

TEACHING METHODS AND LIFE EXPERIENCES OF URBAN ELEMENTARY
PHYSICAL EDUCATION TEACHERS

by

BRIAN O'NEAL CULP

(Under the direction of JEPKORIR ROSE CHEPYATOR-THOMSON)

ABSTRACT

Demographic changes that are occurring across the country have created a need to examine curriculum outcomes and teaching of diverse learners in urban school environments. Students in physical education programs in particular reflect these cultural and racial changes. Physical education is an appropriate subject for teachers to introduce culturally responsive pedagogy into the learning environment. The purpose of this study was to examine methods of instruction that African American and Caucasian American elementary physical education teachers use in urban schools. A second goal was to add to existing literature regarding the instruction of students from diverse backgrounds in physical education. In this qualitative study, I.M.P.A.C.T. survey instrument (Culp & Chepyator-Thomson, 2004) was used as a guide to gauge urban physical education teachers' methods of instruction. The sample of teachers who participated in the study came from 52 elementary schools in a large southeastern urban city in the United States. Grounded theory served as the method that guided the examination of the mes from the survey. Constant comparison analysis (Glaser & Strauss, 1967) was used to determine themes that emerged from the data. The major findings from the study include the following themes: (a) role modeling, (b) intrinsic and extrinsic satisfaction, (c) promotion of lifelong activities to students, (d) enthusiasm and (e) life experiences. Strategies for teaching centered on the adherence to rules and guidelines, teacher and student modeling and inclusion of students in activities. Teachers reported little multicultural training in their teacher preparation. Lesson and curriculum outcomes did not significantly represent exposure to multicultural concepts. Methods of communication teachers used related primarily to language, not non-verbal or verbal communication. Recommendations for improvement included 1) reconfiguring current multicultural training in schools 2) utilizing physical education teachers' input in curriculum construction, 3) instituting more multicultural concepts and experiences in PETE programs and 4) creating a more inclusive academic atmosphere for students of racial, cultural and social backgrounds. Research of this nature can be tailored to specific school systems in order to evaluate existing programs and determine if they are worthy of reform.

INDEX WORDS: Multicultural Education, I.M.P.A.C.T. Survey, Physical Education,
Urban elementary schools, Culturally responsive pedagogy,
PETE programs, Visual supposition

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DEDICATION

You've sat back watching
And waiting
Lurking in the shadows
Contemplating

Training for
Your shot

The time has come
Start your run
Make it great
Make it fun

Run with
Boundless strides
Seeing places
Far and wide

And when you tire
Stop a moment
Think of all
The things you've done

Remember people
Who love you dear
And start again
With no fear

Then one day
When your maker calls
When the running stops
And leaves turn brown

You'll be in a place
A higher space
Smiling brightly
At a job

Well done.

To two people who have never stopped inspiring me to run,
My honorary doctorates, my parents for eternity:

Randy and Patricia Culp

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I was told a couple of years ago when planning for my dissertation that these next pages are some of the few that actually belong to the researcher. Reflecting on what this experience has meant to me over the past three years has allowed me to conclude that this work is representative of the many people who have made an impact upon my life. Since these are “my pages”, I would be remised if I didn’t spend a little time talking about some of the good people that I have been blessed with in my life.

First, I want to talk about God. While most of this process for me has been solitary, the one constant that I have had in my life has been God. Now when I am talking about God, I’m not talking about the man-made entity that many have misinterpreted in order to cause strife, divide people and perpetuate fear. My God is a patient one who has no skin color or specific religion. I can proudly state that the Lord has truly provided all of my needs. Although there are times when I wasn’t sure he heard me, he was always listening. There too many unexplained things that have happened to me that cannot be classified as natural. God has allowed me to understand that faith without works is dead and that productivity and service helps to glorify him in the highest manner.

It is impossible to put into words how happy I am that my parents were able to witness this. Mom and Dad, did you ever think years ago when you moved to Atlanta that we would be blessed with all of this? This accomplishment reflects the sacrifices that you had to make and the example that you set for Jason and I as we matured into the men that we are. You are the models of faith, class, dignity, perseverance and respect. Although we have been a crazy bunch at times, I could not pick a better set of people to be raised

by. Thank you for making the tough choices. I am glad that I have been able to give you something to cheer about.

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To the rest of my family to numerous to name but so important to me, know that I love you all. Your support has been amazing. Don't ever change. Every morning I look in the mirror, your faces and the faces of our loved ones gone to glory on shine through. My success is yours as well.

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attempt to name all of you for fear of missing someone. Just know that you are very much a part of all of my success and I look forward to reclaiming the time that I lost with you while completing this chapter in my life.

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Finally, I have a word for generations of my family who will read these lines long after I am gone and those who may use information from this text years from now: *persevere*. No matter what you do, no matter what obstacles come at you, know that you are capable. The pathway is not always clear and the journey is not always swift, but it is always worth it. In difficult times, look within and find strength from your beliefs and what you have been taught. Keep a smile on your face as much as possible and help your fellow man.

Change begins with you. You are destined to do great things.

Brian Culp, Ed.D.
July 21, 2005

Some Favorite Quotes

William Blake (1757-1827)

“If the doors of perception were cleansed everything would appear to man as it is, infinite.”

Leo Tolstoy (1828-1910)

“Freethinkers are those who are willing to use their minds without prejudice and without fearing to understand things that clash with their own customs, privileges, or beliefs. This state of mind is not common, but it is essential for right thinking.”

Martin Luther King, Jr. (1929-1968)

“Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity”.

“Put yourself in a state of mind where you say to yourself, Here is an opportunity for me to celebrate like never before, my own power, my own ability to get myself to do whatever is necessary.”

”Rarely do we find men who willingly engage in hard, solid thinking. There is an almost universal quest for easy answers and half-baked solutions. Nothing pains some people more than having to think”.

“Occasionally in life there are those moments of unutterable fulfillment which cannot be completely explained by those symbols called words. Their meanings can only be articulated by the inaudible language of the heart”.

Thomas Paine (1727-1809)

“The harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value. I love the man that can smile in trouble, that can gather strength from distress and grow brave by reflection”.

“Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death”.

Malcolm X (1925-1965)

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today”.

“That's just the way it is.
Some things will never change.
That's just the way it is.
But don't you believe them”.
-Bruce Hornsby, The Way it Is (1986).

“Trumpets and violins, I can hear in the distance
I think they're callin' our name.
Maybe now you can't hear them
But you will, if you just take hold of my hand.

Oh, but are you experienced?
Have you ever been experienced?
Not necessarily stoned but...beautiful”.
Jimi Hendrix, Are You Experienced? (1967)

“No matter how hard you try, you can't stop us now...”
-Rage Against the Machine, Renegades of Funk (2000)

“You can blow out a candle, but you can't blow out a fire, once the flame begins to catch,
the wind will blow it higher”.
- Peter Gabriel, Biko (1980)

“As I walk down the highway all I do is sing this song,
And a train that's passin' my way helps the rhythm move along.
There is no doubt about the words are clear,
The voice is strong, is oh so strong.
I'm just a simple guy, I live from day to day.
A ray of sunshine melts my frown and blows my blues away...”
-Led Zeppelin, Out On The Tiles (1970)

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CHAPTER 1

INTRODUCTION

The new millennium has brought changes to our society, which have had a profound impact on our schools. Despite the growth of education, there remains a rift between what has been historically taught in schools and what is currently taught. As the world has become more diverse and the channels of communication have increased due to technology, there is a growing need to use curriculum and teaching perspectives responsive to a new generation of learners. In the United States, urban classrooms have altered significantly as a result of legislation, increases in population, immigration, attitudes and behaviors in regard to students from different cultures.

Legislation such as the *Brown v. Board of Education (1954)* decision impacted the way schools functioned and continue to function. In most areas, politicians at the federal, state and municipal levels have exerted stronger authority over school districts. The federal government uses the *Brown* decision along with other desegregation cases such as *U.S. v. Montgomery County Board of Education* and *Alexander v. Holmes Board of Education (both in 1969)* to set educational policies for urban schools with scarce input (if any) from state and local officials. Many schools depend on funding from the federal government to support programs such as Head Start, English as second language programs (ESL) and gifted education. Compliance with requirements for these federal government programs gives urban schools the resources needed to help alleviate inadequate budgets while dually increasing the federal government's influence over these schools.

While financial funding contributes to the welfare of many schools, the biggest impact of the *Brown* decision, arguably, has been in terms of ethnic makeup of schools. The desegregation of big-city schools in the 1960's and 70's caused predominately White student enrollments to shift to predominantly minority student populations due to what was termed as "White Flight" (Hunter & Donahoo, 2003). Instead of attending schools with people of color, many Whites chose to move away from the city, leaving a disproportionate number of minorities in urban schools. Thus, "White Flight" was a direct result of federal legislation that required schools to desegregate. The impact of this legislation is still seen today, with African Americans, Hispanics, Asian Americans and other non-White students consisting of 76.1% of the student population in fifty of the nation's largest public school systems (Council of Great City Schools, 1997).

Immigration into the United States is another action that has ramifications for the ethnic and cultural makeup of urban schools. Approximately 1 million immigrants make this country home each year (Martin & Midgley, 1999). More than 6 million legal immigrants settled in the U.S. between 1991 and 1996, with an undetermined number of illegal immigrants entering urban schools annually (United States Bureau of the Census, 1998). The diverse population of the country is represented by a number of people of color. Pallas (1989) cites that students of color will make up about 46% of the nation's student population by the year 2020 (Banks, 1997). These statistics indicate that the landscape of education in this country is evolving and new strategies need to be developed to meet the needs of this changing demographic.

With increasing changes in school systems, there must be a commitment to develop culturally inclusive learning environments such that all children can have

opportunities to succeed. The NCSS (National Council for the Social Studies) Task Force on Ethnic Studies in 1991 cited two implications of the aforementioned demographic trends. One is that education in the twenty-first century must cater to the needs of low income students and students of color so they will develop the knowledge, attitudes and skills needed to participate in the workforce and society. The second implication is that schools lack the information to deal with demographic changes in society, therefore students from all social groups i.e., class, racial, ethnic, cultural and gender, are not able to gain and learn the knowledge, skills and competencies necessary to participate in public discourse and to work with people who differ from them in significant ways.

Understanding the impact of diversity in urban school environments is a priority and multicultural education should be utilized in such situations to maximize student learning. Banks and Banks (1995) define multicultural education as:

a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good (p. xi).

Education of this type not only engages the students, but teachers as well. Teachers build on students' learning styles, adapt instruction to the existing skills of students in the class, and involve students in thinking through analyzing the life situations of different

people (Grant & Gomez, 2001). The multicultural approach to learning does not require students to forsake their ethnic languages or culturally taught means of obtaining knowledge. Instead, it helps students and teachers develop ways to challenge issues and problems that hinder emancipation and self-empowerment.

