & Brenzel, 1992).

Racial Identity

Race is sometimes socially defined on the basis of physical criteria (i.e., skin color, facial features), while an ethnicity is socially defined on the basis of cultural criteria (i.e., customs, shared history, shared language) (Cushner et al., 2006). Janet Helms (1992, 1993) stated that all people undergo a developmental process of racial identity. This theory involves "how you perceive yourself as a racial being as well as how you perceive others racially" (Helms, 1992, p. 23). For example, although all white persons know that they are white, their psychological orientation to being white differs. For some people "being white" is just being "normal" without any thought about the racial significance of that position. People who experience racial identity in this way miss the reality of a society dominated by whiteness in which people of color are denied access to "normalcy." By contrast, other people may recognize the privileges that whiteness affords them while also trying to work in alliance with people of color to challenge racist policies and practices (Lawrence, 1998). Helms (1993) theorized that white persons undergo six stages in their white identity development and these include: (1) contact, (2) disintegration, (3) reintegration, (4) pseudo-independent, (5) immersion/emersion, and (6) autonomy.

This section discussed many of the concepts and models presented in previous research that describe teachers' knowledge and practices in multicultural education. Each of these offers valuable insight into understanding teaching in multicultural settings. The next section discusses various perspectives on physical education teachers' knowledge and practices in multicultural education. These perspectives are derived from reviewing

research literature, which provides valuable insights into understanding teaching in multicultural settings in physical education.

Multicultural Education in the Context of Teaching in Physical Education

Scholars in teacher education, including physical education, have called attention to the widening gap between the cultural and ethnic diversity of school children compared with that of their teachers (Burden et al., 2004). The shortage of teachers of color and of those desiring or willing to teach in an urban school environment has been characterized as a devastating crisis in U.S. education (American Association of College Teachers, 1994). The lack of teacher education programs that emphasize urban education to adequately prepare future teachers for teaching a diversity of learners in urban schools is considered to have contributed to the high rate of teacher attrition in urban schools (Matus, 1999). Nelson-Barber and Mitchell (1992) mentioned that it is not only important to increase the number of qualified teachers of color, but also to improve the preparation of teachers of all backgrounds for teaching to diversity in schools.

Educational agencies in physical education need to use policy statements to encourage increased involvement in multicultural education research and curriculum and implementation. The National Association for Sport and Physical Education (NASPE, 2003a) addresses concepts of multicultural education through standards-based reform strategies that emphasize the importance of respect for others. In the context of teaching, Standard 5 puts emphasis on the development of a “responsible personal and social behavior that respects self and others in physical activity settings,” advocating for students to exhibit this behavior in school physical education settings (See Appendix A).

The Georgia Performance Standards for Physical Education are based on the National Physical Education Standards developed by the NASPE. The Standards reflect what a physically educated student should know and be able to do at each grade level (K-12) (Georgia Department of Education, 2008). The purpose of this document is to establish content standards for the physical education school program that clearly identifies consensus statements related to what a student should know, be able to, and how the student should act as a result of a quality physical education program. In addition, the standards demonstrate that physical education has meaningful, significant content and measurable outcomes. The purpose of developing these standards at the state level is “to better serve schools and the local community in the process of curriculum development. Curriculum development is a local issue and may differ from school to school while the standards remain the same for all schools in the state (Georgia Department of Education, 2008, p.6).” See Appendix B for the scope and sequence of Standard 5 in Georgia Performance Standards for Physical Education.

The NASPE (2003b) also established the National Standards for Beginning Physical Education Teachers, which advocates for standards-based teacher education and teaching in the context of diversity. Standard 3 centers on diverse learners, focusing on understanding how individuals differ in their approaches to learning, which teachers need to know and apply in the creation of appropriate instruction adapted to these differences. The core concept of this standard is based on a beginning teacher's ability to understand, appreciate, and address individual differences in learning such as physical disability as well as diversity based on cultural backgrounds. Thus, this standard seeks to diversify

instructional approaches by designing learning environments that meet the learners' academic and social development needs.

However, besides the emphasis on issues of diversity in physical education, a review of the literature revealed that few scholars have addressed the issue of physical education teachers' knowledge and practice in teaching culturally diverse students. Overall, successful physical education teachers in the culturally diverse school setting (e.g., urban schools) tend to maintain high expectations for student accomplishment, provide the best possible learning environments, and implement activities that aid increased student involvement (Ennis, et al., 1997; Henninger, 2007; McCaughtry, Barnard, Martin, Shen, & Kulinna, 2006). The literature on physical education teachers' knowledge and practice in multicultural education, as reviewed for this study, is organized into two categories: research relevant to preservice teachers and that is relevant to in-service teachers. Furthermore, research on students' perspectives on multicultural education in physical education is also presented.

Research on Preservice Physical Education Teachers

A study was conducted with undergraduate college students about their perceptions of initial multicultural knowledge as well as perceptions of change in multicultural knowledge and attitude prior to and following participation in one of four instructional activities (Sparks & Verner, 1995). This study found that perceptions of multicultural knowledge and attitude among preservice teachers can be effectively enhanced both for the discipline-specific and integrated classroom group engagement. However, field-based experiences had little impact on enhancing preservice teachers' perceptions of their multicultural knowledge and attitude. The Pluralism and Diversity

Attitude Assessment instrument was developed specifically to assess attitudes toward cultural diversity and pluralism among preservice physical educators (Stanley, 1996, 1997). One of the main purposes for developing this instrument was to better understand the attitudes toward diversity and pluralism that existed among teacher candidates. The results indicated that preservice teachers in physical education may personally respect and value cultural diversity, but may not take actions or implement pedagogical practices that are culturally sensitive. The results also indicated that females may be more inclined to adapt teaching methods to meet the needs of each individual than males. This finding suggests that teacher educators should work toward not only sensitizing prospective teachers to culturally diverse students, but also guiding and encouraging these future educators in adopting and implementing educational programs that are responsive to cultural diversity (Stanley, 1997).

Several studies examined impact of multicultural service-learning program on preservice teachers' cultural competence in teaching. In Meaney et al. (2008) study, the course's service-learning component provided preservice teachers opportunities to teach physical education to African-American and Hispanic children from low socioeconomic backgrounds. The results indicated that daily interaction with the children broadened participants' understanding of underserved children, changed their preconceived stereotypes, improved their language and communication skills, and impacted future teaching expectations. Domangue and Carson (2008) investigated how the service-learning program shaped preservice physical education teacher's cultural competency. Findings revealed that the service-learning participants identified consistent engagement, exposure to another culture, and an engaged instructor as key contributors to cultural

competency within the service learning program. Culp, Chepyator-Thomson, and Hsu (2009) advocated for the value of the use of multicultural service learning practicum in physical education teacher education programs. They examined the reflective journals of thirty junior and senior physical education teacher education preservice teachers enrolled in a multicultural service learning practicum. As evidenced by the journal comments, preservice teachers in this experience had the opportunity to encounter unique situations that they could face again. These findings suggest service-learning programs may valuably enhance preservice teachers' cultural competence in teaching.

Overall, research on preservice teachers revealed that they may personally respect and value cultural diversity, but may not take actions or implement pedagogical practices that are culturally sensitive. However, researchers generally agree that practicum or field-based experiences are helpful to change preservice physical education teachers' perceptions of their multicultural knowledge and attitude and their cultural competency.

Research on In-service Physical Education Teachers

In the early 1990s, researchers (Sparks et al., 1996; Sparks & Wayman, 1993) investigated physical education teachers' knowledge and skills to understand diversity issues in U. S. education. In their research study, urban teachers and rural teachers seem to have different understandings of ethnic diversity. While teachers in urban areas appeared to have a better understanding of the importance of designing a curriculum that included characteristics of ethnic diversity, teachers in rural areas had a greater appreciation of the customs and traditions of differing cultures, and seemed to appreciate the importance of providing curricular opportunities that promoted interaction between students of different ethnic groups (Sparks & Waymen, 1993). Furthermore, in-service

physical education teachers had high knowledge levels and positive attitudes toward multicultural education; however they did not have specific plans for the development and promotion of multiculturalism within the physical education program (Sparks et al., 1996).

Chepyator-Thomson et al. (2000) surveyed 72 in-service physical education teachers to investigate their background information and understanding of multicultural education. Among five open-ended survey questions, "How would you define multicultural education?" was asked to discover the teachers' understanding of the term multicultural education. The responses to this question revealed a continuum from teachers who were non-committal, to teachers who valued inclusive education instructional practices in the construction of the physical education program. As illustrated in Figure 1, the result was arranged into four categories: (a) non-committal and non-directional orientation; (b) acquisition of conceptual knowledge; (c) awareness of cultural diversity; and (d) inclusive education.

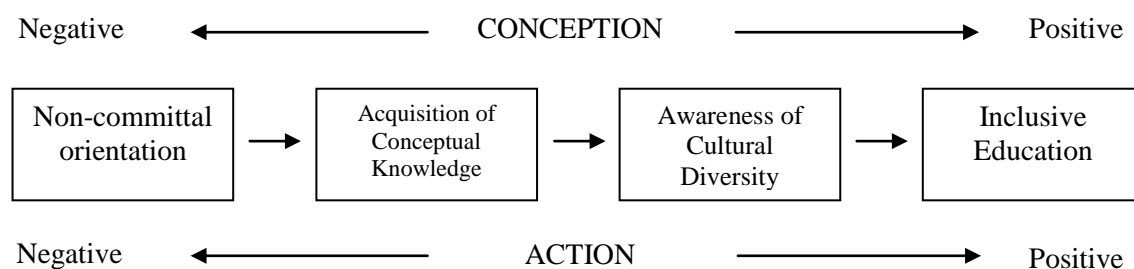


Figure 2.1. A Continuum of Teachers' Understanding of Multicultural Education (Chepyator-Thomson et al., 2000, p. 561)

Furthermore, the study also examined information on teachers' backgrounds, and the results indicated the following: a lack of knowledge and experience about multicultural education, a need for multicultural education training, a failure of teacher

preparation programs to address issues of diversity, and a limited opportunity to implement multicultural education information in public schools (Chepyator-Thomson et al., 2000).

Using the modified version of the Pluralism and Diversity Attitude Assessment survey (Stanley, 1997), Colum et al. (2010) investigated both male and female physical education teachers' attitudes toward cultural pluralism and diversity. Participants (N = 433) were adapted physical education specialists, physical education generalists, and teacher candidates. The research method was a descriptive cross-sectional survey. Mann-Whitney U tests showed no significant differences in attitude scores between teachers and teacher candidates. However, women's attitude scores were significantly higher than men's. Further Friedman's ANOVA test showed statistical differences on the survey's constructs for gender and professional status. Post hoc analysis indicated that the groups scored significantly higher on the construct, Value Cultural Pluralism than Implement Cultural Pluralism. This means teachers generally valued cultural diversity, but struggled to implement culturally responsive pedagogy. In conclusion, physical educators may need better preparation to ensure cultural competence.

Another study examined physical education teachers' attitudes and knowledge levels about working with Mexican American students (Tabb & Joonkoo, 2005). Participants in the survey were 91 physical educators in attendance at a regional conference. The results showed that participants were found to have positive attitudes and moderately high knowledge levels about Mexican American culture. Furthermore, functional Spanish language skills appeared to be a critical first step to enable educators to work more effectively with Mexican American students. In Hastie et al. (2006) study,

the authors examined two White teachers' understanding of their praxis as they attempted to present a culturally-relevant physical education program (African-American dance) to a class of African-American 6th-grade students. Five specific themes emerged: teacher apprehension; concerns about teacher legitimacy; resolution of apprehension and concerns; the unique nature of the content; and continual ethical uneasiness. The teachers expanded their understanding of praxis beyond thinking, acting, and reflecting to consider the political and social aspects that impact curriculum, pedagogy, and students.

In the context of problematic situations, McCahtry et al. (2006) analyzed how the challenges of urban schools influence physical education teachers' emotional understanding and connections with their students and provided implications for their teaching. Sixty-one elementary physical educators from an urban school district in the Midwestern U.S. were interviewed multiple times (N = 136) over 3 years using interpretive methods. Teachers reported five unique challenges that significantly shaped their thinking about their careers and their students, along with strategies they used to overcome or manage those challenges. The challenges were: (a) insufficient instructional resources, (b) implementing culturally relevant pedagogy, (c) dealing with community violence, (d) integrating more games in curricula, and (e) teaching in a culture of basketball. Implications centered on generating an informed and realistic vision of urban physical education and on the role of teacher preparation and professional development in doing so.

Most recently, Harrison et al. (2010) evaluated the common assumption that teachers of color are more culturally competent than White teachers by assessing physical education teachers' cultural competency. A secondary purpose was to ascertain the

possible differences in cultural competence levels of White teachers in diverse school settings versus those in more racially homogenous schools. One hundred and ninety physical education teachers from two states in the southeastern U.S. completed a demographic questionnaire and the Multicultural Teaching Competency Scale. The results indicated significant differences with teachers of color scoring higher in both multicultural teaching knowledge and skills than White teachers. Results also indicated that White teachers in city school settings scored significantly higher in multicultural teaching knowledge than those from more rural schools.

In conclusion, the research found that in-service physical education teachers had high knowledge levels and positive attitudes toward multicultural education; however, they did not have specific plans for the development and promotion of multiculturalism within the physical education program. Furthermore, the participants in these studies were found to be limited to White teachers, although Harrison et al. (2010) recently found that teachers of color tend to be more culturally competent with their knowledge and skills than White teachers. However, the literature cited here provides what has been discovered about in-service physical education teachers' knowledge and practice in teaching culturally diverse students and also provides baseline information for the current study.

Research on Student Perspectives on Multicultural Education in Physical Education

Some studies advocated for secondary physical educators to increase their awareness about diverse students' needs and interests, and to change their views of curriculum in order to increase the participation levels of their students. Fine (1991) suggested that students are more interested when physical education teachers consider

environmental constraints and cultural norms by selecting curriculum that is more specific to the school context. Hill and Cleven (2006) studied 9th grade students' choices of physical education activities based on ethnicity in a southern California school district. The result of this research indicates most frequently selected activities to be basketball, football, bowling, softball/baseball, swimming, and volleyball. One reason for these selections may be the popularity of these sports in U.S. culture. However, the result of this study also indicates significant differences in terms of activity preferences; for example, while 52.9% of Asians selected badminton, only 15.1% of African Americans selected badminton. Whereas a majority of Hispanics (61.5%) selected soccer, only 18.1% of the African Americans selected soccer. Also, a significantly greater percentage of African Americans (47.0%) than Whites (19.6%) identified contemporary dance as a preferred activity. It is essential that physical education teachers understand that these ethnic differences might be related to students' individual preferences as influenced by their socio-cultural backgrounds.

Although multicultural education is important in physical education, a limited number of studies have been published. For example, Chepyator-Thomson et al. (2008) noted the low publication rates (1.39%) on issues related to multiethnic and diversity education in physical education, pointing to a dire need to have teachers prepared with sufficient and relevant knowledge and practice that promote appreciation for, and implementation of, multiculturalism in school curriculum and pedagogy.

Multiculturalism in the Context of Curriculum in Physical Education

Curriculum guides instruction, leading to the production of long-term planned outcomes for student education. Many curricular decisions in today's education follow

content standards at the national, state, and local levels. In physical education, various curricular models have been developed based on the national standards but differ on points of emphasis and desires of achievement. In 1986, the National Association for Sport and Physical Education (NASPE) developed national standards to answer the question, “What should physically educated students know and able to do?” Recently, the national standards, called *Moving into the Future: National Standards for Physical Education* (second edition), were developed and published to provide a rationale for physical education at the state and local levels (NASPE, 2003a).

Various curricular models have been developed based on the national standards, and they differ on points of emphasis in context of purposes of curriculum and instruction and in types of paradigm followed. Chepyator-Thomson (2001) suggested five different paradigms in physical education curriculum: fitness perspective, developmental physical education perspective, movement education perspective, humanistic physical education perspective, and culture-based perspective. Based on these paradigms, several curriculum models have been developed in physical education such as movement education, fitness education, skill theme approach, personal and social development, and sport education. Each model considers a primary goal for the national standards to enable physical educators to select program objectives and to determine the curriculum to be used in school. In other words, differences between models are based on primary goals and purposes that each model assumes in physical education and are based on the role physical education plays in preparing individuals for contemporary and future roles in society.

Movement Education

The movement education model focuses on students' abilities and processes of learning to perform a variety of movements. This model became the dominant paradigm in elementary school across the United States in the 1960s and 1970s (Nichols, 1994) although the concept of the movement analysis model was first proposed in 1920s and 1930s based on the importance of understanding movement as grounded in positivist perspectives. The fundamentals of movement education consist of three different movement concepts: (1) space awareness (where the body moves), (2) effort (how the body moves), and (3) relationships of the body parts (Kirchner, Cunningham, & Warrell, 1978). The goals of movement education are to teach children about their bodies through physical education and to teach children to comprehend Laban's movement concepts (Nichols, 1994). However, the drawback of movement education is that the elements of skills and movements are based on Eurocentric types of movement (Chepyator-Thomson, 2001).

Fitness Education

Physical fitness is the capacity of the heart, blood vessels, lungs, and muscles to function at optimum efficiency. The fitness education model emphasizes the development of physical fitness and related knowledge including increasing muscular strength and endurance, cardiovascular endurance, and flexibility (Strand, Scantling, & Johnson, 1997). Historically, fitness has been at the center of the physical education curriculum (Chepyator-Thomson, 2001). In previous years, fitness was defined as the capacity to carry out the day's activities without undue fatigue; however, it is now defined as the body's ability to function efficiently and effectively in work and leisure activities, to be

healthy, to resist hypokinetic disease, and to meet emergency situations (Corbin, 2001). Thus, fitness education in the past focused on skill-related components—muscular strength, balance, power, agility, speed, and endurance—associated with athletic performance while in more recent years, it has centered on factors pertaining to a healthy life style (Graham, Holt/Hale, & Parker, 2004).

Skill Theme Approach

Skill themes are fundamental movements that form the foundation for success in sports and physical activities in later years (Graham et al., 2004). Initially, they are studied in isolation (one skill at a time), and then in later grades they are combined with other skills and used in more complex settings, such as those found in dance, games, and gymnastics. The intent of the skill theme approach is to help children learn a variety of locomotor, nonmanipulative, and manipulative skills that provide the foundation to enjoyably and confidently play a sport, for example, or perform a dance consisting of an intricate set of movements (Graham et al., 2004). However, because this approach focuses on providing developmentally appropriate physical education, there is no pre-set curriculum for each grade level (Holt/Hale, 2005). In the skill theme approach, physical education teachers should focus on and be aware of students' past experiences, bodily development, and abilities so that the teachers can ensure appropriate and meaningful learning experiences.