Recognizing ethnic and cultural diversity in the classroom without further action is not enough. Ethnic groups must feel that they have representation in matters that pertain to their families and others' welfare. Traditionally, institutions have excluded racially underrepresented minority groups from having this voice. Therefore a commitment to provide help needed to make all cultural groups literate, participating members of society is paramount. Only then can strides be made in the hopes of creating an inclusive, free and just global community.

Teacher education programs have historically failed to present the importance of multicultural education and diversity in the classroom. Students in these programs have struggled to understand that ideas that encompass race, gender, culture and values can be considered social constructions rather than fixed concepts. Yeo (1997) believes that this lack of understanding leaves teachers dangerously deficient when they are thrust into coping with the variables of cultural values, experiences and knowledges of an inner-city classroom. Instructors at this point have nothing to fall back on but the certainties of teacher education, which have developed from institutional and individual teacher educators' perceptions of urban schools. The significant impact of education students' understanding of racially underrepresented groups is additionally skewed by attitudes about the urban community that, on one hand, evidence indignation at the conditions of ghetto and barrio, but on the other, interpret them as self induced (Haymes, 1995). That

conclusion is formed by our beliefs about hard work, the vitality of individualism and competition, and implicit confirmations of white Eurowestern normativeness (Giroux, 1992).

In many circles, the presentation of culturally diverse perspectives is met with a great deal of resistance. Whether the methods are blatant or subtle, exclusion has hindered the promise of an inclusive education that fully recognizes the contributions of all. In an article written in the September 1993 issue of the Phi Delta Kappan, James Banks noted that there are many myths and misconceptions espoused by opponents of multicultural education. The first of these myths is that multicultural education is a movement designed to benefit only the disenfranchised and people of color. Second, there is a thought by many that multicultural education serves to oppose traditional Western education. Finally, critics claim that such education will divide the nation and undercut its unity.

Despite the efforts by many to write and speak about the importance of multicultural education for all students, the topic is still conveyed as education that serves as an entitlement program for underrepresented populations. Teachers who teach in predominantly White schools and districts often do not have a plan for multicultural education because they have few African American, Hispanic American and Asian American students (p.23). Multicultural education is not opposed to traditional Western education, but merely seeks to have the truth about the West included in curriculum along with acknowledging the contributions of people of color and women to society. Also, multicultural education demands reflective action by citizens and strives to link knowledge, values, empowerment and action.

In discussing the claim that multicultural education will divide the nation, Banks notes that there is an assumption made by many that the United States is already unified. While the United States is one nation politically and socially, there still exist problems divided along lines of race, gender and class. Multicultural education is designed to help unify a deeply divided nation rather than divide a highly cohesive one (p.23).

While there is some possible merit in the discussions that outline the disadvantages of multicultural learning, I must respectfully disagree with the views offered by Dinesh D'Souza (1991), Douglas Robinson (1994) and John Leo (1990). Unlike the concept of Americanism, which emerged in the 1700's and 1800's, multiculturalism does not seek to "mold" students as best as possible into an Anglo-Saxon profile. Also, it does not conform to the concept of a "melting pot" that presumed all people would "melt together." It was assumed under this idea that all people would have an equal chance to contribute to American society. In reality, both concepts embraced discrimination—the first overtly and the second covertly (Baptiste & Archer-in Atwater et al, p. 68). According to Suzuki (1979), education regarding cultural and ethnic diversity should:

help students develop a better understanding of their own backgrounds and of other groups that compose our society. Through this process, the program should help students to respect and appreciate cultural diversity, overcome ethnocentric and prejudicial attitudes, and understand the socio-historical, economic and psychological factors that have produced the contemporary conditions of ethnic polarization, inequality and alienation. It should also foster their ability to critically analyze and make intelligent decisions about real-life problems and issues through a

process of democratic, dialogical inquiry. Finally, it should help them conceptualize and aspire toward a vision of a better society and acquire the necessary knowledge, understanding, and skills to enable them to move society toward greater equality and freedom, the eradication of degrading poverty and dehumanizing dependency, and the development of meaningful identity for all people (Suzuki 1979, pp. 47-48).

Cultural and ethnic groups provide enrichment opportunities, enhance society, provide novel ways to view events and situations, solve problems and allow for people to view their relationship with the environment and other creatures (Banks, 1997 p. 7). Diversity is witnessed in the proliferation of laws and policies, and although less noticeable, is present in other discourses that are affecting public schools and organization at federal and state levels. Despite the fact that acculturation exists prominently in this country, ethnic diversity and cultural identification is still a visible part of many communities. Community culture and upbringing helps people to formulate values, principles, perspectives and behaviors accordingly. However, community culture can also act as a determinant to make people lose freedom and decision making skills that would otherwise lead to reform. Thus, there remains a need to encourage individuals to move away from these “safe harbors” and branch out in new explorations in the sea of diversity.

Statement of the Problem

As the population of students of color has increased in urban environments, there is a growing need for teachers who can meet the requirements of diverse learners in the classroom. Zhou (2000) used data from the 2000 census and her own observations to help identify unique challenges that culturally diverse children in urban areas faced. She

found that (a) children living in the inner city are more vulnerable to the negative influence of the adversarial subculture, (b) many minority children, particularly from immigrant homes are forced into roles of the parent, meaning that they must serve as interpreters and (c) these children have additional problems of their own in the classroom because many of them have insufficient mastery of the English language, also she found that (d) the lack of mastery of the language causes children to become disinterested and bored with what is going on in the classroom, which can eventually lead to dropping out of school.

So what is the significance of this information? It is pertinent in regards to teaching and teacher education. While teachers may not be able to control the environments that their students are raised in, they can attempt to control the methods of communication that they have with their students. Researchers report that students at all levels find greater motivation and perform at higher levels academically when instructional methods complement student learning characteristics (Gentry and Ellison, 1981). Perhaps the practice of traditional education should be modified in order to account for the needs of a new generation of learners.

In teaching diverse students, certain aspects of learning should be taken into account. Cultural norms and values play a role in how many students respond to teachers. Avellar and Kagan (1976) studied Hispanic students and found that they tend to participate in activities in which the goal is to participate with other students, not isolation from them or in competition with them. African American students “are taught to concentrate on many stimuli at one time rather than learning to concentrate on one” (Shade, 1982). First Nation American students have been found to be characterized by a

deductive approach to learning, which is commonly referred to as the field-dependent style (Barwell, 1981). Asian American students value the trait of self-effacement and typically wait for the teacher's approval before participating in an activity (Feng, 1994). Also of note are differences in student response to tone of voice, gestures, and eye-contact. While there are differences from individual to individual, commonality remains within each culture.

Teachers of multicultural classes need three skills as noted by Gay (1990). First, teachers should be able to conceptualize equity as the comparability of equivalence of learning opportunities for diverse learning instead of as the same treatment for everyone. Next, teachers should always be consciously aware of routine teaching behaviors (i.e. rewarding correct behavior and discipline) that militate against educational equity. Finally, instructors should learn how to make regular instructional procedures more accommodating to culturally different students. She further suggests that teachers have been trained to accept the established Eurocentric view of classroom behavior and interaction which is biased against the cultural experiences and behaviors of students of color and students from low socioeconomic groups (Baptiste and Archer, 1994). One final point that Gay makes is that teacher preparation programs should offer courses in cultural differences and help potential teacher candidates prepare and present lessons that use various methods to meet diverse student needs.

With the attention being focused on what should be happening in schools, it is important to re-examine some of the challenges that urban school teachers are face. Among these challenges are academic achievement (Cotton 1991; Ornstein 1991), lack of motivation for school success (Grossman, 1995; Villegas, 1994); increased drop out,

transfer and attendance rates (Bartz and Evans, 1991, Stephen et al., 1993; U.S. Department of Education, 1996); discipline problems (U.S. Department of Education, 1996); teenage pregnancy, violence within the school and substance abuse, (Williams and Williamson, 1992).

Voltz (1998) notes that challenges in urban teaching have also been framed in terms of urban school personnel. Many urban areas have reported problems with teacher reluctance to teach in urban areas, inadequate preparation, high rates of burnout and high teacher attrition rates (Avery & Walker, 1993; Davis 1996; Gomez, 1993; Grant, 1989; Haberman, 1993; Schwartz, 1996). School structure and curriculum are other facets of the school environment which have received attention in examining challenges in urban teaching (Voltz, 1998). Stephen et al. (1993) points out that curriculum in urban school settings are often criticized because of the failure to meet the needs of its students and its unresponsiveness to the diversity that is prevalent in our society (Banks, 1993). Insufficient equipment, dwindling supplies and second-rate buildings are other common problems associated with urban school areas (Kozol, 1991).

Of note is also the decline of the number of teachers of color since the 1970's (Smith, 1994). Despite the increase in the amount of ethnic diversity in schools, the ethnic diversity of teachers in practice and in teacher education programs is decreasing (Sleeter, 1994; Nieto, 1995; Banks 1991). Cannella and Reiff, (1994) reported that fewer than 4% of new teachers came from culturally diverse backgrounds. In the same study, it was estimated that approximately 96% of new teachers are and will be white, and most will be middle class and female. The main concern as cited by Yeo (1997) is that the trend of a widening ethnic and cultural chasm between students and teachers seems to be

a self-sustaining one. Crase (1988, 1992, 1994) cites a few reasons for the decline of teachers of color including (a) under representation of minority PhD's in higher education, (b) failure of HPERD programs to adequately recruit undergraduate minority candidates into graduate study, (c) increasing costs of graduate education and (d) the availability of job opportunities in more prestigious fields.

Significance of Study

The aforementioned topics have implications for physical education. Physical education is a part of many urban school systems despite decreases in funding, legislation, or lack of interest. Particularly at the primary levels, the opportunity is present to introduce children to multicultural themes. As understood by professionals in the field, physical education in addition to other aspects “represents a part of the education that reflects on the nature and needs of a democratic society, builds on respect for the interests and capacities of all individuals as cultural beings, and is organized into a sequential flow of experiences beginning with early school grades” (Chepyator-Thomson, 2001).

National standards that encompass physical education provide for the implementation of multicultural education. NASPE (2004) standards two, three, four, five and six for initial teacher education candidates allow for infusion of multiple teaching strategies in the classroom. While expanding the possibilities of existing programs exists, there still remains room for improvement. Often, is the case with the current introduction to this dissertation, statistics and information from other disciplines must be applied to physical education processes.

Research done by Chepyator-Thomson et al., (2000) found that only 2.7% of articles in five mainstream physical education journals focused on issues of race and ethnicity in physical education. A small number of researchers have incorporated theoretical perspectives on multiculturalism in physical education (Sparks, 1994; Chepyator-Thomson, 1995; Harrison, 1995; Stanley, 1995, 1997; King & Chepyator-Thomson, 1996), while others have focused on work regarding practitioners (Cruse, 1988, 1994; Sparks & Wayman, 1993; Tannehill & Zakrajsek, 1993; King, 1994; Sparks, 1994; Wessinger, 1994; Butt & Pahnos, 1995; Sutliff, 1996, Chepyator-Thomson et al., 2000). This research has not compared in-depth African American and Caucasian American primary physical education teachers and how their experiences affect their respective classrooms. Also, there has been little determination as to whether culturally responsive methods of instruction are used or work in these classrooms. An additional area of research seeks to find out if teachers are aware of differences in instruction when addressing students from various cultures at the primary level.

The theoretical framework of critical social inquiry informed the study. This framework allows the researcher to interrogate commonly held values and assumptions, challenge conventional social structures and engage in social action (Crotty, 1998). Critical theory also allows both philosophy and methods to be utilized as change oriented forms of engagement (Patton, 2002). There are commonly held assumptions of urban environments, their schools and the teachers that instruct in these schools. In this study, critical social theory was used to examine the impact that the urban environment has on teachers' methods of instruction. To counteract bias that may occur due to the

researcher's background and subjectivities, peer debriefing by the researcher's major professor was utilized.

Research Purpose and Questions

The purpose of this study was to examine methods of instruction that African American and Caucasian American elementary physical education teachers used in urban schools. An additional goal of this research was to add to existing literature regarding the instruction of students from diverse backgrounds in physical education. To address the purpose of this study, the following questions guided the data collection and analysis:

1. What methods of instruction differ or are similar between Caucasian American teachers and African American teachers?
2. How are these methods influenced by (a) life experiences and (b) educational background?
3. How does multicultural education figure into these methods in regards to curriculum guidelines and lesson plans utilized by the instructor?
4. What methods of instruction are used successfully by Caucasian American teachers and African American teachers and which methods fail?

Overview of Succeeding Chapters

Chapter Two presents a review of literature related to culturally responsive teaching, issues regarding teachers in urban environments and multicultural education in physical education. This chapter provides an overview of multicultural education, forces that impact urban education and a review of literature specific to cultural diversity in physical education. It will also describe research about the perceptions of pre-service and

inservice teachers in urban school systems and diverse student populations. Chapter Three presents a thorough examination of the methods to be utilized in this study, including the design, participants and specific procedures for data collection and analysis. The findings of this study are presented in Chapter Four. Finally, Chapter Five provides a discussion in the context of the literature and indicates implications and recommendations for this study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this study was to examine methods of instruction that African American and Caucasian American physical education teachers used in urban schools. Consistent with the research questions presented in the previous chapter, the following literature concerns urban education, teacher attitudes about urban schools, culturally responsive instruction and diversity studies in physical education. The literature review information was used to contextualize the study.

Urban Education

Urban Schools since the 1950's

Critical discourses and observations about urban education are discussed in the literature. Arguments raised involve urban education programs' effectiveness couched under political and legislative acts. Since the years following the passage of *Brown vs. Board of Education* (1954), which ended school desegregation, politicians at the federal, state and municipal levels have managed to exert stronger authority over urban school districts (Hunter & Donahoo, 2003). What *Brown* specifically accomplished was an urban education's transformation that has manifested itself in the form of "White flight". "White flight", has been used to describe the process that Caucasian families used to move out of urban schools and communities, eventually making urban areas representative of minority student populations.

Whites continued to move out of cities years after the *Brown* decision. A study of 104 central city schools (Farley, Richards, & Wurdock, 1980) reported that the schools lost an average of one-third of their white student enrollments between the years of 1967-

1968 and 1975-1976. This occurred even though the number of segregated schools dropped from 72% to 49%. Morris (1999) asserted that the mass exodus of people from urban areas through race-steering and other means of deterring minorities (African Americans in particular) was facilitated and encouraged by white communities and realtors, which kept minorities from moving into “white” neighborhoods. Additionally, southern states such as Alabama used public funds to support “segregated academies” for white students (Morris, 1999).

Succinctly put, Hunter and Donahoo (2003) expressed that the *Brown* decision did more than just prompt a change in urban student population and White flight. State and federal organizations began to become involved and had a direct influence over big-city schools. By virtue of the 1954 decision, the precedent was set for having the federal government create and enforce the desegregation policy in urban school districts. This placed states in a situation in which they had to oversee the day-to-day operations of their schools because they had to adhere to federal mandates (Brown, 1994; Orfield & Ashkinaze, 1991). School desegregation cases that followed after *Brown* further established the federal government as the entity that sets educational policy for urban schools.

Federal Funding and School Control

Presently, the majority of urban school systems have educational policies in place to address urban issues such as English as a second language (ESL), gifted education, IDEA, Head Start, Chapter One and the National Educational Technology Plan. Lawton (2003) mentioned that despite the fact that the majority of revenue for school funding comes from the states, a great deal of funding to urban school districts depends on

compliance with these and other federal policies. This sets up a situation in which schools get assistance to aid their budget, but they do so at the expense of giving up control. The fact that urban school districts have such scarce financial resources virtually guarantees their compliance with almost any federal policy that has funds attached (Hunter & Donahoo, 2003).

Brown's (2003) study referred to the school reform strategies of voucher implementation and privatization efforts as other factors that limit the control urban districts exert over their schools. Vouchers take money from school budgets that are already overextended when students move to private schools or institutions away from the district. Privatization restricts the district's ability to manage schools and for-profit management organizations or other service providers. Brown further notes that these factors place a majority of responsibility for public education on the hands of individuals who hold no accountability to the public.

The above information speaks not only to the link between funding and school control, but also explains why minorities are prominently represented in the urban school system. These are a few of the themes that play a role in determining school success, as will be examined in the next section.

Student Demographics and Teacher Retention Rates

A December 1999 article on the demand for elementary and secondary school teachers in the United States reported that urban and poor communities would need more than 700,000 teachers in the next decade (ERIC Clearinghouse, 1999). However, it is evident that teacher demographics are not representative of students in urban school environments. As of 1997, the majority of elementary and secondary school teachers

were female (74%) and white (87%) (AACTE, 1999). In contrast, minorities constituted approximately 35% of the student population of the schools and it was estimated that 35% would increase to 40% by the year 2000 (Snyder, 1999). When these numbers are applied to urban schools, the results are markedly significant. To revisit, African Americans, Hispanics, Asian Americans, and other non-White students made up 76.1% of the student population in fifty of the nation's largest public school systems. (Council of Great City Schools, 1997). This number increased to almost 78% according to the 2000 report from the Council of Great City Schools.

The growing need for teachers has not stopped retention rates from going up. Data collected by the National Center for Educational Statistics (1997) showed that 20 percent of teachers abandoned the profession within the first three years of teaching. Nine percent of these teachers left within their first year of teaching. Others such as Darlin-Hammond and Sclan (1996) estimated that as many as 50 percent of teachers leave the teaching profession within their first five years. Roughly 75 percent of students in teacher preparation programs applied for teaching jobs, while 58 percent were employed by teachers the following year (NCES, 1997).

Teacher Education Program Enrollments

Statistics exist in regard to school and teacher education program enrollments. Enrollments in schools, colleges and departments of education increased by 5.5 percent from the years 1989 to 1995, bringing the total number to 520,555 (AACTE, 1999). The largest student increases in colleges were among Asian/Pacific Americans (97%) and Hispanic Americans (80%). Majority of students in colleges of education and teaching schools were White (80.5%) and female (74.2%). African Americans made up nine

percent of students enrolled in these schools. Hispanics Americans comprised nine percent, while First Nation peoples in the United States and Alaskan Natives comprised 29 percent.

Challenges that teachers face in urban education have been discussed in several studies. Voltz (1998) investigated principals and teachers in urban schools across the United States to record their challenges. The study of 148 classroom teachers and 192 principals focused on topics such as (a) burnout, (b) increased parental involvement, (c) recruitment of more minority teachers, (d) reduction of class size, (e) use of multicultural approaches in teaching and (f) increased funding. Parental involvement was rated the highest among all of the educators, while burnout, teacher unpreparedness and increased funding were rated the lowest. The author concludes that the diversity of responses from educators surveyed did not represent challenges that have been historically associated with urban education. The majority of educators did not perceive commonly cited challenges in urban schools to be a problem, thus suggesting that problems may be “overgeneralized” by the media and other organizations. Further assessment of the findings revealed these educators to fail to accurately reflect critically on their own practice as teachers. Also, a significant proportion of the educators surveyed had little confidence in the ability of educators to greatly influence critical areas such as multicultural education and student academic achievement.

Urban School Teacher Shortages

Teacher shortages in urban school environments are covered in this literature review. Ng (2003) cited a 2000 report done by the Urban Teacher Collaborative that found that sixty percent of Great City School districts allowed individuals to teach who

had emergency permits. Moreover, 60% used long-term substitutes, 37.5% hired teachers with certification waivers, and 35% of districts recognized internship programs or permits (Urban Teacher Collaborative, 2000, p.17). Ng's article examined traditional approaches to teacher education through university-based certification programs and the development of alternate certification programs as a means of establishing a larger pool of teachers.

The traditional approaches to teacher education discussed in the article centered on data that indicated that the majority of preservice teachers in university-based programs were young, White, middle-class females who grew up in small towns within 100 miles of their college. Also, these females anticipated teaching in a small town or suburban school (Sleeter, 1993). Ng further pointed out that this information was significant because of the fact that these students were the ones who typically lacked interaction with people different from themselves prior to entering their certification program. Another point that the author made was the lack of understanding of people from other backgrounds, which had the potential for development and use of stereotypes and misconceptions.

These observations led the author to suggest that public discourse and educators place too much blame on urban schools for teacher shortages. Instead, focus should be put on teacher education programs as central institutions in preparing teachers for the realities of school in the present climate. Altering the curriculum and course offerings to include issues of multicultural education is a common approach that university certification programs follow (Ng, 2003). One can better evaluate the success of such modifications when assessing a program through its text and subtexts (Cochran-Smith,

2000). The text as explained by Ng is the explicit goals and procedures required for fieldwork experiences, reading and writing assignments and certification procedures. Subtext material is located within the text, but also includes messages covered in materials, discussion and activities, and also covered in how people's subjectivities and prior experiences affect them (Ng, 2003).

Developing alternate programs of teacher certification was another heavily discussed area in Ng's article. This alternate program of certification, according to Stoddart, (1993) remains viable because of the lingering reluctance of traditionally certified teachers to work in urban schools and overall chronic teacher shortages. These programs allow for certification through offering weekend courses and on-the-job training. Preservice teachers in the program typically gain less demanding time commitments for training, reduced financial costs, academic and social support services, and assistance with or minimizing existing certification standards (Ballou and Podgursky, 2000; Clewell and Villegas, 1999 as cited by Ng, 2003). Ng found that advocates such as Shen (1998) and Stoddart (1993) argued that in general, programs attracted older, more racially diverse individuals who have experience living and working in urban areas. Of note is the fact that Zumwalt's (1996) research on alternate teacher certification found no evidence to indicate that alternate teaching certification programs were distinctly positive or negative. In Ng's view, expanding an organizational perspective to the problem of teacher shortages has greater potential in reforming policy and assisting in educational research.

Howard's (2003) research on teacher shortages expressed some of the same concerns found in Ng's article, but also presented some additional observations. The

author specifically cited four reasons for the shortage of teachers: (a) teacher retirement, (b) increasing student population, (c) classroom policies, and (d) teacher attrition.