Personal and Social Development

The personal and social development model emphasizes character development, self-awareness, and choice as basis for personal growth. The purpose of this model is to help students take more responsibility for their own development and well-being and for

their contribution to the well-being of others, both inside and outside the gymnasium (Hellison, 2003). However, conceptualization and implementation are difficult because personal and social development involves more than a list of specific behaviors. Personal and social behaviors, such as working independently, helping someone, or cooperating with a group, are easy to identify, but attitudes, values, beliefs, feelings, and self-perceptions matter as well (Hellison, 2003). The curriculum could be designed around the following stages of social awareness and development called “levels of responsibility.” The term levels of responsibility mainly focuses on students’ personal, social, and moral development, and its cumulative progression is Irresponsibility (Level 0), Respect (Level 1), Participation (Level 2), Self-Direction (Level 3), and Caring (Level 4) (Hellison, 2003). The major drawback of the personal and social development model is the conditional connections to the school curriculum, which include dominant cultural, social, political orientations of the community and the economic reality existing in the country (Chepyator-Thomson, 2001).

Sport Education

The sport education model emphasizes the authenticity and totality of the sport experience in physical education, including a developmentally appropriate curriculum and instruction that is available to all participate equally. The major goal of this model is to help students develop as competent, literate, and enthusiastic sportspersons (Siedentop, Hastie, & Van der Mars, 2004). According to Siedentop et al., the meaning of the three characteristics of a sportsperson are, respectively, that a competent sportsperson has sufficient skills to participate in games and activities, a literate sportsperson understands and values the rules, rituals, and traditions of sports and activities, and an enthusiastic

sportsperson participates and behaves in ways that preserve, protect, and enhance sport culture. The sport education model has the primary features that typically characterize institutional forms of sport participation: (1) seasons, (2) affiliation, (3) formal competition, (4) record keeping, (5) festivity, and (6) culmination event (Seidentop, et al., 2004) These features give sport its special meaning and set it apart from other forms of physical activity (Siedentop et al., 2004). However, several research studies revealed limitations of the sport education model including teacher's inability to teach tactical game play as embedded in sport education and a student's difficulty in practicing this model in the field because of too much work, less focus on motor skill learning, and students' indifference to the activity (McCaughy, Sofo, Rovegno, & Curtner-Smith, 2004; Van Der Mars & Tannehill, 2005).

The Need for Multicultural Perspectives in Physical Education Curriculum

According to Chepyator-Thomson (2001), education with a multicultural perspective requires education professionals to start developing school programs that aid students' understanding of themselves and others and that assists students in developing a clear understanding and appreciation of the diverse ethnic and racial groups in the United States. Furthermore, scholars suggest the need to implement diversity training that provides novice physical education teachers with experiences teaching a diversity of learners and prepares them to regularly reflect on the cultural relevancy of their pedagogy (Hodge, 2003; Sparks, 1994).

Of all the models mentioned previously, Hellison's Teaching Personal and Social Responsibility model has more potential for adapting multicultural perspectives into physical education because one of its main objectives is to help students understand and

respect differences among people in physical activity settings. However, most curriculum models in K-12 physical education focus on teacher perspectives and the dominant cultural group. In particular, student values and concerns in high school physical education have been ignored, and without understanding students' perspectives it is unlikely teachers can design curriculum that students will find meaningful and valuable (Strand, 1996). Furthermore, when the curriculum focuses predominantly on the experiences of one group, all students suffer negative consequences. This type of curriculum denies students the chance to experience and grow from knowledge, perspectives, and reference points of groups other than their own, and to view their own group from another's point of view (Butt & Pahnos, 1995). Providing teachers and youngsters with accurate and sufficient knowledge concerning their own and other cultures in educational institutions is crucial to eradication of "myths and stereotypes" about minorities and other racial and ethnic groups in the country (Sachs & Poole, 1989).

A review of literature found no curricular models that emphasize this rationale. Therefore, the curricular models discussed above have something in common: emergent social and cultural diversity issues in physical education were disregarded.

Curriculum in Physical Education towards Multiculturalism

The most important goal of multiethnic education is to develop curriculum that permits students to appreciate and participate in a variety of movements from global-local perspectives, thus allowing for opportunities for people to co-exist in harmony even when they come from different ethnic, social, and educational backgrounds (Chepyator-Thomson et al., 2008). To effectively conceptualize and implement multicultural education curriculum, programs, and practices, it is necessary not only to define the

concept in general terms, but also to describe it programmatically (Banks, 2008). In physical education, several research studies have contributed to enhancing curriculum for teaching to immigrant diversity.

Among those published articles, several focused on teaching immigrant students through integrating traditional cultural dance curriculum. An ethnic dance project was introduced that helped children to celebrate diversity among people once they started to understand the value of differences and commonalities (McGreevy-Nichols & Scheff, 2000). Schwartz (1991) emphasized that problems related to complexity and diversity issues within the United States could be resolved through dance education. Prevots (1991) also introduced a university dance curriculum named "Dance and Society" where dance, in this context, looked at creative movement expressions from the world perspective, examining traditional forms and emerging artists in Western and non-Western societies, their relationships, and mutual influences. Furthermore, a growing global interest in dance has necessitated the development of multicultural curriculum. For example, in England, Brinson (1991) suggested dance in education should include these elements: (1) developing the full variety of human intelligence; (2) developing creativity; (3) education in feeling and sensibility; (4) exploring values; (5) understanding cultural change and differences; and (6) developing physical and perceptual skills. Most recently, one dissertation study examined dance as a vehicle for prejudice reduction and second language acquisition in multicultural learning contexts (Elhage, 2010). A dance program in this case study was created each spring for four years as a cultural component of the Spanish class for sixth and eighth graders at a southeastern middle school in the United States. The goal was to facilitate interactions among students of different backgrounds

and positively influence the students' attitudes toward Spanish language and culture, ultimately reducing prejudice. The researcher concluded that dance as text and context can be a powerful tool for attitude change toward the other: the other language, the other classmate (Elhage, 2010).

At the University of Nebraska-Lincoln, a program called the Group Challenge Experience provides group initiated strategies such as multicultural and environmental games that help address development of social skills and values (Fullerton & Madjeski, 1996). For example, a multicultural games unit included traditional games from New Zealand, Western Africa, and China, and the underlying concept was that playing games from cultures around the world could show the common joy humanity shares through play. Fullerton and Madjeski also noted that it is important to include all three phases of the learning cycle in these activities: action, reflection, and application. Processing occurs in the reflection phase and is essential in order for learners to move on to the third and most important phase, application. Therefore, in order to promote learning and help individuals find personal meaning (application) in their cultural and outdoor experiences, they included time for critical reflection through individual responses and group discussion after each activity. Without some discussion of the abstract social issues behind these events, they will simply remain fun, recreational activities.

Kinchin and O'Sullivan's (2003) survey examined how high school students demonstrated support for and resistance to the implementation of a 20-day curricular initiative in their physical education classes. The curricular initiative was a cultural studies unit that was based on an integrated practical and theoretical study of sport and physical activity. Findings showed that students responded positively to the principles of

sport education and to the opportunity to explore issues of social justice. However, there was resistance, both public and private, to some aspects of the unit. It was found that most resistance was associated with lecture episodes in which students had to sit for extended periods of time under uncomfortable conditions.

Summary

The global trends associated with diversity and complexity in U. S. society indicated the need to address varying issues of a growing diverse student population in schools. Instead of the traditional view of immigrants and ethnic minorities, pluralistic perspectives are useful in helping to meet social and educational needs of students and in turn the larger society. Teachers develop an understanding of students' backgrounds, relevant instructional contexts, and ways public policy in education improves students' learning experiences and their schooling process. Although there are likely many factors in the school setting that account for differential achievement levels of culturally diverse students, teachers and their practices, in particular, are integral to student success in schools (Stanley, 1996).

Based on the substantive literature review, the research acknowledged that little attention has been given to the process of development of physical education teachers' cultural competency, cultural sensitivity, culturally responsive pedagogy, and racial identity that would help them to address the needs of an increasingly diverse student population. At present, few studies have used these concepts, models, and terms as theoretical frameworks to understand the knowledge and practice of physical education teachers in teaching culturally diverse students. Multicultural education coursework and field experiences in teacher education programs are thought to be important avenues for

developing positive attitudes toward cultural diversity and for developing practices that promote cultural pluralism. A firm multicultural education program for preservice and in-service teachers can be created based on research studies discussed in this study. Previous research studies focused on a variety of issues of multicultural education in physical education. Despite the limited number of studies and the wide range of research examination, the results of these studies reveal that physical education teachers have varying degrees of knowledge and understanding of multicultural education. Furthermore, these findings underscore the important role of the preservice teacher education program in promoting teaching and curricula development that incorporate multicultural knowledge and attitudes. By providing rationales for in-service teachers, offering guidelines for a successful preservice teacher education program, and assessing the school physical education environment with a multicultural lens, a program can be developed to prepare teachers in multicultural education. After teachers have gone through these appropriate programs, they should be able to work with diverse students, create an environment appealing to all students, and develop a multicultural environment within the classroom.

This review of literature reveals a limited number of research studies on in-service physical education teachers' knowledge and practice in teaching culturally diverse students. Furthermore, most of the studies used survey or other data collection methods that are generally used in quantitative research designs. Thus, the current study aims to provide a deeper understanding of issues related to teaching culturally diverse students in physical education using a qualitative case study approach. In the following chapter, research design and methods used in the current study are presented.

CHAPTER THREE

RESEARCH DESIGN

The purpose of this study was to examine in-service physical education teachers' knowledge and practice in teaching culturally diverse students in elementary schools. Two research questions guided this study: (1) What types of knowledge and practices do in-service teachers use in successful teaching to diversity in the schools? (2) What types of curriculum and instruction are culturally relevant in teaching diverse student population? The study is a qualitative case study approach, with grounded theory being used as a method of data collection and analysis. This chapter includes discussions on the following: Theoretical frameworks, design of the study, participant selection and field entry, data collection and analysis, trustworthiness of the study, and researcher's subjectivity and biases.

Theoretical Frameworks

Symbolic Interactionism

The theoretical framework that guided data collection and analysis, as well as the interpretation of the data was symbolic interactionism (Blumer, 1969). Within the framework of symbolic interactionism, one is able to comprehend an experience meaningfully as grounded in the process of interaction between people (Blumer, 1969, p. 4). Psathas (1973) further explained symbolic interactionist perspectives using the following context:

Methodologically, the implication of the symbolic interactionist perspective is that the actor's view of actions, objects, and society has to be studied seriously. The situation must be seen as the actor sees it, the meanings of objects and acts must be determined in terms of the actor's meanings, and the organization of a course of action must be understood as the actor organizes it. The role of the actor in the situation would have to be taken by the observer in order to see the social world from his perspective (pp.6-7).

From a symbolic interactionist perspective, meaning in this study was sought from the knowledge and practices of participants as they engaged in teacher-student interactions. Symbolic interactionism is based on social constructivism, which claims that there is no objective truth to discover; however, truth or meaning is constructed by human beings as they engage with the world they are interpreting (Crotty, 2003). Thus, within this stance, the goal of research is to rely as much as possible on the participants' views of the situation being studied (Creswell, 2003). According to Creswell, a person's subjective meanings are negotiated socially and historically. They are not simply imprinted on individuals but are formed through interaction with others (hence social constructivism) and through historical and cultural norms that operate in individuals' lives. Thus, constructivist researchers often address the processes of interaction among individuals. They also focus on the specific contexts in which people live and work, in order to understand the historical and cultural settings of the participants (Creswell, 2008, p. 8).

Situated Cognition

Knowledge is obtained and used in a certain context and situated cognitive theory is helpful in generating information from socio-cultural environments. Situated cognition theory provides a way to understand how knowing is an ability to interact with things and other people in situations. In a situated cognition perspective, it is not sufficient to say that the situation affects individuals' cognitive actions, rather, situated cognition provides a way to understand knowing as relations between an individual's cognitive process and situations (Lave, 1988). The integration of theoretical knowledge and specific practical contexts provides teachers with opportunities to be more reflective and analytical in their thoughts for use in practical decision-making processes and for change in teachers' knowledge and beliefs (Schön, 1983). Furthermore, teachers' knowledge is situated and it grows out of, and is shaped by, practice, and it functions in practice (Elbaz, 1983; Rovegno, 1994). Thus, relationships and interactions of an individual teacher (including, the teacher's biography, values, goals, and capabilities), the act of teaching and the physical, social, and cultural school environments are critical in teaching and cannot be ignored (Rovegno, 2003).

From these two theoretical perspectives, the current study was designed to discover knowledge and practices that in-service physical education teachers use in teaching culturally diverse students. This research attempts to understand participants' viewpoints through searching out meanings that they attached to their experiences in their school contexts.

Design of the study

Qualitative research methods are used to understand some social phenomena from the perspectives of those involved, to contextualize issues in their particular sociocultural and political milieu, and sometimes to transform or change social conditions with as little disruption of the natural setting as possible (Glesne, 2006; Merriam, 1998). Qualitative research methods are for purposes of exploring, describing, and evoking new understanding of a phenomenon in which little is known (Strauss & Corbin, 1990). In qualitative research, the researcher is an instrument of data collection, as he or she observes, asks questions, and interacts with research participants (Glesne, 2006). LeCompte, Preissle, & Tesch (1993) contended that interpretive research is primarily concerned with meaning, and that this type of research is typically concerned with explaining a specific phenomenon. Since my research questions aimed to yield a richer understanding of the participants' perspectives, qualitative research methods became the primary framework for data collection (Crotty, 2003).

This was a case study based on a qualitative inquiry that involved participants' interviews. Data were analyzed using grounded theory. Careful consideration was given to other forms of analysis related to data including field notes and selected artifacts such as printed information on physical education standards and benchmarks.

Case Study

The case study is an appropriate research design when the focus of a study is on "how or why question is being asked about a contemporary set of events over which the investigator has little or no control" (Yin, 1989, p. 13). When researchers are interested in new insights, interpretations or a case as opposed to testing a hypothesis, they use

qualitative case studies (Merriam, 1998). Focusing on a single entity (the case) enables researchers to reveal “the interaction of significant factors characteristic of the phenomenon” (Merriam, 1998, p. 29). Yin (1989) maintained that researchers would use the case study design when they want to explore contextual conditions and believe that contextual conditions are highly relevant to the phenomenon of study. Because the researcher was interested in in-service physical education teachers teaching in a context of a culturally diverse school, a case study design was suitable. In addition, a case study design was appropriate in that it would provide the insights and new information that answers the research questions of the study.

Participant Selection and Field Entry

The SG school district (pseudonym) is one of three school districts in Borego (pseudonym) area of Georgia. Three physical education teachers, who were teaching at culturally diverse elementary schools within the same school district, were interviewed and observed for this study. Profiles of the school district and each of the participants are featured in the next chapter.

To identify teachers who have substantive experience working with culturally diverse students in their classroom, the researcher selected participants using purposeful sampling (Maxwell, 2005; Patton, 2002). According to Maxwell (2005), this is a strategy in which particular settings, persons, or activities are selected deliberately in order to provide information that cannot be attained as well from other choices. Patton (2002) also suggests that purposeful sampling is typically necessary when an in-depth understanding is preferred over empirical generalization. Purposeful sampling entails establishing clear criteria for inclusion in the sample (Creswell, 2003) to achieve representativeness or

typicality of the settings and individuals (Maxwell, 2005) and to maximize the richness and depth of the data. There were three criteria that potential participants had to meet in order to be included in this study: 1) participants have had at least five years of teaching experience so that they in order for them to have had a sufficient amount of experience working with culturally diverse students; 2) participants had to have been teaching physical education in elementary schools in the same school district during for at least five years of service; and 3) participants had to indicate an expressed interest in expanding their knowledge and experiences working with diverse student population in their school and community.

Before the data collection began, the researcher had to satisfy the requirements of both the Institutional Review Board (IRB) at the University of Georgia and the school district. To conduct research in public schools in the SG school district, the researcher to have obtained an approval from the school district by submitting a research proposal. In the process of reviewing the proposal, the district administrator contacted each of the school principals to ask them to participate in the proposed study. Preparing, submitting, revising, and waiting for approval of the proposal was time-consuming; however, the entire process was helpful and productive in that it contributed to building of a stronger proposal. The only discouraging experience throughout the process was the low school acceptance rate of the research proposal. Finally, permission was granted by three out of the six schools through the school district proposal procedures. After receiving permission from the school district, clearance was obtained from the IRB at the University of Georgia.

The three teachers that met the criteria and agreed to participate were contacted to schedule a meeting to inform them of the study specifics; this was done in order to organize the data collection schedule and to sign a consent form (See Appendix C). In this meeting, all of them were given detailed information regarding the time commitment and they agreed to participate in the study. The researcher also obtained each participant's class schedule and discussed the schedule for interviews and classroom observations. Location of the interview was discussed as well and all participants allowed the researcher to conduct the interviews in their offices, which provided a quiet location with minimal to no distractions, making it an ideal setting to conduct interviews.

Brief Profiles of the Participants

Three physical education teachers were chosen to participate in this study: Lisa Miller, James Hawes, and Amy Kelly. Lisa was in her twenty-fifth year of teaching physical education and was currently teaching at Woodland Elementary School, where she had taught for fifteen years. Before she went there, she also taught math and secondary physical education in other schools in a different school district. James Hawes was in his eighth year of teaching at Westwood Elementary School, the only school in his teaching career that he had taught. Amy Kelly had fifteen years of teaching, all of which were at Kenwood Elementary School. All three schools were in an urban county in Georgia. Detailed information about the profiles of the participants, schools, and the school district are provided in the next chapter.

Data Collection

Multiple sources of evidence (Yin, 1989) were used in data collection, including interviews, participant observations, and document analysis. The audiotapes of the

interviews were labeled according to the pseudonyms assigned to the interviewees. Data analysis was begun immediately after finishing the first interview or observation and the analysis of the data continued throughout the research period. Thus, data collection and analysis occurred simultaneously during the research process. In the following pages, I describe each of the data collection methods.

Interviews

Three interviews were conducted with each participant in this study. An interview is a conversation that has a structure and a purpose, but it is also a conversation where one person—the interviewer—is seeking responses for a particular purpose from the other person: the interviewee (Gillham, 2000; Kvale & Brinkmann, 2009). It is used when the researcher tries to find out things from people that cannot be directly observed such as feelings, thoughts, and intentions (Patton, 2002). More specifically, the purpose of interviewing is to allow the researcher to enter into the other person’s state of mind and gains his/her perspectives on reality. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit (Patton, 2002).

The interviews in this study were focused on each participant’s knowledge and practice of teaching culturally diverse students, as well as on their personal beliefs and values regarding cultural diversity as it stems from their personal experiences in the school, university, community, and larger socio-cultural context of society. A semi-structured life world interview was used to gather information from participants. “A semi-structured life world interview” attempts to understand themes of the lived everyday world from the subjects’ own perspectives (Kvale & Brinkmann, 2009, p.27). This kind

of interview seeks to obtain descriptions of the interviewees' lived world with respect to interpretation of the meaning of the described phenomena.

The interview with each participant followed the process of Seidman's model of in-depth, phenomenological interviewing (2006). Seidman explained that the model of in-depth, phenomenological interviewing involves conducting a series of three separate interviews with each participant. In the first interview, the interviewer's task is to put the participant's experience in context by asking him or her to tell as much as possible about him- or herself in light of the topic up to the present time. The purpose of the second interview is to concentrate on the concrete details of the participants' present lived experience in the topic area of the study. In the third interview, the participants were asked to reflect on the meaning of their experience. Seidman (2006) mentioned that making sense or making meaning requires that participants look at how the factors in their lives interacted to bring them to their present situation.