Baby boomers going into their forties and fifties were listed as a reason for future teacher shortages. Approximately one-quarter of public school teachers are over age fifty; almost one-third have been in the profession for more than twenty years (Howard, 2003). These statistics led to the conclusion that many experienced instructors are being replaced by new, inexperienced or unqualified teachers. Along with this retirement of teachers are school enrollments that according to National Center for Education statistical data increased from 41.2 million in 1990 to what was then estimated to reach 47 million in the year 2000. Howard reported data from Martin and Midgley (1999) that declared more than 1 million immigrants make the United States their home each year. More than 6 million immigrants settled in the country between 1991 and 1996, and an undetermined number of undocumented immigrants enter urban schools annually (United States Bureau of the Census, 1998). The shortage of experienced teachers then is more critical because of the needs of these students who overwhelmingly do not speak English and need strong instructional leadership in order to improve their academic prospects (Howard, 2003).

Classroom policies and teacher attrition were listed as additional reasons for teacher shortage. To improve the quality of education that students receive in the classroom, some states have decided to enact legislation that decreases the size of classes. While the benefits from having small classes for primary schools is seen by many as a positive undertaking, Howard (2003) found that many school systems still had to hire unprepared and non-qualified teachers to teach, which in the long-term could serve as a detriment to urban schools that are already overextended. He also noted that in terms of

teacher retention, teacher education programs and professional development programs for new teachers in challenging environments should be more realistic. Countless teachers in his view left the profession because of stress, unsatisfactory organizational conditions, perceived discipline problems, cultural mismatches with students, and other sociocultural factors that play out in the classroom (Howard, 2003). The author also noted that a push to bring more teachers of color into the classroom would be an important and necessary need forward to keep pace with the changing ethnic makeup of the nation's student population.

Concerns of Teacher Education Programs

Yeo (1997) champions Howard's sentiment when he discussed the quality of teacher education in urban education. In Yeo's view, mainstream teacher educators, in general, seem content with what they do for preservice suburban teachers regarding the issues of difference. The author stated that part of the problem with teacher education programs is that they have been successful at reproducing mainstream values and knowledge, maintaining hegemonic competition and devaluing difference (Yeo, 1997). In connection to urban education, Yeo espouses Carlson's (1992) belief that the prevalent teaching methods and rationales in urban schools are similar to the practices of mainstream education, which in his view places emphasis on concretized steps, routines and specified control approaches.

Burstein, Cabello, and Haman (1993) argued that these shortcomings in school could be rectified by the creation of the *infusion model*. While challenging, infusion curriculum requires coordination among faculty so that the curriculum reflects a common theme, and builds on knowledge and skill systematically and comprehensively. In

addition, faculty needed to be comfortable with the material and have the expertise to teach it. Their study examined a program that adopted an infusion approach to prepare teachers to serve culturally diverse learning needs of students with disabilities. The program located at a small liberal arts college in a large culturally diverse area, was designed for elementary and secondary teachers who were interested in meeting the needs of students from diverse backgrounds in their classrooms. Findings of the study indicated that the program was successful because of the (a) administration's commitment to multicultural education, (b) faculty's involvement in the initial and ongoing development of the program, (c) financial support and (d) coordination.

Successful Models of Urban Education Instruction

While the research studies provided to this point have focused on the problems and challenges associated with urban education and teaching, there were discussions of positive strategies that aided in the success of students in these environments. Brookhart and Rusnak (1993) discussed the successful lessons of exemplary urban teachers. It was found that the teachers interviewed planned lessons in great detail, emphasizing the establishment of clear objectives and procedures as well as having built in additions to the lesson. These teachers also were concerned with making lessons relevant for students, often using modeling to promote a climate of trust and respect. Finally, these teachers were knowledgeable, sympathetic and understanding to the problems of urban youth (Brookhart & Rusnak, 1993).

Grace Stanford (1997) also researched successful pedagogy in urban schools, studying the perspectives of four African American teachers. She followed up on the research done by Foster (1990, 1991, and 1993) that found successful African American

teachers to have the major characteristics of cultural solidarity, the ability to link the school curriculum with the student's out of school experiences and a focus on the whole child. These teachers have also been characterized as *star teachers* (Haberman, 1995) and *dreamkeepers* (Ladson-Billings, 1994). Four characteristics in Stanford's research corresponded with common themes in previous research (a) community solidarity, (b) community of learners, (c) focus on the whole child, and (d) personal accountability. In sum, it was concluded that further research in this area and study of these teachers can help develop an understanding of how these teachers reach their students despite challenging circumstances.

Next, focus is on selected studies related to the methods of teaching diverse students and the review deals specifically with information related to culturally responsive teaching.

Culturally Responsive Teaching

Overview and Rationale for Culturally Responsive Instruction

Culturally responsive instruction involves purposely responding to the needs of culturally and ethnically diverse learners in classrooms (Brown, 2004). Latham (1997) discussed the need for culturally responsive instruction in classrooms. He agreed with Villegas (1991) who called for a "culturally responsive" pedagogy that recognizes a student's cultural background with respect to learning. Latham stressed that instructors should be able to differentiate between culturally responsive teaching and teaching class material related to an ethnic group. Instructing African American children about Martin Luther King Jr., for example, is not necessarily culturally responsive; rather it derives

content from culture. What is needed in most environments is unique instruction that is framed by the characteristics of each cultural group.

The theme of unique instruction is one that is echoed by Vasquez in the article *Teaching to the Distinctive traits of Minority Students* (1990). The author implores teachers to train themselves as close observers of student behavior and to avail themselves of the sources of information on minority students. When cultural traits of students are recognized, teachers should not be at a loss of what to do, but rather fall back on three elements of good teaching (a) content-what is taught, (b) context- the physical and psychological environment of the classroom, and (c) mode- how the information is treated or presented. Vasquez felt that, in part, there is a responsibility of teachers who have insufficient knowledge of the cultural traits of their students to resolve their problems in educating students from these backgrounds.

Another study which posed different observations from the majority of the articles found for this review was Brown's (2004) research on urban teachers and their culturally responsive management strategies. Brown interviewed thirteen educators selected from seven U.S. cities who taught ranges of students from 1st through 12th grade, to determine if the classroom management strategies they used in class reflected culturally responsive teaching. The participants were found to use several techniques in their classes (a) development of personal relationships with students, (b) creation of caring communities, (c) establishment of business-like learning environments, (d) use of culturally and ethnically congruent communication processes, (e) demonstrations of assertiveness, and (f) utilization of clearly stated and enforced expectations.

In his findings, Brown found that all of the teachers interviewed relied on strong relationships with students to build on trust rather than fear or punishment to maintain a cooperative learning environment. Teachers additionally demonstrated mutual respect for students through communication patterns that honored students' ethnic and cultural needs. Instructors who had more than five years of teaching experience had clearly stated expectations for behavior and used an assertive behavior when establishing authority as a teacher. Instructors who had three years or less of experience spoke of the difficulties they faced in their first few years of teaching. These teachers cited the lack of an assertive stance and clearly stated expectations for behavior as reasons for this. Brown concluded his findings by raising the question of preservice and in-service teacher training being able to meet the needs of teachers in the area of culturally responsive management.

Finally, Banks (1993) points out in his article, *Multicultural Education: Development, Dimensions, and Challenges*, that the majority of research indicates that by the age of four, African American, White and Mexican American children are aware of racial differences and show racial preferences favoring Whites. Therefore, realistic images of ethnic and racial groups should be included in teaching materials in a consistent, natural and integrated fashion to help to cultivate more positive racial attitudes among students. Banks stated that involving students in vicarious experiences and in cooperative learning activities with student of other racial groups also helps them to develop more positive racial attitudes and behaviors. Also, the author discussed the idea of *equity pedagogy*. This concept exists when teachers use techniques and teaching

methods that facilitate the academic achievement of students from diverse racial and ethnic groups and from all social classes.

There are other studies that are relevant to this study that deal specifically with physical education research. In order to maintain the clarity of this literature review, they are presented in the final section of the review with other physical education research studies. Next, articles and research regarding teachers and how they communicate concerns of race and culture in their respective classrooms are discussed.

Examining Attitudes of Teachers towards Culturally Responsive Instruction

Prospective Teachers

The literature in this section is representative of topics on perceptions of preservice and in-service teachers about urban schools, attitudes about culturally responsive teaching and thoughts on instruction of students from diverse backgrounds. Gomez (1993) reviewed literature relevant to prospective teachers' perspectives on teaching diverse children. She concluded that problems faced in education cannot be resolved when people act alone. First, there must be a concerted effort from the communities that the children are from, communities in colleges, universities and public schools in order to educate about diversity. Next, no one activity that teachers and individuals participate in is the most absolute method used to prepare for teaching diverse populations. Third, there is no isolated component, field experience, or teaching practicum that can provide adequate reform. Finally, Gomez concluded that no individual person can be a change agent without the appropriate assistance from partners inside and outside of schools.

Preservice Teachers

Groulx (2001) researched preservice teachers and their perceptions of minority schools. The sample consisted of 112 students, mostly juniors, enrolled in sections of an educational psychology class. This was a required course in the teacher education program at the institution that the research was completed. A large majority of the students were White (98%) and female (89%) from middle to upper-class socioeconomic backgrounds. The survey involved a pencil-and-paper questionnaire divided into two parts. One of the parts gave brief descriptions of four different types of schools: a middle-class, White-majority suburban school; a diverse private school; an urban Hispanic-majority school; and an urban African American-majority school. Students were asked to rate their level of comfort at each school using 5 point Likert-type scales and optional areas for written comments. The second area of the questionnaire listed 14 school characteristics regarding the subjects of ethnic and socioeconomic diversity, school safety, parental involvement, student achievement and motivation levels. Participants rated each characteristic using an importance rating from 1 to 4. Again, space was left for comments at the end of this survey.

Out of the initial sample of 112 students, 29 of them were surveyed a second time after student teaching. Upon reflection of the data, it was found that student attitudes shifted more favorably toward urban school teaching among students whose field placements provided positive urban teaching experiences. Items on the questionnaire such as school security and parental support ranked highly upon initial findings and in later findings. These later findings also showed socioeconomic and ethnic diversity as being important. Groulx concluded that the preservice teachers at the institution did not

approach their profession ready or willing to face the challenges of urban schools.

Comparing the data from school placements and the student attitudes of those placements affirmed that experiences in student teaching made a difference. The majority of students was found to recognize more potential in working effectively with diverse children and was less fearful of urban school stereotypes.

First Year Teachers

In a recent study of 1st year elementary school teachers, Cook and Cleaf (2000) contrasted the effects of teaching in urban, suburban and rural areas. Using a five point Likert-type questionnaire which asked the following: (a) to what extent did their student teaching assignment prepare them for their first year of teaching, (b) to what extent did their student teaching assignment help them to understand the sociocultural needs of students and (c) to what extent did their student teaching assignment help prepare them to confer and interact with parents from a variety of racial, ethnic, and socioeconomic backgrounds. Student teachers from urban schools were found to have a greater understanding of the sociocultural needs of students and felt better prepared to interact with parents from different backgrounds. The findings of the study supported Haberman (1995), Goodlad (1990) and Zeichner and Melnick's (1996), work that indicate that more importance should be placed on placing teachers in challenging diverse settings. Thus, the hypothesis was that by carefully selecting field sites, and becoming more proactive in counseling student teachers in the direction of cross-cultural student teaching placements, graduates of teacher education programs will be better prepared to teach in schools assigned.

Alternative Route Teachers

Stoddart (1993) suggested that it is necessary to identify who is prepared to teach in the urban school environment, before exposing them to teaching. The study contrasted the opinions of alternative route teacher interns (those who were getting teacher certification by different means) and traditional teacher education graduates. It was found that the alternative route teachers (70%) had more expertise living, working and going to school in urban environments. Approximately 70% of the teacher education graduates grew up and attending schools in small towns or rural areas. Seventy percent of the alternative route teacher interns, compared to 30% of teacher education graduates, said that they preferred to teach in an urban school.

The above statistics and resulting interviews led to the conclusion that alternative route teacher candidates were more likely to hold higher expectations for lower income and minority students than teacher education graduates and be more likely to take responsibility for students' success or failure. What was most telling in Stoddart's research was that the university certified instructors found it difficult to relate to students who were different from themselves. Also, many of these students had what was called by the author a "cultural deficit" perspective on student achievement, feeling that student's lack of enriching life experiences made it difficult for them to function as learners. Therefore, the university certified teachers in general taught in a way that placed emphasis on drill and practice. Six of the eight alternative certified teachers held higher expectations for their students and developed curriculum and instructional practices responsive to the needs of their diverse learners.

Perceptions of Whiteness and Culturally Responsive Instruction

Marx and Pennington (2003) led a qualitative study that attempted to name and address the implications of Whiteness in educational settings. The scholars implemented previous studies done on the topic, critical race theory (CRT), and their own teaching goals and philosophies in the study. Interviews of the participants were done and questions were asked about their perception of whiteness and how they felt that it affected their teaching of minority students. The study aided the teachers in giving them a forum by which to talk about race and race issues. This led the teachers to talk about their experiences in a less constrained manner and began to acknowledge White racism as a prevalent part of society. Many began to see forms of racism in themselves. The authors concluded in their findings that teacher-preparation programs should allow room for the study of Whiteness as it impacts teachers and students. In addition, White teachers should also be willing to overcome their fears of discussion of White racism.

LeCompte and McCray (2002) researched perspectives of Whiteness and culturally responsive teaching. The study explored ways in which White teacher education candidates embraced aspects of racial identity as a cultural component of their teacher preparation. Using the theories of white racial identity developed by Helms (1990) three themes developed: guilt and anger, self-identity and individuality, and negotiation. Teacher candidates had an opportunity to discuss the frustrations that they had in participating in multicultural classes, discussion and environments. In general, it was found that teacher candidates preferred to discuss and teach their students in terms of individual rather than group characteristics. The authors agreed with previous research

studies that placed emphasis on teacher participation in long-term professional development and fostered effective teaching in multicultural classrooms.

Implementing Diversity in Teacher Education Curriculum

In reference to teacher education curriculum and its transfer to classroom practices, Cross (2003) presented the findings of a study on what a group of teacher education graduates from Milwaukee learned about race as they prepared to teach in multicultural classrooms. As the teachers were asked about what they learned most in multicultural class contexts, four frequent responses were prevalent: (a) respect for children's language, (b) use of diversity in literature, (c) recognizing cultural diversity, and (d) acknowledgement of background knowledge and experiences. The findings led Cross to note some considerations for teacher reform. First, field experience had the potential to teach passivity toward culture and should be modified to include skill and knowledge competence to teach racial minority students. Second, learning about race needs to go beyond being a personal benefit to White teachers to competence in teaching in multiracial contexts. A third and final point was that including diverse literature in the classroom is an important but limited curricular adaptation, but it may absolve teachers of their responsibility in teaching in multiracial classrooms. All of these considerations were found to have implications for curriculum development and reform. Cross placed the onus on educators at all levels to constantly examine their efforts in this area so that issues of race are not trivialized.

Communication Patterns and Race

The last research article for this section of the review is from Feldman (2001). His research dealt with nonverbal behavior, race, and the classroom teacher. Feldman

reported that according to LaFrance and Mayo (1976) there were differences in the timing of sequence that White and Black listeners had in focusing on a speaker. In addition, the author found that Black parents sometimes teach their children that looking an adult in the eye is a sign of disrespect (Byers & Byers, 1972). “*Back channel*” behaviors such as head nodding and verbal responses were also found to differ from Blacks to Whites. These studies brought Feldman to conduct such research so that teachers could begin to attribute patterns of student response with culturally-learned behaviors.

The author provides implications for teaching practice. First, instructors need to be aware of nonverbal behavior and gestures of their students and of themselves. However, Feldman stresses that there must be some care in this matter due to the fact that nonverbal behavior can occur without an individual’s awareness. Also, if teachers become too aware of their behavior, they may become less effective as instructors when they teach. This makes teachers less aware of what they are doing and more aware of what they are saying. In sum, teachers should be aware of their own attitudes and behavior and those situations in which they are likely to display negative behaviors.

The focus of the literature review will now shift to topics related to physical education. The research areas covered concern preservice education, in-service education, action research, curriculum, attitudes of multicultural education and the need for a multicultural focus in physical education. Dissertations related to physical education and cultural diversity will also be reviewed.

Relevant Studies in Physical Education

Rationale for Multicultural Emphasis in Physical Education

Chepyator-Thomson (1995) provides a rationale for multicultural activity. In her introduction to a series of articles in *Quest* about the topic of multicultural education, she stated that critical examinations of physical education are necessary to emancipate students. An emancipation focus then, aids students in examining their own existence in relationship to the rest of the world. The rationale for multiculturalism in physical education was explained in terms of (a) interpretive perspective, (b) critical social theory, (c) as a critique of the past, (d) as a documentation of current practices, and (e) as a possibility for reform.

Stanley (1995) wrote one of the articles that appeared in the *Quest* edition. She described research in an on-going project that utilized action research to attempt to answer multicultural questions in physical education. Her paper also reviewed theories that have been developed to help explain the differential treatment that culturally diverse students receive. Among these theories are the self-fulfilling prophecy by Good and Brophy (1987), culturally responsive pedagogy (Villegas, 1990), culturally relevant teaching (Ladson Billings, 1992) and multicultural education (Grant & Sleeter 1986; Grant, 1989). Stanley (1995) cited action research as being a better method to prepare physical educators for culturally diverse settings.

She further described an action research project that utilized multicultural coursework and field experiences for teacher education students. Data from the teacher education students included questionnaires, exams, open-ended essay questions, journals, self-evaluations and field videotapes to assess teaching methods. From this data and

collaboration with other scholars, Stanley came to the conclusion that students lacked positive experiences with students from different ethnic backgrounds. At the time, the effectiveness of the program was being evaluated to better meet the needs of the students involved in the project.

DeSensi (1995) in the same edition of *Quest* explained multiculturalism from a theoretical perspective. She presented in her paper, two specific approaches to understanding multiculturalism, valuing diversity and taking proactive stances in regards to education about diversity and society and physical education and sport. The first approach was an adaptation of Chesler's and Crowfoot's (1990, 1992) organizational stages of multiculturalism. The stages promoted a move from monocultural and transitional stages, through the multicultural stage in order for the individual to understand their feelings of diversity. In this context, the author felt that this model offers a perspective by which authentic efforts can be made to achieve multicultural understanding in physical education.

The second perspective that the author discusses is intercultural sensitivity using Bennett's (1991) model. In this model, an individual moves from *ethnocentric* stages which include the denial of, defense against, and minimization of difference to the *ethnorelative* stages, that include the acceptance of, adaptation to, and integration of difference. While it is not an easy movement, the attainment of the ethnorelative stage means that respect and appreciation for difference has been accepted and valuing diversity is a proactive goal. DeSensi's implications for the study expressed that these models serve as a means for educators to explore their own experiences of difference regarding privilege, oppression, bias and prejudice in relation to sport.

Multicultural Education for Preservice and In-Service Instructors

There have been a few studies outlining the need and impact of multicultural education for preservice and in-service teachers. Sparks and Verner, (1995) conducted a study that compared pre-service models of multicultural education in physical education. The researchers took four classes in a teacher education program at a public university in Illinois and used them as treatments to determine which class best prepared students in the area of multicultural education. The students (n=228) were divided into these four classes: discipline-specific, integrated, discipline-specific based field experience and integrated field experience with the majority of them (n=102) being involved in an integrated classroom experience. Pre-test and post-test assessments were accomplished through administration of the Multicultural Physical Education Instrument (MPEI) (Sparks, 1993). A panel of experts that included professors who were trained in and taught multicultural education courses was used to establish validity.

Findings revealed perceptions of multicultural knowledge to increase significantly for the discipline specific classroom and integrated classroom groups. This information supported the assertions of Banks (1987), Banks and Lynch (1986), Grant (1983) and Mitchell (1987) which indicate that for the field based groups, there was no change in perceived multicultural knowledge. However, it was noted that the discipline-specific and field-based groups declined in their perception of multicultural knowledge.

Recommendations based on the results of the study were that further research needs to be conducted as well as a reconstruction of the MPEI that was used to collect data from the respondents. Additionally, the researchers expressed the need to use other methods of assessment other than a paper and pencil test.

Chepyator-Thomson, You, and Russell (2000), used qualitative methods (Goetz and LeCompte, 1984) to investigate in-service physical education teachers' backgrounds and understanding of multicultural education. The physical education teachers (n=72) were given a survey questionnaire prior to a session on multiculturalism in curriculum and teaching. Questions focused on the following topics: training experience, opportunities for learning about multicultural education in teacher preparation program, avenues for program implementation and the need for further training.

Four themes emerged from the findings: (a) non-committal and (b) non-directional orientation, (c) acquisition of conceptual knowledge, and (d) awareness of cultural diversity through teaching and inclusive education. The majority of the teachers had little information concerning multicultural education and they had not had much training of this kind in their teacher education programs. Female teachers were more receptive to diversity training than males and White males in general were more conservative than other teachers. The teachers expressed the need for more knowledge and experience in multicultural education in physical education.

Butt and Panhos (1995) further expanded the need for multicultural focus in physical education. Specifically, they covered the importance of a sound curriculum with multicultural topics and indicated how to incorporate these topics into preservice and in-service education. According to the authors, curriculum in physical education typically focuses on one approach and introduces students to just one reality. This places many students in a position of failure, because many of their experiences are representative of many realities. Curriculum processes in this case should be subject to collaborative learning experiences and group work.