Interview Phase	Interview Focus
Phase One	Life History
Phase Two	Contemporary Experience
Phase Three	Reflection on Meaning

Table 3.1. Guidelines for Interview Phase and Focus

Based on these guidelines, the participants were asked to reconstruct their experiences using primarily, open-ended and structured questions. Each semi-structured interview session lasted approximately one to one-and-a-half hours; however, the interviews varied in length depending on how much detail the participants were willing to share, as well as on the circumstances surrounding the interview. There was an interview

guide used that contained a list of questions or issues to be explored during the course of the interviews (See Appendix D). Using an interview guide is helpful to keep the conversation focused on the topic of interest and allows for good use of the time allotted for the interview (Patton, 2002).

The initial interview was based on acquiring basic personal information from the participants, with the intentions of having the researcher develop a rapport with each of participant in subsequent interviews. The information gathered from the first interview provided baseline data to direct the researcher into designing and choosing appropriate questions for the follow-up interviews. Observations provided a rich resource for additional generating questions for follow-up interviews. In this way, the researcher was able to pinpoint particular areas of concern specific to each participant, while also allowing themes to emerge that were common amongst all of the participants. Three interviews were conducted with each of the three physical education teachers over a three-month period. Audiotapes were transcribed and coded after each interview.

	Lisa	James	Amy
Interview 1	Feb 04, 2011 40min	Feb 14, 2011 33min	Mar 02, 2011 31min
Interview 2	Feb 11, 2011 54min	Feb 21, 2011 43min	Mar 09, 2011 50min
Interview 3	April 08, 2011 61min	April 07, 2011 45min	April 15, 2011 70min

Table 3.2. Interview Schedule and Duration with Each Participant

Participant Observations

An observation refers to the process of gathering data through observing people at the research site. While interviewing is often an efficient and valid way of understanding

someone's perspective, observation can enable the researcher to draw inferences about this perspective that the researcher could not obtain by relying exclusively on interview data (Maxwell, 2005). However, Taylor and Bogdan (1998) pointed out that there are two limitations of using the interview technique: (a) people say and do different things in different situations, and (b) interviews lack the context necessary to understand the perspectives of participants. So, they argued that observation is an effective remedy to address the limitations of interviews. Patton (1990) stated that the purpose of observational data is to describe the setting that is observed, the activities that take place, the people who engaged in such activities, and the meanings of what is observed from the perspectives of the people observed. Observation can also provide the researcher with opportunities to learn things that participants are either unconscious of or unwilling to discuss. Merriam (1998) suggested observing the following things: the setting, the participants, activities and interactions, frequency and duration, and subtle factors such as nonverbal communication, and symbolic meanings of words. According to the purpose of the current study, observations allowed the researcher to focus on the context of each participant's teaching activity and environment. Furthermore, observing what they taught and how they interacted with students in their teaching provided tacit understanding of their actual views about teaching culturally diverse students. Questions arising from the observation were added to the next interview guide so that the researcher could ask for more detailed explanations. Field notes from the observation were organized by day and time and location.

Document Analysis

Documents were obtained from the website of the school district were used to determine the school demographics and background information. National, state, and district physical education standards and curriculum guide (See Appendix E) were analyzed as pertinent information to teachers' practices. Additional documents from the participants such as class schedule, handouts, and letters to parents were also acquired and analyzed.

Incentives

Participants who participate in this study and completed all components of the study were provided with an incentive (a Gift Card).

Informed Consent and Human Subjects

The University's Human Subject Office this study was approved prior to data collection.. To ensure the participants were informed of the purpose of the study, they were provided with a consent form before the data collection commenced and were assured that their participation would remain confidential. Initials and pseudonyms were used to protect the identity of the location and participants respectively. Audio-recordings were completely removed after the transcriptions of the data were completed. No traceable identifiers were used in the transcripts. All transcripts and notes from the observations were stored in a secure location in the researchers' office for future reference.

Data Analysis

Data analysis involves organizing what the researcher saw, heard, and read so that he or she can make sense of it (Glesne, 2006). In this study, the grounded theory method

was used to analyze the data. In grounded theory, data are analyzed by using inductive analysis. While deductive researchers try to find data to match a theory; inductive researchers “try to find a theory that explains their data” (Goetz & LeCompte, 1984, p. 4). However, according to Charmaz (2006), most grounded theories are substantive theories because they address delimited problems in specific substantive areas. Different from grand theory, theoretical models, and formal and middle-range theories, substantive theories are “interrelated propositions or concepts lodged in particular aspects of populations, setting, or times” (Goetz & LeCompte, 1984, p. 38). Furthermore, Patton (2002) explained that “inductive analysis involves discovering patterns, themes, and categories in one's data” (p. 453). Accordingly, the aim of inductive analysis is to examine the empirical world as specifically as possible based on contexts, employing research questions seeking investigation of social behaviors or phenomena suited for this analysis.

There are several strategies and processes of conducting analysis in grounded theory. Constructing analytic codes and categories from data and using constant comparative method is the most traditional yet powerful analytic framework used in grounded theory (Glaser & Strauss, 1967). The premise of this method is to continually review and compare incidents from one interview with those from another until the researcher could identify themes across interviews. A new version of grounded theory by Strauss and Corbin (1990) emphasized use of three levels of coding—open coding, axial coding, and selective coding— instead of emphasizing constant comparative methods.

However, Charmaz (2006) viewed grounded theory methods as “flexible guidelines” not methodological rules, recipes, and requirements (p. 9). In this view,

grounded theory is described as a set of principles and practices. Grounded theory process according to Charmaz includes gathering rich data, coding that includes initial coding and focused coding, memo-writing, theoretical sampling, saturation, and sorting, and constructing grounded theory. Charmaz's approach and process to grounded theory provided the analytical framework for this study and offered greater flexibility in the analysis of the data. Furthermore, grounded theory was chosen for data analysis in this study for several reasons. First of all, grounded theory is designed for studies, like the current one, with a small number of participants (Charmaz). Another reason for choosing grounded theory was that Creswell (2003) recommends its use when there is no existing theory that would answer one's research questions. Grounded theory is also recommended when developing a theory about how people are experiencing a phenomenon. For these reasons, it seemed to fit well with my desire to understand participants' knowledge and practice in teaching culturally diverse students.

Qualitative coding, the process of defining what the data are about, is the first analytic step in data analysis. Coding means naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data (Charmaz, 2006). Grounded theory coding consists of at least two main phases: 1) an initial phase involving naming each word, line, or segment of data followed by 2) a focused, selective phase that uses the most significant or frequent initial codes to sort, synthesize, integrate, and organize large amounts of data.

During the initial coding process, the researcher used line-by-line coding, which is "naming each line of written data" (Charmaz, 2006, p. 50). This strategy allows the researcher to remain open to the data and to see the subtleties that emerge. Performing

line-by-line coding early in the data collection process is helpful to inform and refocus future interviews (Charmaz). The next step after completing the line-by-line coding was creating focused codes. These codes are more directed, selective, and conceptual than initial codes. Focused coding means “using the most significant and frequent earlier codes to sift through large amounts of data. Focused coding requires decisions about which initial codes make the most analytic sense to categorize the data incisively and completely” (Charmaz, 2006, p. 57).

Memo-writing constitutes a crucial method in grounded theory because it prompts the researcher to analyze data and codes early in the research process (Charmaz, 2006). Furthermore, it provides a space to become actively engaged in the materials, to develop ideas, and to fine-tune subsequent data-gathering. According to Charmaz, “memos provide a space and place for making comparisons between data and data, data and codes, codes of data and other codes, and codes and category, and category and concept and for articulating conjectures about these comparisons” (p.72). The researcher used memo-writing throughout the research process to analyze the data early in the research process and to prepare subsequent interviews.

Theoretical sampling means seeking pertinent data to develop emerging theory (Charmaz, 2006). The main purpose of theoretical sampling is to elaborate and refine the categories constituting the emerging theory. The researcher conducts this step by sampling to develop the properties of a category or categories until no new properties emerge. Thus, the researcher saturates the categories with data and subsequently sorts and/or diagrams them to integrate the emerging theory (Charmaz, 2006). Theoretical

sampling was attempted in the current study by repeated interviews and observations with limited participants.

Trustworthiness of the Study

Firestone (1987) explores how the quantitative and qualitative paradigms employ different rhetoric to persuade consumers of their trustworthiness.

The quantitative study must convince the reader that procedures have been followed faithfully because very little concrete description of what anyone does is provided. The qualitative study provides the reader with a depiction in enough detail to show that the author's conclusion makes sense (p. 19).

Trustworthiness of a study involves the concepts of credibility, transferability, and confirmability. Credibility deals with the issue of compatibility between the researcher's constructions and informants' reality. This study uses triangulation by collecting multiple sources of data through multiple methods to establish credibility. Collecting information using a variety of sources and methods is one aspect of what is called triangulation (Fielding & Fielding, 1986). This strategy reduces the risk that conclusions will reflect only the systematic biases or limitations of a specific source or method and allows the researcher to gain a broader and more secure understanding of the issues (Maxwell, 2005). The multiple sources of data for the current study included the transcriptions of face-to-face in-depth interviews with participants, participant observations, and document analysis.

Transferability is concerned with the degree to which a study's findings can be applied in other contexts or with other participants. Because qualitative research is

intended to get at deep understandings about the phenomenon being studied rather than to generalize to many situations, this study attempted to describe the findings in as rich and as thick terms as possible (Glesne, 2006). The rich and thick description makes it possible for readers to apply some findings to their own situations.

To ensure credibility of the researcher's interpretations, member checks and peer examination were used (Merriam, 1998). The participants were asked to read the transcripts and tentative interpretations in order to ensure that they were plausible (Patton, 2002). The peer-colleague examination was used to solicit feedback and suggestions from the researcher's major professor and committee members regarding changes or data analysis. In addition, the researcher's subjectivities, including the experiences and biases related to this study, were stated.

Researcher's Subjectivity and Biases

All qualitative researchers bring with them certain perspectives, beliefs, and experiences into their research setting. This is primarily because it is often difficult to see things from other people's perspectives; we hold our own beliefs based on our experience, and that experience shapes us and informs us in terms of who we are as a person, family member, academic and a person with special attributes.

I am a 30-year-old married male. I am an international student from South Korea and have been in the United States for seven years. I was born as the youngest child in my family and I have one older sister and one older brother. I believe that my career choice was greatly influenced by my parents and I sincerely appreciate their guidance throughout my life. Before I came to the United States, I probably never thought about multicultural issues because South Korea has been, until recently, a racially

homogeneous country. However, the recent surge in immigration in South Korea and the resulting change in demographics have brought an increasing attention to multicultural issues.

When I started my doctoral program in 2006, I was involved in a research team preparing a manuscript related to multicultural education in physical education and started to become aware of this topic. During my study in the United States, I personally experienced living as a minority facing language difficulties and cultural differences. Although I considered myself an outgoing person, I was probably perceived by others as a shy and introspective person due to the language barrier and cultural differences. For example, when other people asked me something that I could not understand, I was nervous and that made me depressed. Sometimes, I was confused and concerned about my behavior because I did not know if my natural behavior was perceived to be normal or not. Thus, my personal experience is the most influencing factor or bias when I observe the classroom context of racially diverse students, as I am well aware of the doors that are often closed to immigrants or international students due to language barriers and cultural differences.

Throughout my graduate studies, I have focused on gender and race in sport and physical education. When I had an opportunity to visit two elementary schools—one urban with a diverse population and the other suburban with mostly White students—I was surprised about the differences between them. While the suburban school had excellent facilities with the latest physical education equipment, the urban school lacked adequate facilities and equipment. I also have had experience in supervising practicum physical education teachers in an elementary school, which was racially diverse.

Although they seemed to struggle with managing student behavior, they did not recognize that differences in behavior could be related to cultural differences. In fact, through the discussion and reflection with practicum teachers, I realized that students' behavior in the gym was perceived to be the problem rather than issues related to cultural differences.

The researcher's biases and assumptions were also taken into consideration in the study. First, I believe that a diverse student population in the school environment will influence teachers to teach differently than when teaching a homogeneous population. Second, I believe that when teachers' racial backgrounds are different from their students' backgrounds, then teachers may experience changes in their beliefs, perceptions, and educational goals. Finally, my personal experiences in both South Korea and the United States provide me unique insight into the behaviors and perspectives of different cultures. However, the biggest issue in understanding U.S. teachers is that I am from a different culture and therefore I may be biased about things that are different from my own cultural background. However, I adhere to Glesne's (2006) following statement and try to understand participants' knowledge and experience from their own perspectives.

In some ways moving into a new culture is easier than studying your own.

When everything is different, you are more open to new understandings.

When you are already familiar with a culture or group or school, your angles of vision are narrowed by preformed assumptions about what is going on (p. 31).

Summary

This chapter presented the methods and strategies that the researcher used in the study of in-service physical education teachers' knowledge and practice in teaching culturally diverse students. The research design, sample selection, data collection, and data analysis method were described. A qualitative case study design was used and data were collected through interviews, participant observations, and document analysis. The participants were purposefully sampled based on a series of selection criteria. Data analysis was conducted using grounded theory. Methods of improving trustworthiness of the study and the researcher's subjectivity and underlying assumptions were also described. The next chapter describes the research site and the profiles of participants, as well as the findings of the study.

CHAPTER FOUR

FINDINGS

This chapter focuses on the findings of my doctoral research study. The purpose of this study was to examine in-service physical education teachers' knowledge and practice in teaching culturally diverse students in elementary schools. Two research questions guided this study: (1) What types of knowledge and practices do in-service teachers use in successful teaching to diversity in the schools? (2) What types of curriculum and instruction are culturally relevant in teaching diverse student population? Purposeful sampling method was used in data collection. Three physical education teachers that taught at different elementary schools in SG school district were selected for this qualitative case study. Each of the teachers was interviewed three times, and each of them was observed teaching students in their respective schools. Grounded theory method was used in data analysis.

The first section of this chapter presents the context of the school district and also provides participants' profiles. In the second section, the findings of the study are presented.

The School District's Description

SG school district (pseudonym) is one of three school districts in the Borego (pseudonym) area of Georgia. Borego has a population of 101,489 according to the 2000 census. Although the median family income in 2005 was estimated to be \$46,033, almost

30% of the residents live below the poverty line. Borego has a sizable minority population, with almost 35% of residents identifying themselves as non-white.

Based on its website, SG school district has 14 elementary, 4 middle, and 4 high schools that serve 11,854 students in grades Pre-K through twelve (Cited in the SG school district website). The district spends \$10,010 per pupil in current expenditures. The district spends 58% on instruction, 37% on support services, and 5% on other elementary and secondary expenditures. The school district had a grade 9-12 dropout rate of 9% in 2005 (the national grade 9-12 dropout rate was 3.9% in 2005). In the SG county school district, 15% of students have an IEP (Individualized Education Program). An IEP is a written plan for students eligible for special needs services. The district serves 11% English Language Learners (ELL), who are in the process of acquiring and learning English language skills. Table 4.1 below shows the racial diversity in SG school district.

Race	Percentages
Asian	2%
African-American	53%
Hispanic	20%
White	20%
Multi-racial	4%

Table 4.1. Racial Diversity in SG School District

The SG district acknowledges its diversity in a school district profile, which informs the public about its commitment to diversity issues:

Borego is a diverse community, and so too are its schools. This diversity brings a rich tapestry of cultures to the schools and community and provides a rainbow of learning opportunities for all. Our students represent more than 25 languages and

cultures. Every effort is made in our schools and classrooms to build greater understanding of and appreciation for the strength in our diversity. As American public education pioneer Horace Mann said more than 100 years ago, "Education is best provided in schools embracing children of all religious, social, and ethnic backgrounds" (Cited in the SG school district website).

Profiles of the Participants

The participants of this study were physical education teachers who taught at three different elementary schools in the SG school district at the time of the study (Spring 2011). They were White, native-born U.S. citizens. Each school's population and racial distribution were diverse. Table 4.2 shows the summary of the participants' profiles.

Participant	Sex	School (Elementary)	Education Level	Teaching Experience
Lisa Miller	F	Wonderland	B.S.	25 yrs.
James Hawes	M	Westwood	B.S.	8 yrs.
Amy Kelly	F	Kentwood	M.S.	15 yrs.

Table 4.2. Summary of Participants' Profiles

Lisa Miller

Lisa is a white female who was born and raised in Atlanta, Georgia. She attended public schools 1st grade through 12th grade and then majored in math and physical education at a university. Lisa said,

I had a great experience [public K-12 school experience]. It was fun. And then I came to [university] and majored in math and P.E. education. And then I got a job in math for two years in a middle school. And then I taught P.E. three years in a

middle school. And then is my 25th year teaching P.E. in elementary school. So everything education wise for me has been public.

When I asked her the reason to choose to become a teacher, she said that she loved school and one of her teachers influenced her to be a teacher. She said,

I loved school and I think every since 3rd grade, I really enjoyed my 3rd grade teacher, I wanted to be a classroom teachers. So at first when I got to the University of Georgia I majored in early childhood education. But then I decided I wanted to be outside more. So I switched to P.E. then. And I included math just to try to get a job. Because I knew it was hard to get a P.E. job. So those are my two favorite subjects. So I did always want to be a teacher since I was eight years old. I love children. And I just thought teaching would be fun. I love the vacations. So it's fun.

In physical education, she focuses on lifetime fitness and health. She wants to teach students things that they would do as exercise throughout their lifetime. She also teaches nutritional aspects of health and she ties to the maintenance of a healthy life style. So, as a physical education teacher, she tries to be a good role model for her students, and tells them that there are reasons why they should be physically active and stay healthy, even when they're in their adult life stage.

Certainly. I really focus on lifetime fitness and health. And even back when I taught middle school I wanted to teach them things that they could do as exercise after they were through with high school even. And so I try to focus on the lifetime activities. And then of course they still need to learn sports skills even if they're not playing a sport -- just for coordination and flexibility. And now that

I'm older I can be a good role model and tell them there's reasons why they want to do all these things, so they can stay healthy, even when they're in their fifties. So I guess my philosophy is more of a lifetime fitness and health activity for physical education. So they know it's not just for now. And we do go over nutrition a lot and try to fit in health whenever we can. But talk about the eating well. And that goes along with exercise.

When students are actually doing their activities, she tries to get them to challenge themselves or at least to try and attempt the activities, even if it's not one of their favorite activities. For example, when students are doing fitness testing, she tries to get them to pick a partner that will make them run faster or do more sit-ups or do better at whatever test they are doing. Lisa expects her students to listen and follow directions and respect others and the teacher. In the beginning of each class, students are required to sit and wait at a designated spot in the gym as indicated with different colors. Lisa explains that it saves time to make a group. She expects students to wear appropriate shoes for every physical education class.

Wonderland Elementary School is a Title 1 School-wide Program school and was named Georgia Title 1 Distinguished School from 2005-2009. The school had 645 students of lower-to-middle class students and Lisa said about 80% of the students receives free or reduced lunch. The school has 54 teachers, 45 of whom hold advanced degrees. The number of Hispanic students at this school has dramatically increased in the last ten years (37% of total students in 2010). Lisa teaches physical education from Pre-K to fifth grade.

Total Students (Pre-K – Grade 5)	645
Asian	1%
African-American	44%
Hispanic	37%
White	14%
Multi-racial	4%

Table 4.3. Population by Race at Wonderland Elementary School

James Hawes

James is a white male who grew up in a rural town in Georgia. When he was young, he always loved his physical education classes and he still has a good relationship with his elementary physical education teacher whom he considered as his mentor. After graduating from high school in his town, he majored in physical education at a university. Originally, he was a history major but he decided to change his major to physical education after he enjoyed coaching a little league team. James said,

I always enjoyed sports. I always played sports. And my first college I went to which was in South Georgia, I ended up coaching some little league teams. So I got to coach those down there and then I started working at the park in Oconee. The recreation Department and the after school program right before I picked...I mean I was in a history education. I was in just other different fields. But after I worked with the kids as much as I did at Oconee, I noticed that...I realized I really wanted to be a P.E. teacher. So that's why I chose it.

He focused a lot on the skill aspects of sports and also on many different games in his teaching. Based on his experience as a coach at middle school and high school levels, James thought that many of the students are not prepared well with basic skills in sports.

So he emphasizes movement concepts, both manipulative and non-manipulative skills in lower grade students, and progressively introduces modified versions of games and sports that are developmentally appropriate. Also, James perceives himself as a “stricter disciplinarian” as he believes that having a discipline in elementary physical education is important for safety reasons in the gym.

I guess we [physical education teachers] all have a little bit different...since I've coached middle school and I've coached high schoolers, I kind of see what, I call it seeing, what some of them are missing. So, I focus a lot on the skill aspect like throwing, catching, trying to get as many opportunities with all kind of different games. You know, striking games. And work on teamwork as much as we can. I, believe in, like a lot of stuff we do especially with the older kids, 3rd, 4th, and 5th, we'll keep score. Because they have to learn how to, they're not always going to win and so much has enabled them...enabled kids that everybody becomes a winner. Like seeing some of them, like how hard it is for them to deal with losing and stuff. So I try to teach them here just because the score doesn't say that you won. As long as you play well and everything else, you're doing fine. I'm more of a stricter disciplinarian. Especially here, you know if you let them have too much leeway, somebody might get hurt. And of course, if you do things the right way you'll be fine. So that's more the way I philosophy or the way I teach.

He went to a high school where he had many African-American friends, so he said he was used to playing sports with friends from diverse backgrounds. However, he said his university colleagues in the physical education department were quite different. According to him, most of them were White and did not seem to have much experience

with people from diverse backgrounds. For this reason, James thinks that preservice teacher education should include programs that are specifically designed to address multicultural issues.

This is his eighth year teaching at Westwood Elementary School. This school was named a Title 1 Distinguished School for the fifth year in a row, and has received the award each year for meeting Adequate Yearly Progress (AYP) goals. The school met AYP goals in all areas and for all sub-groups in 2009-2010. The school has 36 teachers, 25 of whom hold advanced degrees. James teaches physical education from Pre-K to fifth grade.

Total Students (Pre-K – Grade 5)	392
Asian	1%
African-American	51%
Hispanic	23%
White	23%
Multi-racial	2%

Table 4.4. Population by Race at Westwood Elementary School

Amy Kelly

Amy grew up in a family deeply involved in sports and her mother was a former cheerleader and her father was a physical education teacher and a football coach. When she was young, she spent most of her summer vacation at a summer camp and was introduced to a variety of sports. She said that sports and athletics was a way of life for her family and it was how their family communicated.

I was very, very fortunate and very blessed as a child. My mom was very active.

She was a cheerleader. That was her big thing. And my dad, growing up, my dad

was always involved in sports. So it was very interesting family dynamics. I had a younger sister who played basketball in college. I ran track and cross country and my brother played football. And our whole lives were season to season wrapped pretty much around the educational seasons because my dad was an educator. And just sports and athletics and physical education; it was a way of life, a belief system for me that I had the ability when I was a child to realize how good it made me feel. And that it always made me feel a part of something. And it gave me structure. It taught me discipline. And really health, the health aspect of it, it taught me how to take care of myself. Even now into my adult years.

She said she grew up where there was no diversity. She was in a classroom where most of the students were like her (white, middle-class). There was a separate class for special education and kids with special needs, and she had maybe two or three black students in her class.

Amy completed her undergraduate degree in physical education and in athletic training and master's degree in sport management. She said that she did not grow up with a passion to be a physical education teacher, but she wandered into it after she tried several different areas such as working in a sports medicine clinic or working with a gymnastics team at a university. And then she became an elementary physical education teacher in 1996. She believes physical education is important as it tries to build a whole person and she seemed to learn this from her whole life.

It's something I believe in. It's just mind, body, spirit. I believe in the whole sort of the all consuming, holistic...you know I don't believe in just educating my mind. I believe my muscles have memories just like my brain does. And I educate my body, I educate my mind, and I believe in the spiritual aspect of it. Educate

my spirit. I think I'm a whole person. And when I let any of that slip as an adult, and I try to pass that on to the children to get them to understand that you're a whole person. Not just a brain walking around. I think it's important for us to educate the whole body and have them know, that if anything of that is lacking it's like a piece of the puzzle is missing.

She believes that she is good at instructing, guiding, and leading children, and in the midst of that she has a passion to teach children physical activity. Being physically active and emotionally healthy, as a human being seems to be a real important matter in her life. Amy describes her teaching as follows:

I try to get across to the students to be active with their bodies. I don't get all hung up on...I'm kind of in between of a traditional P.E. teacher and sports and fitness model or movement education model. I teach a lot of games. I teach the joy of movement and physical activity and fitness through games. I'll do skills and then I'll move them into a game-like setting so the students can learn strategy and stuff like that and actually feel like they have a purpose for what they were learning. For instance we've been covering T-ball. And with my little tiny kids like kindergartners and 1st graders I just made up a really simple game that they can play. They can even play it by themselves. But then they're able to use the skill that they learned and apply it to a game and get some joy out of the competition aspect of it.

Amy has been teaching at Kenwood Elementary School for fifteen years. Unlike the other two schools where they had a Title 1 school-wide program, Kenwood Elementary School has a Title 1 Targeted Assistance Program. The student racial

background was also different from that of the other two schools. Almost half of the students were White (48%) with higher numbers of African-American students (37%). Also, this school has a higher number of Asian students compared to the other two schools. The school has 43 teachers, 28 of whom hold advanced degrees. Amy teaches physical education from Pre-K to fifth grade.

Total Students (Pre-K – Grade 5)	479
Asian	7%
African-American	37%
Hispanic	2%
White	48%
Multi-racial	6%

Table 4.5. Population by Race at Kenwood Elementary School

Physical Education Classroom

This following is an example of a physical education class that I observed during my data collection period.

8:10 in the morning. It is the 4th grade physical education classroom and the physical education teacher is adjusting and re-organizing the PE equipment. A couple of students go to PE teacher to talk about this and that and help her set up equipment. Soon, the rest of the students come to the gym. Some of them run around the gym and everyone looks so excited like they have been waiting for physical education for a long time. This class has a total of 17 students, 10 boys and 7 girls, and there are 8 Black, 4 White, 4 Hispanic, and 1 Asian.

The class starts with warm-up activities. The PE teacher leads different stretching activities to prepare the students for the main activity and to prevent injury. The students follow the teacher's directions. After that, the teacher gathers students in front of the white board to introduce the task. Today, the teacher introduces field hockey dribbling using the concept map on the board. She uses the concept map to help students understand the components of the field hockey skills. Then, she demonstrates dribbling using her hockey stick and also explains the safety rules and directions with the hockey stick.

It is time to start practicing. The teacher calls each student's name to assign the students to groups. He might want to make a group with some specific purpose in mind, but I do not have a clue about this. But each group has a diverse population (different race and gender), which means it is well mixed. The teacher says "go" and the students start dribbling. The teacher plays pop music loudly and this makes the atmosphere more active and fun. One student tries to shoot the ball to the net and teacher stops him and warns him about his behavior. Two other students talk and play with their hockey sticks, so the teacher sits them out at the edge of the gym. Several times, the teacher stops the activity and gives all the students more instruction and feedback, and lets them stay on task.

After the practice session, the teacher asks each group to bring their equipment back to the equipment room. The teacher reviews the hockey dribbling skill and presents the next task for the next class. The students go back to their classroom and the teacher takes a short break in her office while waiting for the next PE class.

Observing each teacher's classroom provided me an opportunity to understand his or her teaching. The teaching environment (the gymnasium) was different at each school in size, equipment, atmosphere, and students, but I observed some similarities in the instructors' teaching methods and curriculum models. Also, around the gym, the teachers displayed different kinds of posters about sports and a healthy life style, art works from students about physical education, and the participants' physical education rules and philosophy (see Table 4.6).

LISTEN (Lisa)	We rules for PE (James)	Rules in P.E. (Amy)
Look at Teacher.	We LISTEN when others talk.	Follow Directions
Interrupting is a "No No"		Play Safe and Careful
Shoes for P.E.	We ENTER & EXIT quietly.	Use Equipment Correctly
Take good care of everything.	We show good SPORTSMANSHIP & RESPECT one another.	Be Nice!
Enjoy PE.		
Nature-let it be!	We take CARE of OUR equipment.	
	We ALWAYS try our BEST & LEARN!!!	

Table 4.6. Physical Education Rules

Commonly, all the participants began their classes in a certain location. For Lisa, it was in front of the white board marked by colors that indicated where the students should sit. For James, it was also in front of the white board but without any marks. Amy used the center of the gym because it had a circle and students were to sit there around the circle. Amy later explained that this meant everybody was equal. Then the teachers began their classes by explaining the activity that students would do. James always had a concept map on the white board and helped students to understand the concept of the skill

better. Lisa and Amy usually explained the activity and concept by talking and demonstrating, using a combination of verbal and visual skills.

Before the classroom activity, the students warmed up with stretching, push-ups, jumping jacks, and jumping rope. James asked the students to count their jumping jacks by using multiplication. After the warm-up activity, the teachers usually grouped the students by calling their names. Interestingly, they never let students form group by themselves. For example, if there were three different stations marked by colors, the teachers called each student's name and said, "Move to red." Then, the students worked on activities in a group. Most of the time, the teachers used music as a signal to start and stop the activity. When the music stopped, the students were supposed to stop the activity and be ready to listen to the teacher's next directions. For all the teachers, music worked very well.

All the participants, Lisa, James, and Amy, were very active in their teaching. They encouraged students frequently and gave students individual feedback if they had to. Most of the students seemed to be enjoying their physical education no matter how culturally diverse the classes were. At the end of the class, the teachers usually praised the students' good behavior or their PE shoes and then called attention to the skills that they had practiced that day.

Because the focus of the current study is in-service teachers' knowledge and practice in teaching culturally diverse students, the data collection from interviews and observations were more focused on those aspects of instruction. The following section presents several stories and descriptions of the participants' knowledge and practices for multicultural education and diversity.

The Findings of the Study

In this section, I present findings derived from the research study. Based on the research questions, I present the findings of the study in six sections as can be seen on Table 4.7.

A. Awareness of and Attitude Toward Student Diversity
B. Diversifying the Physical Education Curriculum
C. Underlying Beliefs of Successful Teaching in Culturally Diverse Setting
1. Sport as a Universal Language
2. Promotion of Positive Student Identity Development through Sports
3. Passion for Physical Education
4. Patience in Teaching Diverse Students
5. Building a Good Relationship with Students
D. The Importance of Discipline in Physical Education
1. Ensure Safety
2. Time Management
3. Behavior Management
E. Perspectives on Teacher Education
F. Another Dynamic: Socio-economic Diversity

Table 4.7. Themes Emerged from Data Analysis

Awareness of and Attitude Toward Student Diversity

As described in the profiles of the participants, they had had varying degrees of exposure to different cultures. The participants expressed their awareness and understanding of cultural diversity that students bring to school. For them, diversity means students with differences in terms of race, language, gender, socio-economic status, or special needs. The participants considered it a challenging task for them to teach all those different types of children in one class. For example, Amy thought that her school has extremes of cultural diversity in terms of race, culture, and social class, and it is not unusual for her to be assigned students who cannot speak English. The following interview excerpt describes the complexity of the diversity from Amy's perspective.

I'll have a classroom that has students that are multicultural which means they are mixed. Whether they're racially mixed or culturally mixed, they're not one or the other. You've got a Hispanic, Asian, Black and White culture. And then you'll have students from both high and low socio-economic backgrounds, and in that class you'll also have perhaps some special education students. You'll have some African American students in there. And then you'll have some students that are from the Caucasian, White culture, but they may be living in the African American culture. And you'll see certain behaviors and actions. So you have all of those types of children in one class and then you're expected to teach across the board, all those different children. And I think Borego is like a melting pot. I've never seen so many differences than Borego.

James also acknowledged the diversity of the school population. But he sees common things and similar behavior pattern among diverse students and he believed that elementary kids are not aware of differences among themselves. James noted,

You need to recognize it...cultural diversity, ethnic, and socio-economic diversity. However no matter where they're from or whatever else; they're similar to one another. I didn't know that I was going to get a job here but I think it's really good. If you can teach here, whether it's student teaching or whatever else, it gives you that outlet to kind of see how different kids act.

When James acknowledged similarities among students, those were related to their neighborhood characteristics. Thus, he believes that although students' racial backgrounds are different, their neighborhood characteristics, which is significantly

related to their socio-economic background, influences attitude and behavior of the students.

Students come to school every morning with different mental states and attitudes. One day in Lisa's dance class, I observed two African-American students sit outside the classroom because of their behavior issues. They did not follow the teacher's directions or class activity; rather they just ran around, sat down during the activity, and chatted with their friends. So they were asked to sit outside the classroom and I asked Lisa about her perspective on these students in the interview. Lisa stated,

Some of the students come with just such an angry attitude every morning probably because their parents are angry or something happened at home in the morning. But that just goes back to parenting skills and poverty and all that, too. I just feel like this school has a really good reputation of all the students getting along. We really don't have that many fights. The teachers really aren't that cliquish. We just all [are] here to support the students and of course, the main focus is for their test grades to go up. And my main focus is for their physical fitness to go up or just their level of health to be better.

The students were observed to have different reactions to certain activities in physical education; for example, Hispanic students showed embarrassment when Lisa introduced traditional U.S. dance. The participants thought that the students with a language barrier are not a problem, but there are some class activities that make them apprehensive or possibly nervous or scared. For example, when Lisa taught traditional dances from different countries, she noticed Hispanic students' getting nervous about some of them. Lisa noted,

Well, especially like dance... the Hispanic culture may not feel comfortable dancing in front of other people. Or maybe they dance with the lights out or maybe they dance in a circle and we're dancing in lines or whatever. I know sometimes I have to be more tolerant and patient when they're not used to doing something that we do over in America and they kind of have to watch first and then they might participate. We do some circle dances; well the Mexican hat dance is one that they participate in well. But then we do like a square dance and they're looking around like, what is this? And so, it is interesting, the different cultures and places where they've been before. They haven't experienced something that we're doing.

And Lisa knew that she needed to be more tolerant and patient with culturally diverse students when they are not familiar with class activities. For Amy, throughout her teaching experience, she learned a different perspective and an acceptance of children from other countries. When she was a first year teacher, she had a hard time with a couple of Asian students in her class. In U.S. culture, when someone talks to another person, he or she is expected to look them in the eyes, because it is a sign of disrespect or not telling the truth if someone does not look at another person's eyes. So she had a problem with these two boys and they did not look at her when she was talking to them.

I say I need you to look at me when I'm talking to you. And come to find out that culturally, where they came from, it was a sign of disrespect for a child to look a teacher in the eye, [pause], that blew my mind. And, that there's children that come here from other countries that to them, teachers are way up here on the level of respect. Not in this country. Not in this country. And so I've grown to learn so

much more about my value as a professional or just the part that I play in this world from students from other countries, other cultures. And it's just interesting to me. I don't know if it will ever change in this country, but we (teachers) are definitely not up here, we're way down there. But it's taught me a lot about myself. Especially my children that I work with from, uh, I keep calling it public housing, I don't know what else, lower socio-economic backgrounds. This is just interesting to me.



Asian Culture	Respect	Defiance
Situation		
Western Culture	Shifty-Eyed	Respect

Figure 4.1. Difference between Meanings behind the Action

Lisa also explained about the use of physical gestures in different cultures. She said certain gestures might be acceptable in one country but not another.

Lisa: I know we were told not to do that American hand signal that means "okay," but to the Hispanic children, it means something dirty.

Me: I don't understand.

Lisa: This (She shows the okay signal) used to be okay or some people would do a thumbs-up. But that means something totally different in the Spanish speaking countries.

Me: Oh really?

Lisa: So we were told just try not to do hand signals. A lot of non-verbal communication sometimes can be taken differently, too. But usually smiling and frowning are international. Or the yes-no is international. But I do remember the hand signals. That was funny that we shouldn't do that.

The participants had positive attitudes towards cultural diversity. They thought that having people from many different backgrounds is great for the students. Lisa and James noted that their hometowns and public school experiences helped them to understand cultural diversity in their present situation. The following excerpt shows how Lisa perceives student cultural diversity.

It doesn't matter their skin color or their gender. Every child can learn. Every child is different. Every child has a different personality. We do have a diverse school and I am glad about that. It makes it more fun. It does encourage students to be more tolerant of others, even if they have a different culture or a different upbringing. I've never been nervous or uptight about being in a situation where there's diversity.

Furthermore, the participants are well aware that there are great difficulties with students from different countries or cultures. So, providing a class environment where these students feel comfortable is a key issue and Lisa did not want them to be scared because of their language barriers or cultural differences. In this study, I did not see any issues during physical education related to language barriers. Because the teaching style of the participants were teacher-directed style; so in many cases teacher explains, demonstrates, and direct activities rather students talk. However, according to Lisa and other participants, language barrier is an important issue especially when the new student

coming from foreign countries. Lisa said, “simple but one way to make them comfortable is to say Hispanic students’ name by how they wanted to say it. I try to find out how to pronounce their names, and then I’ll try to make them feel comfortable and say as many words as I know in Spanish.”

SG county school district is now a neighborhood school so students live around the school. According to the participants, students could pick a school they wanted to go when it was not a neighborhood school, so students come from all over the city. And Lisa said: “That was interesting because we had different types of cultures come in here and just, not even race, just within where they lived. The section of town they lived in. It’s been interesting.” James also believed that cultural differences were not only related to the students’ racial background but also to their neighborhood cultures. In other words, even though students’ racial backgrounds are different, teachers see a lot of commonalities between them. James further explained,

We have White, Black, Hispanic kids that might live in the same neighborhood. So their behaviors, sometimes their reactions to everything are very much the same even though they’re from different ethnic backgrounds. And of course, so many of them play together. That’s the great thing about watching them in here and watching them out there on the playground, in class, of course, I think you can learn a lot from kids because not a lot bothers them. And they’re able to play around with everybody.

With these kids, they really don’t see it.