In respect to preservice and in-service educators, Butt and Panhos stated that classes should promote an environment of equal respect, tolerance, celebrate uniqueness and increase self-esteem. Preservice students should continue to develop cognitive skills and affective competencies in diversity issues to enable them to be effective in their teaching and delivery systems. In-service teachers should strive to learn more and be aware of their own perceptions and biases towards diversity. Again, the authors noted that collaborations between schools are necessary for this to work.

Attitudes of Diverse Students Regarding Physical Education

Student attitudes toward physical education were also studied for this literature review. Tannehill and Zakrajsek (1993) surveyed students (n=366) in physical education classes in three urban communities known to have high minority populations using a 22 item questionnaire. Students were asked to determine the most important and least important aspects of physical education from a list of 12 activities in physical education and eight values. The researchers made several conclusions. First, the students believed that physical education is important to their overall education, thus showing a desire to be involved in some type of physical activity. Second, the students liked physical education for the fun and enjoyment that they get out of it. Third, the students had a negative attitude toward fitness, in particular the African American students. These students wanted to participate in team sports, but not necessarily to become fit. While the authors felt that differences were not remarkable, they did uncover possible cultural differences that could provide useful information for teachers as they try to be more culturally responsive to the learners in their class. For example, the study showed Asian American

males as being opposed to dance, and African American youth as oriented towards the importance of teamwork but not sportsmanship.

Teacher Attitudes toward Multicultural Education

Sparks, Butt and Pahnos (1996) created a study to identify the knowledge, attitudes and experiences of certified physical education teachers toward multicultural education. Surveys were mailed to 520 individuals from a normal population of physical education teachers from New York, Massachusetts, and Illinois. Findings of the data produced interesting observations. First, over 50% of the respondents believed stereotyping by gender was based upon scientific data or cultural norms rather than resulting from personal bias. Second, many felt that the degree of ethnic identification was more likely to be determined by either family or significant others rather than by the individual. Third, over one third (35.9%) of the teachers surveyed were not aware that many of the games and activities representative of this country are a reflection of differing cultural origins. Also, it was found that a majority of the respondents (67.5%) did not understand that race was determined by inherited physical characteristics and had nothing to do with cultural heritage or acquired attitudes or values.

Other findings of note were that respondents did believe that multiculturalism was a significant movement in today's world and needed to be reinforced in the schools. Teachers with master's degrees were found to have had greater multicultural experiences than those who earned doctorates. Area of residence was found to impact multicultural experiences as well as age. In total, the authors noted that this data would hopefully serve as a means to develop baseline data for further research.

Sparks and Wayman (1993) conducted research on the attitudes of physical education teachers toward multicultural education in rural and urban settings. In addition, they wanted to determine the impact of knowledge and attitudes upon the instructional practices of teachers. The multicultural physical educational instrument (MPEI) in this study was developed to examine multicultural attitudes and knowledges of practicing physical education teachers. Four major sections comprised the instrument: demographic information, respondent's knowledge and understanding of multicultural education concepts and practices, respondent's attitude toward multicultural physical education, and teacher's current practices regarding multicultural education.

The results of the data reported that urban instructors had a greater understanding of the importance of including activities that had an ethnic tradition within a physical education curriculum. Also, urban teachers believed in developing interpersonal communication skills in students as a method of practicing group problem-solving and conflict resolution. When the data from urban and rural areas were compared, data indicated that more programs in urban areas had not taken steps to ensure quality of opportunity, regardless of gender, race or physical ability. The remaining findings prompted the researchers to consider changing different areas of the MPEI in order to better identify the depth of multicultural knowledge.

In a later study on the same topic, Ennis and Chen (1995) researched physical educators' value orientations for curricular decision making in urban and rural school districts and found them to have differences in funding level, cultural diversity of the students and in the learning-readiness skills that students bring to school (Kantor & Brenzel, 1992). Using the revised Value Orientation Inventory (Ennis and Chen, 1993)

495 physical educators were involved in study in the aforementioned districts. Findings indicate rural and urban physical educators differ in the way they conceptualize their goals in different methods. Urban teachers placed a higher priority on affective curriculum goals associated with cooperation, respect for others, self-efficacy, and self-concept than did rural teachers. Teachers in urban locations also selected affective rather than knowledge-based goals for their students.

Recruitment and Retention of African American Physical Education Teachers

There are also some studies of note regarding the visibility of African Americans in physical education. This is an often overlooked factor when examining how students from urban environments relate to teachers. Crase (1988, 1992, 1994), Walker (1992) and Chepyator-Thomson and King (1996) discussed the disturbing lack of Black physical educators in undergraduate programs and higher education. They advocated for greater articulation between White and Black faculty through correspondence, visitation and faculty exchange programs. The researchers also pointed out the lack of discourse relative to increasing minority representation at the administration level. In order to help in this endeavor, Crase and Walker challenged physical education departments to do a better job in recruiting and cultivating minorities and not just wait for candidates to apply for the program.

Doctoral Dissertation Studies

Primary Education and Multiculturalism

Nelson's study (1997) sought to examine the relationship between social context of teachers' schools, their race, educational background and beliefs about school readiness. Kindergarten teachers (n=1339) responded to a Fast Response Survey on

school readiness. Overall, the teachers in the sample believed readiness was acquired through experiential learning and should be measured by social development rather than cognitive development. The results of the data found that some teachers held different beliefs due to social context and race. Also, teachers in urban schools were undecided about using experiential learning as a means to facilitate children's readiness for school.

African-American teachers in the research did not approve of the use of social or cognitive development to measure children's readiness for school. Experienced instructors in early childhood education believed school readiness should be measured by the child's level of social development. Recommendations were that all kindergarten teachers have specific training in early childhood education to examine all aspects of children's readiness and the environmental and cultural factors that affect a child's development. Increased training in early childhood education was also seen as a means to provide appropriate instruction that to assist children from all backgrounds in school readiness.

Gayle-Evans (1992) developed a study that assessed the level of inclusion of multicultural education materials and activities in kindergarten classrooms. A two-part questionnaire was developed and mailed to 500 of 2,000 kindergarten teachers in the state of Indiana. Part one of the questionnaire asked for information about the teacher, the students and the structure of the classroom. Part two of the questionnaire asked teachers to respond to items relating to the physical environment of the classroom, beliefs related to curriculum, instructional strategies and various curriculum areas.

Six research questions were asked in the study. These related to whether the teachers were including multicultural education materials and activities, whether the

racial and ethnic group of the teacher or the students affected inclusion, whether the geographic area (urban vs. rural) affected inclusion, and the effect of the teachers' level of experience and type of multicultural training received. The responses represented 296 teachers from 79 Indiana counties and indicated that kindergarten teachers included some multicultural education activities and materials in their classrooms and curriculum. Teachers with 1-4 years of teaching experience were most likely to implement multicultural activities and materials, while those of 10 or more years of experience did not. The teachers' ethnicity did not play a major part, though they showed a high percent of inclusion in some areas. The race and ethnicity of the students or teachers did not encourage inclusion nor was the geographic region found to be a factor for inclusion.

Student and Teacher Interactions in Secondary Education

Williams' (1998) dissertation examined relationships between the race of the teacher and student, and the gender of the students in teacher-student interactions in secondary physical education. Ten female secondary physical education teachers from nine high schools in integrated school settings were observed three times. All lessons were videotaped and coded for teacher-student interactions using a modified version of the Observational System for Content Development in Physical Education - (OSCD-PE) (Rink, 1979). Black males were found to receive most of the teacher's attention, followed by White males, Black females and White females.

The data also revealed that there were no differences between White and Black teachers in their interactions with students. An additional 11 item questionnaire was implemented to assess teachers' and students' perceptions of the teachers' differential treatment. Results of the questionnaire revealed that there were small differences between

students in their perceptions of their teachers' differential treatment. Comparison of the perception data with the observational data revealed that; (a) in general there was little relationship between students' and teachers' perceptions; (b) White females and their teachers were the only groups that agreed in their perceptions; (c) high-interaction students and their teachers agreed that these students received more interactions; (d) and the perceptions of low-interaction students in terms of how they were being treated by teachers were accurate, while their teachers perceived that they treated these students the same as other classmates. Williams conducted semi-formal interviews with each of the teachers to gain further understanding for the reasons for teachers' differential treatment. She found that teachers' reasons for differential treatment included teachers' recognition of gender differences in treatment of students, teacher and student personality, individual student need, and student behavior that demanded more or less attention.

Measuring Multicultural Knowledge of Physical Educators

Woods (1992) developed the Multicultural Attitudes, Competencies and Knowledge Inventory to measure the attitudes, knowledge and competencies of physical education professionals regarding multicultural education. The inventory was sent to sixty-eight physical education professionals in the Milwaukee public school system. Four factors resulted from the research that highly correlated with the pre-established original categories constructed by Woods. Data obtained was analyzed in terms of percentages of total response scored correct. Findings suggested that a large percentage of the physical educators studied expressed positive attitudes toward multicultural education and believed that physical education has a role in implementing multicultural educational practices and concepts. The instructors rated themselves slightly above

moderately competent in regards to their ability to implement multicultural education in the gymnasium. These teachers also rated themselves as knowledgeable about multicultural goals and objectives, concepts and theories, and terminology.

Ethnographic Research in Physical Education

One last relevant dissertation study was conducted by Chepyator-Thomson (1990). Her study examined the extent to which multicultural perspectives permeated participants' lives in a midwestern school. The purpose of the study was to investigate the extent to which variables of race, class, gender, and physical ability, (a) served as a means of self-stratification by the participants in the school, (b) affected curricular and instructional decisions of physical education teachers, and (c) influenced day to day decisions and participations of students. Non-participant observation, interviews, and review of school documents comprised the methods of obtaining data. Structured and open-ended questions were used in the interview sessions. From the data the themes of race, class, gender, and physical ability appeared. These four variables were found to create conflict between students.

The major findings of the study indicated that students' relationships in the midwestern school paralleled the relationship that individuals had in American society. Experiences in and away from physical education classes and individual students' racial backgrounds helped to shape identities at the school. Students were also found to separate themselves by racial background when choosing physical education classes and when participating and interacting in physical activity. Additionally, Chepyator-Thomson found that relations between Caucasians and minority students were strained due to white students' being resentful towards minority students, in particular black

students, because of their easier access to institutions of higher education based on affirmative action. Student cliques limited and interfered with activities in physical education, communication in the classroom, and the school environment.

Summary of the Literature Review

In summary, previous studies have provided a rationale by which to examine the experiences of teachers from different cultural backgrounds. These studies describe the state of many urban schools that exist and outline the impact of racial demographics and curriculum focus on inner-city education. They also justify alternate methods of instructing students using culturally responsive techniques. As evident by the findings of these studies, there is a need to provide more information about culturally responsible instruction to the field of physical education. The next section will describe the methods to be used to gather data for this dissertation study.

CHAPTER 3

METHODS AND PROCEDURES

The purpose of this study was to compare and contrast methods of instruction African American and Caucasian American elementary physical education teachers use in urban schools. Specifically, the study examined methods for the purpose of identifying culturally responsive teaching, lesson plan designs and teachers' background in regards to multicultural education. In this chapter, the methods and procedures selected for use in this study are presented in the following sequence: (a) design of the study, (b) participant selection, (c) data collection, (d) data analysis, (e) reliability & validity and (f) relevant definitions.