As James mentioned above, the participants thought that elementary school students, especially the Pre-K to 3 grades, usually do not notice their differences; where

students begin to emphasize differences is among 4th and 5th graders, and it becomes more prevalent in middle school. I observed this pattern among students in 4th and 5th grades who tried to stay with the same race and gender in physical education classes. The most noticeable group was White female students in 4th and 5th grades. For example, when Amy grouped 5th graders into four people to practice volleyball and she rotated them around, I saw three female students try to stick together with each other. It does not mean that they do not participate the class activities when they were separated, but when they met each other in the same group; they jump and give a high five to each other. Then there were three black female students in this class. Their behaviors were not quite similar to those white female students. However, what I noticed from their hair-style, dress and shoes was that it was not only difference between skin colors but each racial group shared their own cultural things. James and Lisa explained more about these patterns.

With the kids here, elementary level, some of the kids, I don't think they see color as much as adults and as they maybe [see] in middle school and high school.

Because I think that's one of the great things. Most of them don't care. You see kids that play together all the time. They may not play together anymore in middle school or high school. And that diversity thing, is not a part of it, like I said with the elementary school kids, really doesn't seem to come out as much.

Lisa also shared her view on this perspective:

Some of the diversity issues I guess I've seen are, I mean, some of it is the competition just between the races of the color of the skin. Some of the students have a hard time with that. Some don't even notice. Usually K-3, they don't really

notice boy-girl, Black-White, Hispanic, Asian, whatever. Sometimes in 3rd, 4th, and 5th grade they start noticing and the girls want to be with girls or the guys want to be with the guys or they want to have their cliques or groups with their same culture. Some of that happens I've noticed. And when I taught middle school, I noticed it a lot. It seems like it's very segregated and separated. If you go to a lunch-room in a middle school, you will probably see one half Black, or one part Hispanic, one part White, and maybe one part Haitian. They would sit with each other in physical education and want to work with the same kinds of kids that they were used to growing up with. Or the same kinds of kids that were in their neighborhood. It's like you kind of want to sit with your culture. Usually they always say to treat them the same as everybody else and you show them what it's like in American schools.

Diversifying the Physical Education Curriculum

Like many other subjects in the U.S. public school system, physical education is a subject in the school curriculum with its main focus on psychomotor, cognitive, and affective learning in a play or movement exploration setting; yet it is not a "play-time." As Amy said, "Physical education is not recess, organized recess. We don't fool around in physical education." However, some students consider physical education to be just playing basketball or some games. James noted, "When I first came here, students had the mindset of 'let's just do basketball.'"

The participants' school curriculum in physical education was well aligned with state standards, along with their teaching philosophy, neighborhood characteristics, and student interests. They acknowledged that most of the students do not have much space at

home or in their neighborhoods to play sport; they lack big yards and public spaces. So the activities that most of the students can do at home are jump roping or hula-hoops, which they can do it in more of a constrained space. Furthermore, the participants had the belief that some of their students may not play outside because of their neighborhood characteristics is too dangerous.

The participants' physical education curriculum focused on movement concepts, sports skills, and physical fitness, and the curriculum implementation was completed through the use of a variety of sports and modified games. During my observations of the classes, the curricular activities included dance, basketball, T-ball, soccer, volleyball, field hockey, golf, and roller-skating (See Table 4.8 for more information). Usually, the participants set up types of equipment and created stations early in the morning, which were used for the whole day with some modifications of equipment and activities depending on students' grade level and skill level.

Teacher	Lisa	James	Amy
Activity	Dance	Basketball	Volleyball
	Roller Skating	Field Hockey	T-ball
		Soccer	Soccer
		Golf	

Table 4.8. Class Activities at Each School

The participants recognized that students' racial backgrounds influenced their interests in particular sports. However, they believed that it is important to teach different kinds of sports so that students can experience different sports and not be limited to their preferred sports. Lisa mentioned that teaching the origins of the activities and sports is important in physical education, because many of them are from different countries. Both

James and Amy described the different interests of students from different racial backgrounds and the importance of opening them up to different sports. James said,

Many Hispanic kids, they love and they know soccer. And that's the one thing they do. But then again, when we play baseball or something else, they end up loving it. Some kids here have so many opportunities in football, basketball and baseball, but then when you open them up to different kinds of things, I enjoy seeing their reaction to how they enjoy different things. Especially things they didn't think they would do maybe.

Amy also expressed the following:

But when it comes to P.E. for me, I think I try to teach mostly where their interests would be. But also I think I've found that some of my students are Hispanic students, they can relate to soccer. A lot of them are extremely athletic. A lot of the students are, they can, if they're really good at soccer, they may be really good at basketball. Or they're really good at football, and they may find they're really good at soccer. They've just never tried it before. And so it's introducing something different without... I have this saying, it's called contempt prior to investigation. Nah, I ain't playing that, I ain't playing soccer. Soccer's for the Spanish-speaking students; how do you know, you've never played. So instead of being ugly and judgmental, try it.

Lisa said that she want every sport to be for everybody and try not to teach students that certain sports are for girls or boys; or Hispanics, Blacks or Whites. However, she shared her student teacher's experience in the following excerpt:

It happened two days ago with my student teacher. There was a 5th grade Black boy that was complaining about somebody in his group and it happened to be a Hispanic boy who did not have soccer skills. He did not know how to play and the Black boy said, "Well, that boy should know how to play soccer because he's Mexican." And so the teacher really thought that was interesting and went, "Well, that's kind of like saying you should be, he might think you should be a great basketball player because you're Black." So then she had a teaching moment with those two students that you don't just look at the color of their skin or where they're from and think they're great in that sport. Or a sport that traditionally is from that culture or that country. So that could go with rugby with some of the European countries and there are certain sports that originate in certain countries that of course, they're great. But we want our students to try to play everything well or learn the skills at least. And know that really everything we teach them can be a lifetime activity. It seems like now in 2011 it's not as bad as it was like when I was in school, there were definitely girl sports, boy sports, Black sports, White sports. We had Cubans in my high school and I don't think we even had soccer. But we had different things they were really good at. And it was very culturally, what's the word? Certain sports for certain cultures! I hate to say it, one reason I didn't play basketball in high school, because only Blacks played it at my high school. And that is sad. It really is. I feel like now we've made a lot of progress in that area and I don't know if it's just the way we are more diverse now or there's just a lot of talent out there and everybody needs to go for their best.

So, the participants understand students' diverse backgrounds and interests and try to reflect them in the curriculum. Even though certain sports could be an outlet for certain groups of students, teachers did not want them to focus on a certain sport because of their cultural backgrounds. They believed that their practice in this case is critical in reducing prejudice and perceptions among students. However, their curriculum mainly focused on traditional physical education concepts such as movement themes, fitness concepts, and skill themes, which emphasize Eurocentric perspectives of the sports and physical education.

Underlying Beliefs of Successful Teaching in Culturally Diverse Setting

The analysis of the data revealed emerging themes that the participants commonly shared, and they include teaching strategies and beliefs helpful in teaching culturally diverse students. These include the use of sport as a universal language, promotion of positive student identity development through sports, having a passion for physical education, possessing patience in teaching diverse students, and building a good relationship with students.

Sport as a universal language. Teaching culturally diverse students in physical education is challenging, but the participants believed that it would not be as hard as in a regular classroom. Teachers had the belief that sports is so international that no matter what country students are from or what language they speak or what color their skin is, everybody likes sport and wants to try to play in some kind of activity. In other words, culturally diverse students are already familiar with many of the activities that are part of the physical education curriculum. Amy described why physical education teachers have an advantage in teaching culturally diverse students.

I think there is a lot of universal truths and principles that wrap themselves around sports and athletics. I mean you have the Olympics. It's worldwide. There are games and rules and activities that are worldwide. You can come from anywhere in the world and present somebody with a soccer ball and they're going to know what to do with it. I don't need to speak your language to be able to put the ball down and you and I play soccer together. You get it. I get it. [So] we don't have to speak the same language.

In physical education, students from another culture or students who do not speak the same language can watch what the other students are doing and learn from actually watching their activity or playing. Also teachers can actually demonstrate a number of body movements, so communication with culturally diverse students can be done by demonstration. Amy said, "We've been doing T-ball, you know, they'll see the other students running the bases. They'll see the team in the outfield doing a certain action, and they'll start to pick up on what's going on and not even have to be able to speak the language." Lisa had similar views on this:

When the Hispanics came to (this school) that did change the diversity a lot. But I loved learning how to speak some Spanish. I thought that was a challenge and that's fun. And I know a few words. And I loved seeing how they were such sponges and they would pick up English very quickly. And in P.E. they just watched what we did so they could figure it out. Even if they didn't know the word for what we were doing, they could watch and then play. And so that's been fun, the Hispanic culture coming here.

Also, Lisa believes that physical education is a fun subject to teach and that physical activity and sport are fun for students:

Physical education is so international, I guess because of the Olympics, that most of the time it doesn't matter what background or what culture, that everybody wants to play. And everybody likes a ball. And usually everybody likes to be active and move around. That's why I feel like it's probably a lot easier to teach physical education than other subjects to a diverse group of people. And I just haven't had that much trouble. The diversity issue, it just seems like it's not that big of a deal in physical education because everybody is trying to succeed or beat somebody else if it's competitive. Or they're just trying to keep their heart beating faster or trying to keep moving and a lot of people have their own internal competition or they will compete against anybody else. But it usually doesn't matter what race they are or what background.

Participants also noted differences in the names of certain sports. For example, soccer is football in some countries and football is rugby in some countries; however, in physical education so many things can be communicated through movement, performance, demonstrating and watching seems to minimize the language barrier. Lisa commented,

And another example is soccer. And they call it football. And so we try to tell them it's the same sport but just a different name. We do parachute activities and some of them have never seen a parachute. Some of the games we play are international games that most everybody has seen in every culture. And then others, we try to have an international activity, you know, that includes Chinese

jump rope, the American jump rope, juggling, hula-hooping. I try to look up the origin of many of these different activities and tell them they did not all originate in the United States. Most of them were over in Europe. Or some of them are African or Asian, or just come from all over the world - Central America, the islands and it's kind of fun to fit in some things like that, that are different.

Promotion of positive student identity development through sports. One of the interesting points that the participants mentioned is that physical education provides many students an opportunity. For example, Hispanic students like to play soccer, while other students like to play basketball or baseball. If certain students are really good at certain sports, it gives them an opportunity to demonstrate their strengths to other students. James explains about how his students show their ability through sports.

Many of our Hispanic kids play soccer and, of course, many of our Black kids play basketball. If the kids play either soccer or basketball all the time, that's their outlet to show where they show off [to] everybody how good they are.

Both Amy and Lisa observed some students who excel in physical education, but are having a hard time in the regular school classroom. So their classroom teachers had different views on those students because of their failure in academic achievement or behavior problems. So, it was really a matter of regret for Amy and Lisa because they knew how good these students are in the gym.

In fact, that's what I love about our assemblies. I get to brag on a lot of students who have a very hard time in the classroom and they have very low self-esteem because they're either just so low in math or reading or they feel like they're going to fail their whole subject if they don't pass the CRCT tests. But maybe

they're going to pass all five fitness tests. Or maybe they're a behavior problem in the classroom but not in physical education because they can excel in sports or in fitness testing. I have a lot of students who I call out in those assemblies who the teacher, the classroom teacher is probably is going oh my goodness, he doesn't need to win, she doesn't need to win. Or they are not in assembly because they're so bad. Some of them aren't even there to hear their names called and get their awards because they're being kept in the classroom because they didn't do their homework or they didn't finish something or they were bad that day or whatever. In fact I was telling that to my student teacher earlier, too, that we're going to have roller skating awards for this next assembly, and some of them won are some of the hardest students or have behavior problems in the school. But I just...I don't know. I love it. I think it's great because I feel like I can help them and help their self-esteem and praise them and give them a reason to live. And maybe, if they can make their grades, they could excel in these sports in high school and even college, or a few of them go pro. But at least give them a lifetime sport to do for health reasons (Lisa).

In similar wavelength, Amy also expressed that,

They can shine. It could build a lot of self-esteem to a child that's not doing real well in the classroom. But they come in here and they're the star in here. And I think what that helps do is build their confidence, builds their self-esteem, and in turn may help them in the classroom. One of my students, he's a 3rd grader and he'll come in here...I call him a man among boys. He's huge. He's a big kid and he's an amazing athlete. He's a nice looking young man. He's African American.

His family lives in [housing], one of the worst public housing in Borego. He's raised by mom... him and his sister. And he's a good...good kid in my class. Now I went to see his teacher right before parent conferences and I said, "Hey, have you had Sam's conference yet?" And she said, "No, why? Because are you going to complain about him, too?" And I was like no, I wanted to say to his mom that this child needs to keep playing sports because he's one of those kids that he could play college ball, he could play pro ball. I mean he's that good at this level if he keeps doing what he's supposed to do. And then she was like, "Well apparently he's not doing what he's supposed to do for her." And I've walked down the hall several times and he's out there crying. So he's gotten kicked out of class. And it makes me sad. Because I'm thinking, "Dude... if I had your ability, holy mackerel!" So I'm hoping that by talking to him about that, like I've pulled him aside a couple of times and I'm like, "Sam, I'm telling you, you are amazing." It doesn't matter what we're playing. He shines constantly, apparently not so much in the classroom.

I observed several times that physical education teachers talk to students individually before and after classroom. I did not hear what teacher talks about but their behavior seems like encouraging students in a positive way. I believe this is one of their practices to build students' positive self-identity in-and-out of the gym as a physical education teacher.

Passion for physical education. The participants believed that motivating students is important in a culturally diverse setting. One way to achieve this is to show students how passionate they are about physical education. The participants believed that physical

education is the most important subject in the school curriculum and they are very passionate about teaching physical education. For example, Lisa tried to show her passion and enthusiasm for sports and physical education because it is a way to be a good role model for students and an effective way to motivate and encourage them. During my observation, she begins to motivate students as they enter the gym.

I think if I'm enthusiastic and energetic in everything I teach, even if I'm teaching basketball and it's not my favorite sport, I'm going to fake it and pretend like it is and act like I love everything. And I will tell them a lot of times, like when I teach gymnastics, I'll say oh, this is my favorite. But then when I'm teaching volleyball, oh, I love this sport! It's so wonderful; it's great! You know I really have to show them I am passionate about it and I want them to try these things and to love it.

And if they don't, I'll say it's okay, but you still need to learn something about it.

James also uses this practice to encourage and motivate his students. I saw many times James does a very nice job in encouraging his students. James explained,

I always tell them my interests at the beginning of the year. I tell them what I enjoy doing as far as physical education. I tell them that I always enjoyed playing baseball, soccer, and American football all those kinds of things. Also one of the things I enjoy doing like bike riding, running with my dog, and all that. So we always talk about that at the beginning of the year so they get to know what each other person does. Sometimes we do a little art project where they get to draw their favorite physical education or favorite physical activity to do. It's great here because we're always doing a lot of games. I let them pick what they want to do with someone, but then again I always make them rotate around, so they get to

interact with everybody. I think it's important to interact. Boys with girls and Black, white, Hispanic... I just try to let them interact with each other.

Patience in teaching diverse students. Patience was also an important characteristic of physical education teachers who teach students in a diverse school setting. Lisa believed that it takes a lot of patience especially when students do not know English. She explained that

I'm sure they're very scared and we want to welcome them and make them feel at home here and of course in physical education. I make sure they have a place to sit. I write their name down. Tell them my name. And it's nice because I show them everything that we do, and tell them in English, and usually every student can figure it out by the demonstration what we're doing. I try to treat everybody with respect, patience, and tolerance.

She also believed that there is always a certain reason behind students' behavior, especially with cultural differences, and she thinks it is important to be patient. She indicated the following:

Don't get mad if it's maybe a cultural reason they're not doing something. And sometimes religious reasons, they can't do things. Or somebody might have to wear a dress or skirt but they can still wear P.E. shoes to P.E. but they can't wear pants. Or they can't participate in any holiday kinds of activities. Or maybe they can't participate in dance. There are some religious beliefs or cultures like that. And usually the parents are always good about writing a note if there's any kind of problem where they can't participate. And I try to keep the physical education units where everybody can try and everybody can participate. It's not just

everything for America. So, everybody wants to try these activities usually. I've been blessed. I feel like I don't have any problems with somebody really not wanting to do what I'm teaching.

Amy shared her experience with a 2nd grade boy from Korea who could not speak English well. In the following excerpt, she describes the challenge of communicating with students whose native language is not English. She said,

Oh gosh. I just had a kid today, a little boy in 2nd grade and he is from Korea. His name is Changyu (pseudonym). A little girl in there, and her name is Soyoung (pseudonym). And so he was relatively new here, and he didn't speak English, so Soyoung in that class was his translator. So then Changyu went on vacation or his mom had to go up to Washington, DC or something; so he was gone for a few days and he comes back and he is like, you know, whatever, and we're trying to play a game in here and he's pushing people down and he's just slamming into people and laughing. And if he was another child, if he was total English speaking and, you know what I'm saying? I would have totally gone off on him. And a couple of times, I'm like Changyu, no! You know, no! And then I'm asking Soyoung, can you explain to him? And she's like I really don't know how to explain that. And so what I had to do, I took the little boy that he kept pushing into and I had the little boy stand there and then I demonstrated for him what he was doing to the little boy and I said, "No!" And I could see the look on his face, which he was...he was scared because I was like, "No!" I don't know how else I'm supposed to get that across to him because he doesn't speak real fluent English. But what he was doing was going to hurt another child in my class, but

he was just having fun. And so, yeah, patience, it's April. We've been in school since August. Almost 10 months and that's something in my makeup, that is not something I should be dealing with in April. You should know better by now. And so yeah, tons of patience! Because then the other kids see I'm doing it and they're like, "Oh, well, if he can do it, why can't I?" So to have to stop class and demonstrate that whole thing and stop what everybody's doing and have them wait and have me...so yeah, and that's tough. I have to admit. Some days I'm better at it. But on a Friday morning, I'm going, "Really? Am I really going to have to do this right now?" Yes...lots of patience. And acceptance...accepting that there's nothing I can do to change that situation. I accept the situation for what it is, but what am I going to do about it? Do you understand what I'm saying? Like I can't...he's a student and he has a right to be in here and a right to an education and a right to be part of P.E. But he doesn't speak English, so I have to, instead of trying to fight that and being like, "Oh my gosh!" I have to just accept that that's the situation but what can I do about it? What can I control about the situation?

Building a good relationship with students. Having a good relationship with students is an important matter for the participants. James commented: "These kids are so easy to have relationships with. I tell them, I love them to death. They're all great kids. I think it's important for me to have a strong a relationship with them." Lisa also shared her way to build a good relationship with students. She explained that

Well, mainly its tone of voice and looking at them in the eyes. And sometimes, it maybe putting a hand on their shoulder or giving them a hug at an appropriate

time. I think it's mainly tone of voice and like getting on their level. Like if I'm teaching, most of the time I am standing up, and they're sitting, but sometimes I like to sit with them. So I'm feeling like I'm a child with them. I'm on their level. Or if I sit somebody out, I squat down because I want them to look in my eyes and I want to look in their eyes. The relationship building is really tough and experience helps. But I just feel like if you show that you really care and you're passionate about your subject and you love kids, and that you're going to want them to do well.

As a physical education teacher, James has a particularly assigned role in the school and that is disciplining students from other classrooms. He describes his relationship with those students. He said,

I tell them there's a line. We can't be buddy-buddy. I'm not your buddy; I'm still your teacher. A lot of boys love coming here. And I love that they love coming here. But then again, I try to make them accountable in the classroom. Because if some of them don't do right in the classroom for classroom teachers; for example, if they're not doing their work or something like that, I'll make them bring it in here and we will do it together.

Amy explained that some students might not have enough attention from their parents or family members, expecting attention and care from their teachers. She indicated that

When I was growing up, I never put my hands on a teacher. And what I mean by that, not in a mean way or an aggressive way but not in a loving way either. I never hugged on my teacher. That was my teacher. My experience as a teacher

here, it's mind blowing to me how desperate for affection and love and connection that these kids have. They can't keep their hands off of me. And they tell me they love me. They're hugging on me. "Will you be my mama? I'll love you, Amy." That blows my mind. Where does that come from? It wasn't like that for me growing up. It makes me sad that that's the direction our society is going. That these kids are grasping for and reaching for relationship connection and love outside their own family... Where's that coming from? I'm an educator. I'm a teacher. But I spend most of my time nurturing and loving on and guiding these other people's children. It's just strange to me.

However, she tries not to get involved in their personal lives outside of school. As she explained,

I think that starts to cross a boundary. That starts to cross a line. And what I mean by that is that's a boundary for me because if I started to do that, the life would be sucked out of me. Because I have 600 kids or 500 kids and so... some of these children are so incredibly needy. I could tell you everyday, one of them asks me if they can come stay with me. They ask their teachers if they can come stay at their teacher's house. I try not to cross that boundary because if I do it for one, I have to do it for everybody else. At least that's the way I see it. So I try not to really "pick" favorites. However, because of the level of trust or the relationship that I build with them as a student, they know my door is always open, and if they have to come in and talk to me on a private matter, they feel safe and comfortable and able to do that. My experience in the past has been if I've gotten too close to a student like that, it compromises my job. And I don't think that I can do my job if

my boundaries are compromised. And I didn't use to be like that when I first started teaching. And I got sucked into everybody's life and it was emotionally draining on me. And then I was no help to anybody. But if there's a couple of kids that really need me outside of school, I mean, absolutely, then I'll look at it, investigate it. But yeah, that's hard. That's a tough call.

The Importance of Discipline in Physical Education

Setting rules in the gym provides safety for students. For the participants, discipline plays an important role in physical education in that it not only ensures safety in the gym, but also helps manage student behavior and saves time. Even though the teachers described themselves as flexible and generous, they did have a strict discipline. According to the participants, discipline includes setting up rules and routines early in the school year, having high expectations for students' behavior, and providing appropriate punishment when necessary. The participants briefly described their discipline styles.

I think major, major important, spending the whole first part of the year, several weeks with each class, getting them to really know what the rules and the procedures are in the gym, what's expected of them. And working on those procedures, taking the time to practice them. And that makes the rest of your year go so smoothly (Amy).

I feel like my personality is kind and loving and generous. But I still am firm. I'm strict for certain rules. We do have rules for their safety mainly, for example, it is very important for just every student that walks in the gym. We have a certain procedure for the routine where they come in and sit on a color. And we check for P.E. shoes. Check to make sure they're

here at school. Ask them some questions. Tell them about the lesson. And if they do misbehave or if they're not being safe, they usually sit out for a few minutes, and then I try to get them to come back to participate (Lisa). I think it's important anytime I discipline kids to always talk to them. I try not to say, "Hey, you're out for five minutes," and just say, "Get back in." I want them to know what they did and what I expect. I always tell them that there's a difference between being mad at somebody and being disappointed. Because telling them I'm disappointed in them means that, hey, I know you can do better. And so let's try that. There are some kids who have more problems behaving as well as others. It's just one of those things. I think it's important that they know that, hey, he's fair; he cares (James).

From the experienced teachers' perspective, disciplining student is the most challenging task for student teachers or practicum teachers because they do not have much experience dealing with it. Lisa explains,

I think she (her current student teacher) definitely has knowledge of the subject matter or at least what she's been teaching. However, the student teachers usually don't have as much experience dealing with the discipline part. And mainly the only trouble she's had is the students' listening to her and respecting her...

They're just used to me. I've been here a long time and they know I'm their regular teacher. And when student teachers come, they don't get the respect they should get. But they do earn it. As time goes on, they earn it. And she just has difficulty with them talking too much. Like in between each dance step, they want to talk. Or when they're not doing the particular activities she wants them to do, they will

just fill in the transition time with talking. So that's at least the main thing she struggles with so far. But I feel like she's very well trained in all the skills to teach. She has had some other experiences besides college. She teaches baton twirling. She was a summer camp counselor with children. And so all these things help anytime you're with children. And then she has a lot of patience. Usually the student teachers have more patience than I do.

Ensure safety. The participants expressed a common belief that the main purpose of discipline is to ensure safety in the gym. They recognized the importance of enforcing a set of rules in order to prevent injuries particularly in elementary physical education. James described himself as a strict disciplinarian:

The biggest, like at the beginning of the year, the biggest thing is listen to the rules and safety. Because I hate having to call moms and dads, grandmas, uncles, whatever, saying so and so got hurt. I think that's the thing that people don't understand about physical education. It's whatever you're doing, even if you're just playing some simple tag game, kids can get hurt. If we're doing something that has the capacity to be dangerous like badminton or something, I'm very, um, I've got a set of rules as far as how we swing and make sure everybody does it right. I don't leave a lot of leeway in there because with these age groups, you know, if you leave too much leeway, there's a chance somebody gets hurt. And that's one thing I pride myself on. I don't like having to call parents and saying that somebody got hurt in my class.

According to Amy, providing a set of rules and procedures can create a safe learning environment in the gym. Kids need to *feel* safe. She further explains this is a part of relationship building. She elaborated:

I explain to them: this is how I teach, this is what I do...here's the rules and here's the procedures. And what I think that does for the child is that they feel safe. They feel like they know exactly what's going to go on when they come in here. I think they get really thrown off balance with the unknown—when their schedule and routine is all flip-flopped and there's no consistency. And I think that's all part of the relationship building. Especially, if we're doing certain things that involve an element of danger like playing T-ball, there's an element of, you could hit with a bat. And I'm very, very serious about my safety rules when we're playing sport like T-ball. And I make sure that they're aware of how serious that I am and that this is not a time for fooling around. We don't fool around. We come to P.E., this is a class and we have fun, but we don't fool around. Because when you're fooling around, you could get hurt.

Time management. Because of limited time for physical education in elementary school, the participants thought that it is important to use time efficiently. Amy does not want to waste physical education time, which is 45 minutes or 35 minutes once a week. She expects students to follow her direction and does not want to spend too much time on students' off-task behavior. She explained as follows:

I will admit this has been a tougher year for me. I'm not very good at tolerance. I try but I just, I don't like wasting time when it comes to physical education. Because there are some of my classes I only get to see once a week and

sometimes those particular classes I only see them for 35 minutes once a week; unfortunately, I can't spend a lot of time in a real open kind of liberal setting. It's usually they come in, they sit down, I have very...my procedures, the rituals, how I run the class, the students know them, know what my expectations are. You come in, sit down, I tell you what we're going to do, I explain it, I demonstrate it, we break up, we do it, come back together, if we need to move on to another activity. It's kind of, I guess, rigid. Boom, boom, boom to get as much as I can get out of them in that short period of time that I see them. So it's more, I guess I want to say it's sort of teacher led. And then giving them the chance to be creative once we break up into small groups or they do something individual. We only have this much time together, let's not waste it. Be productive.

James also explained:

If I have to keep on saying, "Don't kick the ball, don't kick the ball, don't kick the ball," we're not going to be able to play much. And sometimes I'll use a kid as an example saying, "Look, you just kicked the ball, this is the third time, that's why we can't have it anymore. We're just going to sit as a time out as a class."

Behavior management. To manage student behavior in physical education, the participants used a sit-out system, which makes a student to sit outside during the class activity for certain amount of time. The participants used it when it was necessary, for example, when students had bad attitudes or they showed some unsafe behavior. Lisa said,

In elementary school, the children love P.E. They only get to come once a week. They want to come. They want to play. They don't want to sit out in time out. But still some of them are disrespectful or rude in just their mannerisms. Like if I do something for them, they don't say thank you. Or I tell them to raise their hand and they just interrupt. They yell out an answer and they forget to raise their hand. And some of them just forget their manners or they don't know the manners and we try to teach them and role model good manners and just politeness. So some of it is just following the procedures and routines of the school.

James also explained that

We do have kids from all different kinds of places but I treat everybody the same. I've got kids that hardly ever get in trouble, but if they do something wrong, I sit a kid out and it's usually for a minute. Just sit them out and I'll go talk to them and they'll get back in, especially if they have a good attitude. That's what I try to teach them. As long as nobody got hurt and if you're having a good attitude, we can get back in. Because I'd much rather them see that, "Hey, I know why I'm sitting out, but also I do things the right way so I can get back in much quicker." But I want them to understand that I don't want to set them out. It's just the fact that they did that and if they don't do it again, they can get back in. It's not that big a deal.

The participants believed that discipline is a form of having relationship.

Through discipline, they can build a strong relationship with students. James explained,

But once they get that concept (discipline), you can get that relationship with them that, "Hey, he's looking for this. I know I shouldn't be doing that." That's

why I just took his golf club because he was playing around. I think they have to have the personality of the teacher I guess as far as like they should know what I expect. And of course, then again, I know how they...because there are other one's that I give less of a leash almost to, because they know better.

Amy also explained that

I make it very clear. Here are my expectations in the classroom and here are the rules or the procedures in the classroom. I make it clear to them that if those procedures or those rules aren't followed, then you sit out. And then I make it clear to them to understand that the reason behind this is because I care about you. The reason I set boundaries up for you and I say you can go this further but no more, is because I care about you. And that's what it's about to me. And so I think that aspect of it, that they know clearly why I have my boundaries and my rules is because I care about them and love them and that's what builds the relationship. Because I think, and this is from my perspective as an adult, my belief is that they trust me. And that's the foundation of the relationship that I create with them is that they can trust me. And I think that comes from doing what I say I'm going to do and following through with it and they can depend on that and that's reliable. And for a lot of these kids that I teach, I don't think they have that at home. And so that's something new to them. And they're not quite sure what to do with that, but when they've been with me long enough and they see I don't change, then the relationship gets stronger.

According to James, discipline style should be differentiated depending on students' characteristics. He pointed out the following:

All kids are different. I treat them all the same, but there's some that I may be able to talk to from over there and call out. There's other one's I may have to go up closer to, but I'm still getting on to them. Like that one right there [pointing to one of his students] that was kicking the ball when she [student teacher] was talking. He had been told several times not to and he knows it. And he's one I can call out and I can talk to later and we're allright. There's other ones that I need to go up to and not call their name out or call out in front of everybody to manage their personality, their behavior, or mind set because they'll get so upset when they get called out. And it really depends on how, you know, when you get different kids, you don't know how they've been treated before, whether somebody comes from, where they stay at home or whatever circumstances they've been in before. So you kind of learn it. You can learn quickly. I learned, there's a new kid that came yesterday, that he's one of those, you have to bring him close to you and talk to him nice and easy. There's other ones that I can call out like I'm on the football field and they got it and they're good to go back in. And here, I don't yell. I don't berate them. I don't get in their face, aaahhh, just as loud as I can. But I can use my loud voice because usually there's more stuff going on, you know, it's a bigger classroom. So you learn your techniques with different kids. That's about the biggest thing that I don't do from kid to kid. There's other kids that you just know that are sensitive you have to treat them different... Sensitive about being called out or getting in trouble or as soon as you call their name, they're like, "Oh, I'm in trouble!" When it's not that big a deal. They make it a bigger situation than it should be.

During my visits, I tried to observe student group behavior but could not figure out any kind of pattern that was specific to certain racial groups. However, interestingly, among the students from the various racial backgrounds, I saw more African-American students sit out during the class time than others. The most extreme case that I observed was an African-American boy named Michael (pseudonym) in Amy's kindergarten class. He began misbehaving at the beginning of the class and continued to be a problem throughout the class. Although Amy made him sit out a couple of times and warned him to follow the rules or else he would go to the office, Michael continued to misbehave. From my perspective, he had a negative influence on the whole class in that Amy had to spend too much time disciplining him. Also, I saw four other Black students sit out during this class possibly because of Michael's influence. Later, Amy called the office and Michael was taken out of the class; then the rest of the students had physical education for about 10 minutes. After class, I asked Amy about Michael. She looked a little bit stressed and nervous about that fact that this happened during my first day observation and said, "He couldn't take his medicine this morning and that's why he acted like that." This indicated to me that he had been prescribed medicine for hyperactive behavior or other reasons. However, I thought that Michael's behavior could be related to other factors such as socio-economic background, or cultural difference, but to Amy and other teachers, it was just behavior that required special medication.

As I was curious about this fact, I questioned the participants at an appropriate time during the interview. An interesting pattern that I observed was that African-American students' behavior was fine in higher-grade classrooms, and there were no students that sat out during my observations. Black students in higher grades in

elementary (usually grades 4-5) tended to have a good behavior, but I saw more racial separations between students. I was curious about this pattern and Lisa shared her perspective with me. She said,

They just don't have the discipline, I guess. They don't have the skills for school maybe. Now some of the Black students do not have the preschool education experience that the Whites have. And I don't know about the Hispanics. I doubt they do. But most, I guess I could say this, most White or Caucasian children start going to some kind of preschool at age two. And it's usually just half day. And especially if they come from a two-parent family or even a one-parent family, they want them to start learning at a very young age. And then, of course, with all the folks working, two-parent or one-parent families, there are so many people in the workforce now and they may have to start at six weeks. I mean in a daycare situation. They call it preschool or daycare. So there are a lot of young kids in preschool early now, and it just seems by the time they get in Pre-K or kindergarten, the White students are already ahead of the Black students. And I imagine the Hispanic students. Just because they have been in school more. They have probably been read to more. They have heard the language more. They've had more interaction with adults and other children. They just know the routine and they've had more practices and experiences. And sometimes we hear the child has not had any school experience until they walk in that Pre-K class. And that was one of the ones that was in here. That was the case today. They cannot sit still, don't know how to raise their hand, just talk whenever they please. They don't know how to wait to talk. They haven't been read to sometimes. At

least, this particular child I'm thinking about. A lot of the experiences at home are nothing like at school. So that's a different thing, too. They have to sometimes, oh, I have to act like this at school, but then when I get home I can act differently. Or it's a different set of rules, different set of circumstances. Sometimes at home there are no rules. The parents don't follow through with whatever they might threaten. But at school the teachers feel like they pretty much have to. And we do try to follow through to get the behavior to change if it's bad behavior. If it's great behavior, we want to follow through with a lot of praise so they will keep it up, or rewards. So I think that's the difference sometimes in America when you see a lot of African-American students in special education or in time-out or being disciplined more. It's their lack of experience prior to pre-k. At least that's the experience I've noticed in this area. Now in other areas of the United States, it may be different. There are sometimes poor White children that don't have the experiences that maybe Black students do. It could be completely opposite... And it's usually from pre-k, K, and one. They're very immature. Some of them are young. Some of them have to repeat a grade, not just for academic reasons but for behavior reasons. And it does seem to get better by 3rd, 4th, and 5th grade and then hopefully on up to middle school and high school. Of course, sometimes in middle school and high school it gets worse. They start off well and then they don't end well because they lose interest in school. They want to work or they're not doing well and they're not successful so they want to drop out.

In this interview excerpt, Lisa thought that lack of pre-school experience was the reason why Black students in lower grades were struggling at school. Because they

tended not to demonstrate types of behavior that school-teachers wanted them to follow in classes.

Perspectives on Teacher Education

When teachers without a multicultural background and experience come to a diverse school environment, they need to be prepared to understand the challenges of teaching students of diverse backgrounds. Lisa said that she usually talks about students' diversity to student teachers, explaining the diversity of race and socio-economic background of the school area. She further noted,

A lot of times we say if they can teach in a very diverse group or climate or school, then they'll be able to teach anywhere. Although they might end up teaching in a school with little diversity, it's still very good experience for every practicum student and student teacher.

James, from his personal experience, believed that many preservice teachers might not have enough experience about diverse people that they may have to confront in schools.

I guess the majority of students at college...not everybody but most people...came from middle class families and so it's quite different for them. They have to understand that we have a lot of students have lived in homeless shelters with single mom or dad, or they don't live with them. Sometime they're raised by grandparents, so it's different. I guess my biggest thing to tell them [preservice teachers] is don't have the same perception that they're all like you. Be receptive of how different kids are.

And then James further explained about how helpful the service learning and practicum experience is for them to understand cultural diversity. He said, "The great thing about this especially for, like Georgia, most students at Georgia are going to be getting a lot of service time or practicum's with many of our kids."

Lisa said she had in-service training on diversity and she also took an adapted physical education course in college. She said that those trainings were helpful to understand and teach different students in different ways.

I did take some classes on diversity after college and they offered some at this school or some at different areas around town. They encouraged teachers to learn different ways to teach all the different students and to just practice the different ways to teach so every child can learn. And those were all fun and very rewarding and very good for me to practice. Another thing I'm trying to think of at college...or another diverse group in P.E. is the handicap group. And I took adaptive P.E. at college. And we do have a few handicap students here that I try to make sure they participate and do as well as everybody else. Or I modify some things for them. Most of the time they do very well. And I just make sure they try to do everything the other students do. So I guess that is another form of diversity.

James also noted that his in-service training on teaching students from poverty was a rewarding experience. He showed me the textbook that he read in the training and said,

Of course reading the book is not going to tell you how everything is but it gives you another mindset. It makes you think more before you're out here doing work. It opens your mind up a little bit more instead of coming in when things are already stereotyped. I've learned a lot in my eight years teaching that initially

when I came in I did have misconceptions about things or how things worked. But it's opened up a lot. And just reading that has made me think even more. So after eight years of teaching with our kids here and reading four chapters already has opened me up and gave me different things to think about.

Socio-economic Dynamics in Diversity

Initially, this research was focused on race and cultural diversity as the basis of the multicultural education in physical education; however, through the interviews, another important aspect of diversity emerged: socio-economic background. The participants regard socio-economic diversity as a different dynamic that influences their teaching and student learning. The schools where this research was conducted have about 70% of students with free or reduced lunch, which indicates that they are coming from low socio-economic families. Lisa explained,

Socio-economic is probably the key now. I think that's what everybody is talking about now. All the urban educators, our superintendent is not worried about the race ratio. He's worried about the poverty level. I guess it has been proven with a lot of research that they have a harder time in life. They are slower. And they tend to drop out of high school. We do have a wider range of the socio-economic groups now, than the past two years.

Amy also mentioned socio-economic diversity.

I could even say diversity could also mean coming from different socio-economic status. Like I said I have these children that are Caucasian or White that are growing up in the projects versus these children that are White and they're growing up over there in affluent [area] whose families make tons of money.