Design of the study

This study employed the use of qualitative methods to examine perspectives and techniques in urban physical education teachers' classrooms. Also, the study examined methods for the purpose of answering the research questions presented in Chapter One. In addition, this research attempts to gauge the extent to which culturally responsive perspectives in curriculum and instruction is being implemented. Primary data collection and analytic techniques used qualitative methods (Patton, 2002).

The role of grounded theory and constant comparison in the study

Grounded theory served as the method that guided the examination of themes from the survey. Data from the survey was categorized into themes utilizing constant comparison analysis (Glaser and Strauss, 1967). Grounded theory as defined by Strauss and Corbin (1998), begins with basic description, moves to conceptual ordering (organizing data into discrete categories "according to their properties and dimensions

and then using description to elucidate those categories,” p.19), and then theorizing (“conceiving or intuiting ideas—concepts—then also formulating them into a logical, systematic, and explanatory scheme,” p. 21) (Patton, 2002, p. 490).

Citing Patton (2002, p. 488), the researcher also felt that it was important to use grounded theory in order to strive for “objectivity.” Strauss and Corbin (1998) agree with this, noting that researchers have learned over a period of time that a state of complete objectivity is impossible to obtain. Each piece of research, whether it be of a quantitative or qualitative nature has certain subjectivities associated with it. The important aspect of this to recognize is that subjectivity is an issue and researchers should take appropriate measures to minimize its intrusion into their analyses (Strauss and Corbin 1998, p. 43).

Glaser (2001) noted that grounded theory also requires the researcher to go through a process of systematic rigor and thoroughness from initial design, through data collection and analysis, culminating in theory generation. While this study includes all of these aspects, the nature of the research dictated that the goal of the researcher was not necessarily to produce theory, but to report survey findings and highlight potential areas of future study. The risk of paying attention to future areas of study without creating theories is a concern noted by Glaser (2000). He terms this action as creating “theory bits”.

Theory bits according to Glaser are easy to find in grounded theory because of the prevalence of imageric concepts that are easy to use “on the fly”, intuitively, with no data, with a feeling of “knowing” as a quick analysis of a substantive incident or area (Glaser, 2000). They empower conceptually and feel theoretically complete. They are exciting handles of explanation, which run way ahead of the structural constraints of

research. The danger is that these “theory bits” have the potential to be incorrect due to the lack of additional data to substantiate the concepts. Glaser suggests that when knowledge from grounded theory studies does not result in higher-level theories, researchers should stress that situations are very complex and can consist of many unexamined variables that could benefit from more data analysis. The researcher of this study agrees with this point and asks that the reader keep this in mind when reading possible implications of this study which will be outlined in Chapter Five.

As stated earlier, constant comparison analysis was used to classify data into themes. By comparing, the researcher is able to do what is necessary to develop a theory more or less inductively, namely categorizing, coding, delineating categories and connecting them (Boeije, 2002, p.161). Analysis of the data of urban elementary physical education teachers also involved inductive analysis (Patton, 2002), which places emphasis on patterns, themes and categories of analysis emerging out of the data, rather than being imposed on them prior to data collection and analysis” (p. 56).

The creation of categories of data that the researcher developed from the findings of the study was used in implementing many of the ideas explained by Dey (1993). Categories were developed from interferences from the data, initial and emergent research questions, substantive policy and theoretical issues, imagination and intuition and previous knowledge. These were all key elements of consideration because the researcher found no similar studies in the field related to the subject matter. Lincoln and Guba (1985) stated that the essential task of categorizing is to bring together into temporary categories those data bits that apparently relate to the same content. Then, it is necessary to “devise rules that describe category properties and that can, ultimately, be

used to justify the inclusion of each data bit that remains assigned to the category as well as to provide a basis for later tests of replicability” (p. 347). Finally, the researcher had to be sure that each individual category was produced in the same consistent manner.

Comparison of the data involved a process of separation to find possible variations and similarities. As these variations and similarities were placed into preliminary categories they were again evaluated, and if needed were separated into additional sub categories. Eventually, categories were refined in order to produce data that would provide a substantial analysis. During the course of the comparison of data, the criteria for including and excluding survey information became less vague and more precise. The researcher felt comfortable with discussing implications of the findings once the data was refined to a level acceptable by the researcher.

Participant Selection

First, a search of the Clarksdale Public Schools and Board of Education websites was used to determine if the schools had physical education instructors and classes that meet the criteria for the research. From this information a preliminary list of schools to be targeted was created. Second, a letter of recruitment to the school board of the school system targeted was sent in order to obtain permission to conduct the research. Glesne (1999) refers to this preliminary process as making contact with the *gatekeepers*. This letter contained a biography of the investigator, a description of the research, its goals and methods, the timetable of the research, and all supporting documents that the participating teacher would receive if they selected to participate, including a consent form.

Once approval for research was gained from the school board and the IRB board of the University of Georgia, the aforementioned information was sent via mail to physical education teachers of the fifty nine schools in the area. Criteria used to select instructors for the interview included: (a) ethnic background whether African American or Caucasian American (b) current teaching in an elementary school environment, and (c) certification as a physical education instructor as recognized by the state. The researcher also utilized recommendations by school principals and the Clarksdale Public Schools (CPS) coordinator.

Profile of the teachers

Fifty-two elementary physical education teachers were selected as potential participants for the survey based on the following criteria. First, they had to be current elementary physical education teachers in the public school system. Second, they had to have K-12 state certification. Finally, they had to have a primary or terminal degree in physical education or health and physical education. The criteria for these teachers were confirmed by the athletic director/physical education coordinator of the school system.

A packet was sent to each of these teachers that included a cover letter stating the purpose of the research, a survey and two copies of the consent form, directions on how to complete the packet, a business card with the researcher's contact information, a pen and a self-addressed stamped envelope for participants to return the survey and a copy of the consent form. Follow-up calls to schools were made a week after surveys were mailed out to inquire about each teacher's availability to participate in this study. Of the 31 teachers who participated in this study, 23 were female and eight were male. There were 18 Caucasian teachers and of these teachers 15 were female and three were male. There

were 13 African American teachers, with eight of these being female while the other five were males. Of note is the number of female teachers (N=23) and Caucasian teachers from this group (N=18) for the study. These numbers are somewhat close to the 1998-1999 findings of the National Center for Education Statistics, which reported that teachers in colleges of education and teaching schools tended to be overwhelmingly white (80.5%) and female (74.2%). Graduates from these programs are reflected in the current educational workforce of public schools. Physical education teacher education programs have not been studied extensively enough to make an accurate comparison to the above demographics.

Profile of the school system

The Clarksdale public school system is located in a large urban metropolitan area in the southeast region of the United States and has been in existence since the late 1800's. The system serves approximately 50,000 students. The school system is striving to prepare every child for the future through effective and innovative teaching that meets the needs of the individual learner, while engaging families, teachers, students and the community to fully participate in the educational process.

Policy making is the responsibility of nine members of the board of education. Six district representatives and three at-large representatives are elected to serve on the board. A superintendent, who is appointed by the representatives, handles the daily management of the school system. The system is comprised of a total of 83 schools, fifty-nine elementary (K-5), three of which operate on a year-round calendar; thirteen middle (6-8); seven high (9-12) and four charter schools. The school system also supports two alternative schools for middle and/or high school students, two community schools,

and an adult learning center. Approximately forty-five percent of these teachers have advanced degrees and on average, 15-20 years of classroom experience. Two thirds of the administrators of the school system have either specialist or doctoral degrees and have, on average, twenty-five years of educational experience.

Elementary schools of the CPS

Examining the demographics of the 59 elementary schools listed on the school systems' website revealed several findings. First, total student populations of all schools reported reflected racial backgrounds of Black (85%), Caucasian (10%) and Hispanic/Asian/other (5%). Second, nearly all of the students in the district, particularly the ones that attended schools closest to the city, were eligible to receive free or reduced priced lunches. School populations also tended to increase the further away from the metropolitan area. The average school population of the schools in the system was 425, with the highest total being 756 and the lowest number being 263. Caucasian students made up the majority of school populations in schools that were not within 10 miles of the city.

Data Collection

Pilot Study

A pilot study was conducted in the summer of 2003 during an annual teachers' workshop at a large southeastern university in the United States. The participants were 23 physical education teachers who taught in public schools at the elementary and middle school levels. Teachers who chose to participate were briefed about the reasons for the survey, given a consent form and were required to turn the survey in at the end of the workshop. After an examination of the findings, changes to the survey were made taking

into account suggestions made by peers and the major professor. The modifications to the survey produced more demographic and research questions, which targeted elementary physical education teachers' methods of instruction. Additional questions created dealt with topics related to culturally responsive instruction. Finally in 2004, the survey was renamed and included an updated rationale for the survey.

Description of the survey

The survey instrument used for the study was the *I.M.P.A.C.T.* survey (Culp & Chepyator-Thomson, 2004) designed using concepts and knowledge from previous research projects. Twenty-seven closed and open-ended items were included on the questionnaire. The first 15 items were closed-ended items that focused on the participants' background information such as (a) number of years teaching in physical education, (b) level of students instructing currently, (c) level of education, (d) area that the participant attended school, (e) ethnic makeup of the school population of the schools they attended, (f) race, (g) age, (h) estimate of total number of schools in their classroom and their ethnic background, and (i) teaching awards. Closed-ended items were used in this first portion of the survey in order to examine the demographics of the teachers and to generate a profile of the physical education teachers in the system. Closed-ended items were used to generate background data of participants and to limit bias that can often be a factor in the development of close-ended questionnaires.

Open-ended items made up the remaining twelve questions of the survey. These questions were labeled under the title "research questions" and focused on (a) reasons for choosing to become a teacher, (b) participant's idea of teaching, (c) impact of life experiences on teaching, (d) successful teaching strategies, (e) frequency of multicultural

courses exposed to, (f) communication techniques, (e) lesson implementation, (f) best and worse methods of feedback and (g) additional strategies for maximizing student success. Participants were told that they could be as detailed as they wished in this section of the questionnaire. Open-ended questions were used in order to allow the respondent to express an opinion or a perspective without being influenced by the researcher (Foddy, 1993, p. 127). As expected, there was more overall variation with the open-ended items constructed, but the amount and quality of information received justified the use of the questions.

Validity and Reliability

Reliability refers to “the extent to which research findings can be replicated” (Merriam, 1998, p.205). Since this study is of a qualitative nature, the research is focused more on ensuring that the data is clear and the results are consistent. Often what is found in qualitative studies represents multiple realities. It is appropriate then to assume that the experiences and perceptions of one individual will be unlike the experiences of another even when people are in the same circumstance. Qualitative researchers seek to interpret and represent the multiple realities of their participants and then examine connections between these interpretations in order to develop a cultural portrait of the phenomenon (Russell, 2002). In addition, qualitative researchers are more concerned with the dependability or consistency of the results obtained from the data and that given the data as well as the degree to which the data collected and the subsequent results make sense (Guba & Lincoln, 1985).