They may be the same color, from the same culture but they're socio-economic status is different. That's diversity to me.

In other words, it was not the racial diversity among the students that challenged the participants. Rather, they had positive attitudes and experiences with students from racially different backgrounds. Interestingly, though, it was the socio-economic diversity that challenged the participants. Lisa explains here how socio-economic diversity over racial diversity challenges students.

We have some Black students who come from very nice middle class homes and both parents are educated, they do have two parents in the home and they're both educated. And sometimes they have a hard time mixing in with the Black students who are from the project areas or the very poverty, low level neighborhoods and don't have educated parents or have one at home or maybe the mom had that child at a very young age. They were like a teenage mom. They have a hard time relating. Not so much just White, Black and Hispanics. Sometimes it's just the educational status of the parents or like going back to the socio-economic status. And that shows up in the gifted students. Well, here it's almost like some of the Black students never make it into gifted programs. But we have some at Wonderland. But it's the ones that are usually from a higher socio-economic family. And they've been read to and their parents, I guess, have a higher education level so they're born with one and they stress education more. They value education more. I'm not saying that the lower economic don't value education; they just don't support it like they should. Some of the parents don't

even come to parent-teacher conferences. Or we have to keep calling. Some don't return phone calls. Teachers try to communicate and they're not responsive.

Because this topic had emerged from data analysis, I realized that I needed to investigate the demographic data of the school district.

Race/Ethnicity	2008-2009
Hispanic	77.3%
Non-Hispanic White	43.0%
Non-Hispanic Black	74.3%
Non-Hispanic American Indian	69.5%
Non-Hispanic Asian/Pac. Islander	47.9%

Notes: Primary schools defined as those with lowest grade of "Pre-K" through 3 and highest grade of "Pre-K" through 8. Includes charter schools.

Table 4.9. Poverty Rate of School Where Average Primary School Student Attends by Race/Ethnicity

This indicator provides the poverty rate in the primary school attended by the average student of the specified race and ethnicity, where poverty rate is defined as the share of children eligible for free or reduced lunch (National Center for Education Statistics, 2010). According to the statistics, Hispanic and Black students in primary school at SG school district shows higher rate of poverty than other races. Amy stated that her school has students receiving free or reduced lunch, and further explains her perspectives of their family structure.

If families don't make a certain amount, the kids have a free or reduced lunch.

And that's the way they tell. But that's the best way to tell the socio-economic

status. Single parent families, young parents... and I think that's where a lot

comes in. It's just, if you look at how things are, parent who have kids younger,

those kids are more likely to have kids at younger ages. And we have a good deal of grandparents that raise their grandchildren. We have a good bit, I'd say.

Because when you meet the parents, you're like, are they older? And it's grandma or grandpa that are raising them. So, especially here for SG school district, I guess poverty is such an issue here.

James voiced similar perspectives of students' family structure:

You know, teachers getting on to kids for not having homework. Well, some kids whether it may be a nine or ten-year old boy or girl, because there may not be anybody at home. A lot of times you notice, and I don't know why and I don't ask why parents aren't there, but a lot of times parent are not there. Or there may be somebody at home, but they can't help out with the homework. Mom or dad may be working. And these kids... they love when I come to their games and I try to do it as much as I can.

During the interview, James emphasized how much the workshop on teaching students from poverty was helpful to him to understand about it. He believed that people might have misconceptions and misperceptions about students in poverty.

I guess it's more or less breaking down the misconceptions that everybody has. Saying or thinking that kids in poverty maybe aren't as smart or they can't do some things. And, of course, maybe my perception when I first came here was like...maybe they're not going to do well on a test or something. But when you're giving them chances, they can do just as much as any other kids that maybe are in a higher economic status. And this [the textbook] tells some of it.

James also mentioned his thoughts on homeless students. He said,

The family situations... I never met anybody that was homeless before, and we've had several families here that were considered homeless. And it really, really...I say that I teach and treat everybody the same way, but then again, when you have those kids that are homeless...you know, it just kills you. You just want to help them out as much as you can, that's tough knowing things here; and of course when you have families that are messed up with drugs and all those different things. There's different dynamics. And it's the way any, no matter what place you teach, there's always going to be different dynamics. But it seems like there's a lot here with family issues. Like I said, you're not fighting the cultural thing right now.

Summary

The purpose of this study was to examine in-service physical education teachers' knowledge and practice in teaching culturally diverse students in elementary schools. Interviews and observations revealed several aspects of the participants' knowledge and practices in teaching in multicultural school contexts. The participants in this study were well aware of the different attitudes and behaviors of students from different cultural backgrounds, and they also had a positive attitude towards cultural diversity. Although the participants had some challenges when dealing with diverse students' language barriers, perceptions about other races, and attitude and behavior issues, they had their own strategies to minimize these challenges. In addition, the participants thought that the following four aspects were important in successfully teaching culturally diverse students: (1) promotion of positive student identity development through sports, (2) passion for

physical education, (3) patience in teaching diverse students, and (4) building a good relationship with students. Discipline was perceived to be an important avenue in teaching culturally diverse students as well. However, the curriculum that each participant followed in the current study seemed to be based on the traditional physical education curriculum that did not reflect any ethnic and cultural values and traditions of the students. In the next chapter, I discuss the findings in the context of earlier studies, including physical education standards and benchmarks, and school documents,

CHAPTER FIVE

DISCUSSION AND IMPLICATIONS

The purpose of this study was to examine in-service physical education teachers' knowledge and practice in teaching culturally diverse students in elementary schools. Qualitative case study approach was used, with the grounded theory serving as the way to analyze research data. Interviews and observations provided key insights into the following research questions:

1. What types of knowledge and practices do in-service teachers use in successful teaching to diversity in the schools?
2. What types of curriculum and instruction are culturally relevant in teaching diverse student population?

I examined three elementary school physical education teachers' knowledge and practice in teaching culturally diverse students in a four-month period using nine semi-structured, open-ended, and face-to-face interviews. Data sources included interviews, observations, and school documents. Data were analyzed inductively using the grounded theory.

Discussion

The goal of multicultural education is to provide equal opportunities for all students, with teachers directing educational experiences that help them become knowledgeable and respectful of others, which makes the need for teachers who possess excellent knowledge and practices of diversity extremely important. If teachers are to be

influential in multicultural education, they should have a firm understanding of the cultural background of each of their students to ensure that everyone receives an equal opportunity in the classroom setting (Sparks et al., 1996). Chepyator-Thomson (2001) emphasized that education with a multicultural perspective requires education professionals and teachers to develop school programs that aid students' understanding of themselves and others and assists students in developing a clear understanding and appreciation of the diverse ethnic and racial groups in society.

Although many scholars discuss multicultural education as an important avenue for teaching to diversity in physical education, concerns remain about preparedness of both preservice and in-service physical education teachers. While a significant number of research studies focused on preparation of preservice physical education teachers, little research has addressed in-service physical education teachers' knowledge and practices required for successful teaching in multicultural school settings. Emerging from the literature are several theoretical perspectives that describe teachers' knowledge and practices in multicultural education. For example, a teacher who has multicultural competency would have the ability to interpret experiences and patterns such as intentional communications (language, signs, gestures), have some unconscious cues related to diversity (such as body language), and have knowledge of customs and cultural styles that are different from his or her own (Bennett, 2007; Reich & Reich, 2006). To become culturally competent, an individual must have sufficient knowledge and appreciation for cultural differences relative to his/her own personal identities, values, and beliefs. This research provides a detailed description of in-service physical education teachers' knowledge and practices in teaching culturally diverse students.

In-service Physical Education Teachers' Knowledge and Practices in Teaching Culturally Diverse Students

Many scholars describe knowledge and positive attitude towards multiculturalism as key characteristics of successful and effective teachers (Banks; 1987; Banks & Banks, 2010; Gay Ladson-Billings, 2009). The participants in this study were well aware of the different attitudes and behaviors of students from different cultural backgrounds, and they also had a positive attitude toward cultural diversity. They acknowledged differences among their students and tried to teach and provide equal learning opportunities among all students, exhibiting no favoritism in teaching and student interactions. The participants of the study thought having students from different backgrounds was great for them as well as for their students. They believed that they did not have any major problems in teaching culturally diverse students, although they generally agreed that it is different from teaching students from the same background. These results support the findings from previous research studies: Sparks and Wayman (1990), Sparks et al. (1996), Chepyator-Thomson et al. (2000), Tabb and Joonkoo (2005), and Columna et al. (2010).

Harrison, Carson, and Burden (2010) reported that individuals who are members of ethnic minority groups tend to acquire and retain their multicultural knowledge as part of lived experiences. Although the participants in this study were not ethnic minorities, they had been exposed to cultural differences from interaction with culturally diverse students throughout their professional careers. They told me they did not have specific training or education in multicultural education, so that means most of their knowledge and practices came from their experiences. However, two participants in this study noted

that their upbringing in diverse settings and their public school experiences helped them to understand cultural diversity in their present situation.

In their teaching, the participants faced the challenge of dealing with their students' language barriers, perceptions about different races, and attitude and behavior issues. They realized that they needed to be more tolerant and patient with those situations, and they tried to resolve them through their instructional practices. For example, the participants thought that adjustments to new environments would be a challenging experience for students from different cultures and languages, especially at the elementary school level. To minimize this, they had to learn other languages and use them (e.g., Spanish) or use other students as translators or supporters for particular students. Furthermore, interaction based on sports in physical education helped the teachers when faced with multicultural issues. In this study, the participants used sports as a tool to communicate with their students because they perceived sports as universal, so students from any culture could share many things related to sports. In other words, the participants believed sport to be a universal language and as such would be used to overcome language barriers and other problems related to cultural differences. For example, Lisa, a participant in this study, used a culturally responsive pedagogy in teaching to student diversity using origins of different sports, games, and activities from all over the world.

In addition, the participants thought that the following four aspects were important in successful teaching of culturally diverse students: (1) promotion of positive student identity development through sports, (2) passion for physical education, (3) patience in teaching diverse students, and (4) building a good relationship with students.

Physical education can contribute to developing students' self-esteem and confidence, especially when students are not successful in their other classes. From their experiences, the participants saw many students who were not performing well in the classroom from the academic achievement standpoint; however, they excelled in physical education. As physical education provides the opportunity for students from every cultural background to be proud of their skills and talents in sports and physical activity, physical education provides the stage for students to show their abilities and individual potential that other classes may not provide, and eventually it helps students to develop positive self-identity and self-esteem.

Patience seems to be a significant characteristic of successful teachers working with culturally diverse students. Patience means acceptance of cultural differences, tolerance of language barriers, and appreciation of differences with a generous mind and attitude. Particularly in this study, the participants described several instances of how they dealt with students' attitudes and behaviors from diverse cultural backgrounds as well as with language barriers. Sometimes they found it to be a challenging task, but they acknowledged that patience was the key to understanding diversity. They believed that the fear and confusion that students, especially elementary students, may experience from cultural differences were far more difficult than their own reactions.

Baker (1999) explained that students at risk express more satisfaction with their school experience when they have caring and supportive relationships with teachers. The results of the current study support this perspective because the participants indicated that having a good relationship with students is an important factor that influences success in their teaching. This relationship seemed to be more essential with a student who may not

receive enough attention and care from family members, because the student expected teachers, including the physical education teachers, to provide such attention and care. Although the participants generally had a positive attitude toward having a good relationship with students, they were careful not to “cross the boundary.” For example, in the case of Amy, she had students who came to her and asked, “Will you be my mama?” While she acknowledged how desperate these students were about receiving love and care from adults, this situation surprised and worried her. Amy said, “Where did that come from? I'm an educator. I'm a teacher. But I spend most of my time nurturing and loving and guiding these other people's children. It's just strange to me.” So, she thought having a good relationship with students was important, yet there had to be certain boundaries. Listening to students talking about their personal lives and problems seemed to be beyond her capacity. However, even though challenges may exist, the participants expressed that having a good relationship with students was a valuable experience. As this seems to be a genuine need and concern, how then can physical education teachers create a learning environment in which these students can feel safe and connected?

Probably, the most interesting word that I heard from the interviews with the participants was “discipline.” Responses to interview questions on perspectives about teaching culturally diverse students indicated that discipline was the most important avenue. Discipline is an important aspect of teaching in physical education because it attempts to ensure safety. Discipline is about following rules and procedures in a special setting for physical education (e.g., the gymnasium) to promote appropriate behavior.

Furthermore, the use of discipline in physical education seems to be an important means to achieve Standard 5 (NASPE, 2003a) of the U.S. guidelines for the field. The

intent of Standard 5 is “to achieve self-initiated behaviors that promote personal and group success in activity settings. These behaviors include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction” (NASPE, p. 39). For the participants in this study, disciplining students was a key practice to achieve Standard 5, which mainly ensures safety and ethical behavior. One method to manage students using discipline was the practice of “time-out.” From observations of the participants, a pattern was discovered: most of the time it was Black students who sat outside the activity area. When their behavior was not appropriate, teachers called time-out as a way of managing the students. From the teachers’ perspective, it was important to sit-out those students because they did not want to waste time in physical education classes that met only once a week for forty minutes. Also, the participants in this study might have been interpreting and responding to their students’ behavior from the perspective of mainstream sociocultural norms. I was disturbed to see mostly Black students sitting outside the classroom and concerned that teachers did not recognize that behavior to be possibly be culturally influenced, devaluing, censoring, and punishing the behaviors of non-mainstream groups (Carol et al., 2003). I thought this might reinforce the racial prejudice that Black students are troublemakers. Thus, this pattern deserves proper attention in order to understand student behavior and to determine a culturally appropriate pedagogy and discipline that is not limited to the teacher’s own perspective of “appropriateness.”

Although beyond the focus of the current study, the socio-economic diversity of the students was an important factor affecting participants’ teaching. They believed their students’ attitude, behavior, and academic achievement were influenced by their family

structure, especially for students coming from a background of poverty. The teachers acknowledged that it was socio-economic diversity, rather than racial diversity of students, that greatly influenced students' attitude, behavior, and academic achievement. However, race and socio-economic factors cannot be separated as the demographic data indicated. Future research can compare physical education teachers' perspectives on racial diversity to those on socio-economic diversity, to examine their understanding in more detail.

In conclusion, the participants in this study indicated that they had positive conceptions and active orientations about multicultural education, confirming one previous study in this area (Chepyator-Thomson et al., 2000). Also the participants' perspectives on multicultural education valued ethnorelative stages of intercultural sensitivity that indicate acceptance of and adaptation to differences (Bennett, 2007). But their perspectives did not provide them enough information about the integration stage at the end of the continuum (Bennett) as well as inclusive education (Chepyator-Thomson et al.). Furthermore, the participants believed that all students are capable of learning, had high expectations for all students, and treated their students equally and fairly. These characteristics closely match those used by Ladson-Billing (2009) to describe culturally responsive teaching. However, the participants' knowledge and skills did not match two other characteristics of culturally relevant teaching described by Ladson-Billing: developing students' cultural competence and fostering students' sense of sociopolitical consciousness. Thus, many of the aforementioned concepts and models describe the participants in the current study as culturally competent and responsive teachers in

teaching culturally diverse students. However, in the next section I discuss some areas in which my study suggests that physical education may need improvement.

The Curriculum and Teaching Culturally Diverse Students in Physical Education

Culturally relevant teaching empowers students socially, emotionally, intellectually, and politically by making use of cultural knowledge and skills and embedding them in the curriculum rather than ignoring or disparaging them (Gay, 2002; Ladson-Billing, 2009). In order for teachers to become change agents and cultural mediators, it is important that they understand how to design a curriculum that reflects ethnic and cultural traditions (Banks & Lynch, 1986). However, the curriculum followed by each participant in the current study seemed to be based on the traditional physical education curriculum, which emphasizes fitness and skill development as most important. This means that the teachers generally valued cultural diversity, but struggled to implement a culturally responsive pedagogy (Columna, 2010).

Similar to the findings of other studies, the teachers in the current study acknowledged that students had stereotypes of certain sports as being identified with certain cultural or ethnic groups (Griffin, 1985; Hill & Cleven, 2006). In their classes, the majority of Hispanic students liked to play soccer while the majority of Black students enjoyed playing basketball, and this result was well aligned with the findings of Hill and Cleven (2006). Although Hill and Cleven's research participants were 9th grade students, their choices of physical education activity show a similar pattern where a majority of Hispanics (61%) selected soccer, while only 18% of the African Americans selected soccer. Recognizing these differences, the participants believed that introducing and exposing their students to different sports and activities were important to minimize this

prejudice in order to promote better cultural understanding. This finding was in agreement with Banks (1987), who identified effective teachers in multicultural education as having pedagogical knowledge in relation to the characteristics of students from diverse racial, cultural, and social-class groups. In contrast, a prior study reported that the majority of teachers did not consider ethnic differences when selecting activities (Napper-Owen, Kovar, Ermler, & Mehrhof, 1999).

The participants of the current study also considered their students' neighborhood characteristics. They acknowledged that most of the students did not have enough space at home or in their neighborhood to play sports or engage in other physical activities. This reflects the fact that many of their students came from low socio-economic neighborhoods and supports the findings of Estabrooks, Lee, and Gyurcsik (2003) that individuals from lower socio-economic status neighborhoods may have limited opportunity to participate in physical activity in the face of inaccessible environments. Thus, the participants believed that school physical education should provide students the opportunity to participate in sports and physical activities, and this was reflected in their curricula.

Although some studies have investigated multiculturalism in the physical education curriculum (Kinchin & O'Sullivan, 2003), there does not seem to be a specific plan for the development of multicultural content within the physical education program (Sparks et al., 1996). Sparks et al. (1996) asserted that physical education teachers often struggle with finding ways to integrate what they learn about diversity within PETE programs into their actual daily practice. The current study found a similar pattern that the participants did not incorporate multicultural content in their curriculum and it

supports the findings of Stanley (1996, 1997) who discovered teachers to respect and value cultural diversity but not seeming to value actions or wishing to implement culturally sensitive pedagogical practices. The development of units of instruction in multicultural education in physical education should foster well-informed, and non-prejudicial curricula and teaching practices (Chepyator-Thomson, You, & Russell, 2000). According to Sparks et al. (1996) emphasizing multicultural content within physical education is not to neglecting other critical goals such as fitness and skill development in physical education programs. As they mentioned, these goals still remain important. But, the development of specific content and units of education that are appropriate for teaching in a multicultural school context will enable physical education teachers to be more successful and competent in working with their students.

In conclusion, although their curriculum did not have specific multicultural content, the participants' knowledge and practices indicated cultural competency, and they had high expectations for the achievement of students from diverse backgrounds. The participants' knowledge and practices could be a way to achieve the goal of multicultural education; however, physical education has the potential to make a greater contribution in promoting multiculturalism by providing students with a variety of multicultural activities. Teachers' current knowledge and practices appear to be based on their personal experiences in teaching culturally diverse students, but which are not reflected on their curricula. As the curriculum is based on the school district's curriculum guideline for physical education, it was necessary to examine the document.

Standards and In-service Physical Education Teachers Knowledge and Practice in Teaching Culturally Diverse Students

As Lock (1995) mentioned, the physical education curriculum remained unchanged for about twenty years and reproduced dominant cultural values and norms, which were socially, politically, and culturally situated. The current education system in the United States is based, on standards where each subject has its own national and state level standards as a guideline for school district and schools. Physical education has national standards, which provide a rationale for each state to develop its own standards (NASPE, 2003a). In Georgia, the scope of physical education is well documented in the Georgia Performance Standards for Physical Education (2008). The purpose of developing these standards at the state level was “to better serve schools and the local community in the process of curriculum development. Curriculum development is a local issue and may differ from school to school while the standards remain the same for all schools in the state (Georgia Department of Education, 2008, p.6).” Based on these two levels of standards, the SG school district has its own physical education curriculum guide (Pre K-5) that had movement education and skill themes as the central focus (See Appendix E).

According to the NASPE (2003a) guidelines, a quality physical education program should provide the student with the following benefits: (1) skill development, (2) regular, healthful physical activity, (3) improved physical fitness, (4) support of other subject areas, (5) self-discipline, (6) improved judgment, and (7) stress reduction. NASPE guides physical education teachers to use the physical education national standards to develop physically-educated individuals, who have the knowledge, skills,

and confidence to enjoy a lifetime of healthful physical activity. Based on these guidelines, the participants in this study should be regarded as successful and effective physical education teachers. From my viewpoint, there is no doubt that they promoted all the aspects that the NASPE standards required for successful physical education. They might have learned to adjust their teaching, whether consciously or not, to match the standards. Unless teachers perceive the standards as less culturally relevant to them and their culturally diverse students, their teaching may remain the same. Hence, to maximize the potential of physical education for multicultural education, the standards could be improved to put more emphasis on multiculturalism in physical education.

First of all, as highlighted in the literature review, Standard 5 in the NASPE standards underscores the key concepts related to multicultural education. It states “key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status” (NASPE, 2003a, p.39). As discussed earlier, the use of discipline by the participants was related to Standard 5, which ensures personal and social responsibility, but it also emphasizes respect for individual differences. However in the “sample performance outcomes” (from K-12), little is discussed that can serve as an exemplar for achieving national standards (NASPE, p.40-43), nor is this found in the Georgia Performance Standards for Physical Education (2008). In other words, race and ethnic differences are merely stated in both Standards. Furthermore, statements in "the scope and sequence" of the Georgia Performance Standards for Physical Education (2008, p.16), are ambiguous

by using the term "personal differences" or "cooperative skills" to achieve Standard 5 in elementary education (K-5). There is a great possibility for physical education teachers to disregard racial and ethnic diversity in their practices because the standards are not specific enough to guarantee successful multicultural education through physical education. For example, some teachers can interpret the personal differences as skill differences or different interests in sports, not cultural or racial differences. However, according to Georgia Performance Standards for Physical Education (2008), curriculum development is a local issue and may differ from school to school while the standards remain the same for all schools in the state.

My great concern about SG school district physical education curriculum guideline is that it leaves the national Standard 5 out altogether (See Appendix E). Although the assumption is that the curriculum demonstrates appropriate values that are relevant to multicultural education, nothing clearly states ideas about cultural understandings, diversity, or multiculturalism. Instead, the curriculum is based on the text *Children Moving* (Graham et al., 2004) where the components of the curriculum are divided into skill themes, movement concepts, and fitness concepts. I concluded that multicultural education in physical education is underrepresented or scarcely focused upon in national and state level physical education standards. Finally, the local curriculum guide, in this case the SG school district physical education curriculum guide, clearly excluded aspects of multicultural education. Thus, without advocacy of multiculturalism in public policy through development of standards that are culturally responsive, it may be unrealistic to expect teachers to actually develop knowledge and practices useful in to diversity in schools.

Conclusion

In summary, it can be said that, while the in-service teachers acknowledged the changing demographics of society and school environments, they possessed adequate knowledge and practices about effective ways to address the impact of diversity on their physical education classes. Put differently, the in-service physical education teachers in this study indicated that they had knowledge and practices that were appropriate for teaching culturally diverse students while recognizing the lack of multicultural content in their school curricula. It is generally believed that the major focus and goal of physical education is to teach students movement concepts, physical activity, and sport skills so that they value physical activity and maintain a physically active lifestyle throughout their lives. However, physical education also has the potential to provide cultural understandings and promote positive social interactions among different races. Thus, we need to advocate for the importance of multiculturalism in physical education for the purposes of providing quality education about cultural differences. This will result in great success in acquisition of cultural understandings that help reduce prejudices and stereotypes. In this regard, physical education can fulfill its important role in promoting diversity in schools and in the society at large.

Implications

Implications at the System Level

Systems that develop standards at each level need to generate information that inform practical curriculum guidelines, such that an emphasis is placed on multiculturalism in physical education. This would allow physical education teachers to incorporate multicultural ideas and practices into their teaching. Furthermore, the

findings of the current study underscore the importance of multicultural education, especially for those students in lower grades. According to the participants, students in lower grades usually do not see any differences regarding diversity such as race, gender, or socio-economic background; however, by the time they reach 4th or 5th grades, students start to form groups based on such differences. Furthermore, teachers commented that it is more prevalent in secondary schools that students mostly interact with members of their own group. Thus, although the participants had fewer issues with cultural diversity since they are currently teaching elementary students, they knew that their students would stand apart from other races. This indicates the importance of promoting multicultural education early in the elementary education to minimize these problematic situations.

Implications for In-service and Preservice Teachers

In-service teachers can integrate the participants' knowledge and practice into their own experiences, thereby gain a greater understanding of the role of multiculturalism in physical education. Although Columna et al. (2010) found that there were no significant differences between teacher candidates' and in-service teachers' attitude towards cultural pluralism, preservice teachers can gain a better understanding of teaching culturally diverse students from lived experiences, and from the knowledge and practices of teachers who work in the schools. Furthermore, both in-service and pre-service physical education teachers should be aware of, and understand, the influence of the standards on their teaching practices and the limitation that may be present with regard to multiculturalism. They need to acknowledge themselves as change agents when it comes to the promotion of multiculturalism in physical education.

Implications for Physical Education Teacher Education Programs and Future Research

The findings from the current study confirmed the results of Chepyator-Thomson et al. (2000) that the teacher training programs do not address any perspectives on multicultural education in physical education teacher education programs. College programs should ensure that perspectives on multicultural education are embedded in their coursework and in field experiences.

Harrison, Carson, and Burden (2010) found that teachers of color demonstrated higher cultural competency in both cultural knowledge and skill competencies. The current study examined only White teachers' cultural competency in teaching culturally diverse students. Hence, future research could examine how the multicultural knowledge and skills that teachers of color possess can provide an "untapped source of cultural knowledge" (Harrison Jr, Carson, & Burden Jr, 2010, p. 193). Furthermore, different variations other than those based on race and ethnicity were observed, mainly those related to neighborhood and socio-economic backgrounds. Socio-economic diversity was beyond the scope of this study but it is another important area that warrants attention in future research. Finally, because the current study examined the elementary physical education teachers, it would also be interesting and possibly helpful to study about secondary physical education teachers' knowledge and practices in teaching culturally diverse students.

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APPENDIX A

Standard 5 from National Standards for Physical Education

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity.

In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds.

High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time.

National Association for Sport and Physical Education. (2003a, p. 39).

APPENDIX B**Scope and Sequence of Standard 5**

in Georgia Performance Standards for Physical Education

Kindergarten	Students recognize and follow rules, directions, and safety procedures while participating in physical activity and work cooperatively and respectfully with others, regardless of personal differences.
First Grade	Students continue to recognize rules, directions, and safety procedures. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.
Second Grade	Students can work cooperatively, productively, and safely with partners or in small groups to complete tasks. Students begin to take responsibility for their actions.
Third Grade	Students continue to demonstrate an understanding of rules, directions, and safety procedures and work cooperatively and respectfully with others, regardless of personal differences. Students take responsibility for their actions and to begin to show understanding of how their actions can affect the success of the group.
Fourth Grade	Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that may arise. Periods of independent, self-guided activities are progressively increasing in duration.
Fifth Grade	Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies.
Sixth Grade	Students will identify the purposes for and participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. They work cooperatively to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.
Seventh Grade	Students recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities.
Eighth Grade	Students make appropriate decisions to resolve conflicts among peers and to follow pertinent practices, rules and procedures necessary for successful performance. They reflect on the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.
High school	Students exhibit responsible personal and social behavior that respects self and others in physical activity settings, while understanding the role of sport and physical activity in a diverse society. Students are able to discern potentially hazardous situations.

APPENDIX C
INFORMED CONSENT FORM

CONSENT FORM

I, _____, agree to participate in a research study titled "PHYSICAL EDUCATION TEACHERS' KNOWLEDGE, EXPERIENCE, AND PRACTICE IN TEACHING CULTURALLY DIVERSE STUDENTS" conducted by Wonseok Choi Investigator from the Department of Kinesiology at the University of Georgia (765-760-2627) under the direction of Dr. Rose Chepyator-Thomson Advisor, Department of Kinesiology, University of Georgia (542-4434). I understand that my participation is voluntary. I can refuse to participate or stop taking part at anytime without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The reason for this study is to examine experienced physical education teacher's knowledge, experience, and practice in teaching culturally diverse students. If I volunteer to take part in this study, I will be asked to do the following things:

1. Participate in two or three interviews that are designed to disclose my knowledge, experience, and practice in teaching culturally diverse students (Each interview will takes about an hour).
2. The investigator will observe my 2-3 classes each time under my permission to learn more about my teaching culturally diverse students.
3. Someone from the study may contact me to clarify my information

The information obtained from this study will be used for academic research or publication purposes only. All information obtained (recorded interviews, interview transcripts, and notes from observations) will be kept confidential.

My real name will not be used at any point during data analysis or in writing reports; instead pseudonyms will be used in all verbal and written records and reports.

If I want to, I will read my interview transcripts to make any changes deemed necessary to validate the data collected. The report will not be available to any other person outside of the researchers without your permission.

I grant permission for audio recording (digital recording). No audio tapes will be used for any purpose other than for this study. After transcribing the recordings, these files will be deleted permanently.

The researcher hopes to learn about my experience with culturally diverse student population that will benefit novice teachers and preservice teachers to better understand teaching in culturally diverse settings.

I understand that no risks are foreseen for participating in this study.

I will receive a \$50 gift certificate for participating in the study at the end of the final interview.

The investigator will answer any further questions about the research, now or during the course of the project.

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

Name of Researcher

Telephone: _____

Email: _____

Signature Date

Name of Participant

Signature Date

Please sign both copies, keep one copy and return one to the researcher.

For questions or problems about your rights please call or write: Chairperson,
Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research
Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address
IRB@uga.edu.

APPENDIX D
INTERVIEW GUIDE

Interview Guide

Section A – Personal Background

1. Please describe where you grew up, where you attended public or private K-12 education, and where you attended college or university for undergraduate or masters education. Where you grew up and went to school, and college/university?

Section B – Being a Physical Education Teacher

1. Please describe your physical education experience as a public school student and as a college or university student.
2. Please describe why you choose to be a physical education teacher?
3. What thoughts come to mind that describe your teaching, things like ideas or strategies that you consider are the hallmarks of your teaching? Can you please describe yourself as a teacher?
4. What artifacts, decorations, or other things that you consider are important for your gymnasium's teaching? Those kinds of things are important in your gym?
5. What are your expectations of your student learning and student behavior?
6. What is their expectation of you in your classroom?

Section C – Thoughts about diversity

1. What thoughts come to mind when you hear term diversity?
2. Diversity means different things to different people. In your mind, what do you understand by the term diversity? How do you define diversity?
3. How is teaching a diverse group different from teaching students from similar background.

Section D – Teaching diverse students at your current school

1. What university or college classes, experiences, and activities have helped you to teach the students at your current school?
2. How long have you been teaching at your current school?
3. Can you describe your students in terms of what sports or physical activities best meets their needs, what instructional strategies best work for them, and management strategies help them to stay on task?
4. What is the most important outcomes that your students need accomplish at the conclusion of a unit or at the end of the year?
5. How does student diversity affect your physical education?

6. Do you see different culture that each racial group brings to the classroom? Can you give me some examples?
7. What skills or knowledge helped you the most in interacting with your students?
8. What skills or knowledge have you gained while teaching diverse students in your gymnasium? Did you learn anything about teaching diverse students?
9. Was there any particular experience that you had before related to cultural diversity?
10. What are the important things that you think in your physical education especially for diverse students?
11. How physical education can improve issues with racial diversity?
12. Is the way you see yourself now different from the way you saw yourself in the past? Why?
 - a. What has led to these changes?
 - b. What turning points have you had about yourself in your teaching of physical education?

*After Interview 1, the researcher will ask participants to be prepared to talk about the following paragraph:

You have been asked to give a presentation to preservice physical education teachers whose future employment rests on their teaching physical education to culturally diverse students. Please prepare for your presentation based on your knowledge, experience and practice teaching the current student population in your school. Please include some a story or stories about specific experiences that you consider helped to understand and be able to relation to culturally diverse students in teaching and developing physical education curriculum.

** This interview guide will be used to guide two or three different interviews with each participant. Depends on the participant's narratives, researcher might ask more details about participant's knowledge and experience using probes. However, those follow up questions (probes) will be aligned with the context of the interview guide presented here.

APPENDIX E

SG School District Physical Education Curriculum Guide (Pk-5)

SG School District Physical Education Curriculum Guide (Pk-5)

Introduction

The Elementary Physical Education program for SG County School District has undergone several changes during the decades of its existence. Physical Education graduate assistants from the University of [] provided half-time instruction for the 1975 – 77 school years. In the fall of 1977 SG County began placing physical education instructors in full-time and half-time positions to teach elementary Physical Education.

The first curriculum specifically for Physical Education specialists was written by the University of [] graduate assistant Teachers in 1976.¹ Many of the basic beliefs and goals of the present curriculum have been taken from that guide. In addition, a paper on movement education written by two SG County Physical Education specialists (in 1976) has provided a reference for some basic assumptions regarding the existing Elementary Physical Education program. The present curriculum guideline is an effort to incorporate previous ideas with current practices.²

¹ Child-Center Physical Education Curriculum, (Authors), 1976.

² Movement Education, (Authors), 1979.

Statement of Beliefs

Our primary endeavor is to educate the whole child through movement. We believe that a child's moving and learning are inextricably interwoven. Psychomotor, affective and cognitive competencies can all be attained through a comprehensive elementary physical education program. All children have the capability to become efficient, effective, joyful and confident movers.

Our basic beliefs about children are:

- They are unique individuals who differ in rates of growth and development, in needs and interests and in styles of learning.
- They are capable of making appropriate decisions when given the opportunity for considering options and making choices.
- They have the need and capacity for acquiring psychomotor, affective and cognitive competencies as independent learners.
- They deserve the right to successful experiences with the recognition that success in learning contributes to self- confidence.
- They deserve an opportunity for creative expression through movement.

National Standards for Physical Education

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Basic Assumptions that Guide Us in Our Programs

Our basic assumptions all stem from this encompassing belief: *every child is entitled to maximum physical competence in a broad range of activities, learned in a confident-building and enthusiastic environment.* These assumptions actually guide all our long-range and day-to-day decisions.

1. Children need good learning experiences in a broad range of activities. These activities include appropriate experiences in many different forms of sports, games, dance, rhythms, fitness, tumbling, and gymnastics. A curriculum limited to a few traditional sports is totally inadequate for the whole person and for the entire range of students.
2. Every child deserves maximum participation and opportunity. Spectating, waiting in line, domination by others, and sharing one ball with an entire class are no longer considered to be part of a quality program.
3. Different children have different capabilities. Each child needs challenge, progress, and opportunity for success at his/her own ability level. Individuals need not be compared negatively or favorably to each other; all skill levels are acceptable. The keys are confidence and improvement for every child.
4. Through physical activities, children should be allowed to develop mentally, socially, and emotionally – in conjunction with their physical development. Physical education provides a motivating opportunity for all types of learning.
5. Our approach is humanistic. We believe in each child's importance. We believe warmth and enthusiasm is more effective than constant gruffness and emotional detachment in teaching children. As long as the child carries out the essential,

stated responsibilities of physical education, we attempt to teach with warmth and enthusiasm.

6. Children have wide personality needs. These needs are to be accounted for in the breadth of physical activities taught and in the wide range of teaching techniques used. Some respond better to dance, others to sports; some need difficult challenges, and others feel lost in that same situation. Variety of activity and teaching approaches must account for these genuine needs.
7. Teaching techniques must be dynamic and creative in order to reach the range of physical abilities and personality to reach the range of physical abilities and personality needs. The conscientious teacher is always looking for more ways and better ways, rather than doing the same things in the same few ways day in, day out, year in, year out.

Curriculum Source

We have adopted the text, Children Moving (1980, Graham, Holt/ Hale, McEwen and Parker and 2006 revision) as our basic curriculum textbook. The components of the Graham et al curriculum are divided into skill themes, movement concepts and fitness concepts.

“Skill themes are verbs. They are movements that can be performed.”

“Movement concepts are modifiers. They describe how a skill is to be performed. Further, movement concepts are employed to enhance, vary and expand the quality of movement.”

Example: Skill Theme – Jumping and Landing

Movement Theme – In different directions

(up/down/forward/backward/sideways)

The students learn and practice the components of Physical Education in a variety of lessons, which involve the use of rhythms and dance, gymnastics, games, sport skills and fitness activities.

Scope of the Curriculum

Listed below are the components of our elementary physical education curriculum. If the item is emphasized in the primary or intermediate grades, a mark will be placed in the appropriate column. A mark in both columns indicates that the component is introduced at the primary level and refined at the intermediate level.

<u>Components</u>	<u>K-2 Primary</u>	<u>3-5 Intermediate</u>
(Movement Concepts)		
<u>Space Awareness</u>		
Location	x	
Directions	x	
Levels	x	
Pathways	x	
Extensions		
<u>Body Awareness</u>		
Body Parts	x	
Shapes	x	
Actions	x	
Leads	x	
<u>Effort</u>		
Time	x	x
Force	x	x
		x

RelationshipsOf Body Parts:

Round, twist, narrow, wide	x	x
Symmetrical/Nonsymmetrical		

With Objects and/or People

Over, under, on, off, near, far	x	x
In front, behind, through	x	x
Leading/following; Mirroring/matching; Unison/contrast		

With People

Alone in mass; solo	x	
Partner	x	x
Groups; between groups		x

ComponentsK-2
Primary3-5
Intermediate

(Skill Themes)

Locomotor Skills

Traveling steps on the feet		x
Chasing, fleeing and dodging		x

Non-manipulative Skills

Jumping and Landing	x	
Stretching and Curling	x	
Turning	x	x
Twisting	x	x
Rolling	x	x
Balancing	x	x
Transferring weight	x	x

Manipulative Skills

Throwing	x	x
Catching and collecting	x	x
Kicking	x	x
Dribbling	x	x
Punting		x
Volleying		x
Striking with rackets		x
Striking with long-handled implements		x

(Fitness Concepts)

Skill related fitness compared to health related fitness		X
Benefits of exercise	X	X
Structure and function of the cardio respiratory system	X	X
Risk factors		X
Principles of training		X