Trustworthiness

The individual perspectives of the participants in the study are unique and represent what they perceive as reality. Findings of the research were meant to bring attention to the situation and surroundings from their perspective as teachers. As a result of these perspectives and surroundings, the transfer of possible findings to another study was restricted. What is feasible included developing strategies to ensure the validity and reliability of these participants. These methods were: (a) peer reviews and (b) researcher's subjectivity statement.

Peer debriefing/review

Peer review was conducted with the major professor in order to obtain insight and feedback about the research process and subsequent observations. Debriefing allowed for the researcher to confront biases, keep the goals of the research on track and manage subjectivities. The researcher's collaboration with the major professor in designing the study assisted in ensuring the highest level of reliability and validity for the study.

Researcher's Subjectivity Statement

In order to clarify my position as a researcher, it was necessary to share my background and some of the perspectives that I brought to the study. I received my first degree in the area of Health and Physical Education, from the University of Georgia in Athens, GA in 1999. After obtaining my master's degree in sport administration at Georgia State University in Atlanta, GA in 2001, the opportunity arose to return the University of Georgia and work on my doctorate in Physical Education and Sport Studies. My chosen area of emphasis was in curriculum and instruction in physical education.

One of the reasons why I came back to school was the opportunity to become a bigger change agent than I would be in the role of a physical education instructor in a school system. Also, I felt the need to make a bigger impact on the lives of children and to try to help rectify the dwindling shortage of minority physical education instructors in public schools and higher education. This is a trend that is particularly discouraging because many students of color do not have role models to look to for guidance and support. My opinion is that people generally respond better when they believe that the atmosphere that they are a part of represents them as well. Historically, issues of race and its impact on student learning in physical education has not been a topic that has been discussed at length. The changing demographics of society have constituted a change in this way of thinking, thereby necessitating a change in what is widely accepted as appropriate curriculum.

I have come to the conclusion at this point, from my graduate studies and various teaching experiences that education caters more to a western world conception of what students are and what they are supposed to be. While there have been some changes in what is taught in teacher education programs in regards to multicultural education, teachers still, as a whole, find themselves grossly unprepared to deal with the needs of students of color, particularly in urban environments. These urban schools often have teachers and school systems who are preoccupied with test results, teacher retention, and meeting budgets, while failing to communicate effectively with students.

Additionally, there has been a cultivation of fear on the part of many institutional agencies such as the media that brands urban education as a flawed system in which disciplinary problems are many and minorities are its main constituents. Students have

been disenfranchised because they believe that they do not have the skills to be successful. Coupled with stereotypes and unfounded truths about the behaviors of minority students in the classroom, many teachers also feel as if they have no chance to be effective.

My fear is when instructors have a preconceived notion of student behavior before they begin to teach, that they will govern their classroom methods based on their conception. This is dangerous ground to tread on, because while I believe that all people have stereotypes based on their experiences, it should not lead to defining each learning situation as the same. As teachers at all levels, we should strive to make education useful and relevant. Education in American society in total has been of major concern to educators and requires new methods of problem solving. The face of this nation represents a new generation of people who represent different backgrounds, ideologies, ethnicities and cultures. Our teaching should represent a culturally responsive curriculum to best represent the needs of all.

All researchers bring certain biases and assumptions to a study (Merriam, 1998). This research is necessary to find out the differences in physical education teachers' instruction based on their background and experiences. First, it is my opinion that teachers in urban physical education environments can do better in meeting the needs of culturally diverse students, regardless of the challenges set before them. Second, I feel that this setting can best be examined by exploring participants' perspectives, opinions, and teaching practices. Finally, my experiences in physical education and instruction provide me with enough information to gather data that will reveal significant findings.

Limitations of the Study

This study has limitations that warrant consideration. First, as the primary collector of data, I am aware that I have biases and assumptions that may impact the research process. Therefore, information gathered must be synthesized in a manner that upholds the integrity of the study and best represents the context of the situation observed. A second assumption is that these participants have entirely different manners of teaching based on their experiences, cultural backgrounds, and exposure to multicultural themes in their teacher education programs. The researcher assumes that drawing participants from African American and Caucasian American groups will show that their teaching methods may differ in qualitative and quantitative terms.

Finally, it is important to note that these findings are not meant to be representative of all physical education teachers in urban schools. Furthermore, the research is meant to investigate methods of instruction that African American and Caucasian American physical education teachers use in urban schools. In qualitative research, a single case or small nonrandom sample is selected because the research wishes to understand a particular phenomenon, not what is considered true to the masses (Merriam, 1998). It is the hope that the findings of this research may reveal information to aid in the instruction of students from diverse backgrounds.

Relevant Definitions

Definition of Instruction

For the purposes of this research, *instruction* is defined by Siedentop (1991) as managing students well to decrease disruptions and increase time for learning. This time is also organized with activities matched to student abilities so that an optimal amount of

learning takes place. Instruction of this type is defined by teacher supervised classes with predominate use of lecture, demonstration and feedback. Teacher expectations of students' performances are clarified through the use of examples of correct mechanics. Student progress during practice is monitored with teacher feedback. Thus, the teacher actively delivers content to students with definite and consistent focus on academic learning (Rikard & Boswell, 1993).

Definition of Urban

In order to recruit participants for the study, it was necessary to conduct a search that involved various methods of communication. Additionally, the areas that these teachers work had to be defined. *Urban*, according to the U.S. Census Bureau is defined as all population and territory within the boundaries of urbanized areas and the urban portion of places outside of urbanized areas that have a decennial census population of 2,500 or more (Moskowitz & Lindbloom, 2003). The Merriam-Webster Dictionary (1997) also defines *urban* as "relating to, characteristic of, or constituting a city". The city of Clarksdale then is classified as an urban area for this research.

CHAPTER 4

RESEARCH FINDINGS

The purpose of this study was to examine methods of instruction that African American and Caucasian American elementary physical education teachers use in urban schools. A second purpose was to add to existing literature regarding the instruction of students from diverse backgrounds in physical education. This chapter will present themes and sub-themes that emerged from analyzing survey data using the constant comparison method (Glaser & Strauss, 1967). The analysis revealed methods of instruction that teachers used in their classes, the teachers' educational background and their philosophies of teaching, lesson planning and communication techniques. Culturally responsive pedagogy was ascertained from the data analysis. Implications of these findings are presented in Chapter Five.

Background data of physical educators

Of the 31 teachers who responded to the survey, 19 of 31 (61%) attended college or universities in the southeast area of the United States. Six out of 31 teachers (19%) noted that they obtained an education specialist degree (Ed.S), while 14 of 31 (45%) had master's degrees (M.S., M.A). Only four of the participants attended a private college or university. The teachers attended a medium size (15,000-30,000 population) college or university or a large size (30,000 and above) college or university.

Years of service at the elementary level was another statistic of importance. Seventeen out of 31 of the teachers (55%) had "ten or more" years of service. Six teachers had 1-4 years of service. Five teachers had "twenty or more" years of service.

Three teachers reported years of service as “thirty or more”. The breakdown of these teachers in terms of age was more consistent:

Number of teachers	Age Category
4	24-29
7	30-34
7	35-39
5	40-44
3	45-50
3	51-55
2	56-60

Thirteen of the 31 teachers (41%) noted that they attended primary and secondary school in an “urban” area. Fourteen of the physical education teachers received an award for their teaching, with one teacher listing herself as a former state teacher of the year.

Educational background

The above statistics point to the fact that many of these teachers have advanced training in physical education and have been exposed to a broader range of classroom management and teaching strategies. While undergraduate PETE programs are supposed to assist in introducing these concepts, often a great deal of what is learned in programs gets lost in the effort to complete coursework to graduate. Many beginning teachers have to experience being in a classroom on their first jobs for an extended period of time in order to relearn teaching and management strategies to maximize student success. Despite the reasons why many decide to get terminal degrees in education (monetary, status, requirement), an additional degree certainly adds to the knowledge base of a physical education teacher.

Teachers that attended colleges did so at medium and large institutions that had a fair amount of diversity across gender and racial lines. However, attending schools in these institutions did not guarantee that culturally responsive pedagogy was being taught. Furthermore, multicultural education has only been on the landscape of education for a little over twenty years. This coupled with the reluctance of many institutions to incorporate these ideas into their goal and mission statements has contributed to the lack of education that teachers may have on topics such as these. The overwhelming majority of teachers in this study had taught for fifteen or more years and they reported the lack of multicultural education in their PETE programs.

The development of themes

Thirty-one of 52 teachers (60%) targeted responded to the survey. Due to the amount of information provided by the responders, the uniqueness of this research and the type of survey utilized, it is believed that the information collected is adequate to answer the questions of this study. The construction of themes for the study was based on the representation of answers given from each individual question. For example, if teachers discussed the need for students to participate in activity, then a theme such as “participation” was constructed. A minimum of four responses (with the exception of questions 2a, 3a, 8a and 8b, which no themes were developed for) served as a baseline for the development of a theme. Discussion will now turn to the specific themes uncovered in the responses of the physical educators to questions in the survey.

When applicable, discourse on themes will precede the actual quotes by teachers filling out the survey in order to give the study authenticity and to let the reader hear the “voices behind the responses”. Instead of using the names of the participants with their

quotes, their descriptions will be given based on their demographic data reported. For example, Black male and female respondents will be noted as BML/BFL respectively. White male and female participants will be noted as WML/WFL respectively. Charts for the breakdown of pertinent data for each question will be in Appendix G.

Examination of themes found in the research questions

Themes uncovered in the individual survey questions

1. List several reasons why you chose to become an elementary physical education teacher.

This question produced a wide array of responses, with themes emerging from the data that pointed to gaining inspiration from role models, intrinsic and extrinsic satisfaction and the opportunity to promote lifelong skills.

Inspiration from role models

Inspiration from role models was found to be the main determining factor as to why teachers chose elementary physical education as a career path (13/31; 42%; 7 Black, 6 White). Role models were representative of parents, coaches, physical education teachers and sport figures. This speaks to the influence of environment on an individual as they mature from a child to an adult. The following quotes highlight the above finding:

“My P.E. teacher from middle was the icon of what a teacher represented. She was dressed in white all of the time, from head to toe and she was at all times professional. Her passion for her job was what inspired me the most. I wanted to be better than she was in that I wanted my personal character to resonate with the students. I try to show love and sometimes affection towards the students and in what I do. I take pride in building lasting memories and a strong legacy”. -BFL

“As I was growing up, my teacher was involved in a lot of physical activity, as well as coaching basketball during the afternoons. I marveled at the ability of him to be able to manage dual roles while at the same time contributing to our P.E. class”.
-WML

“My parents were the main reason why I began to teach. Both of them were teachers and I decided to teach in a subject that I loved. Since I was good at sports, I chose to become a physical educator in college”. -WFL

“Sports for me growing up was a way that I could get attention from my parents. In the large family that we had (five), I had the opportunity to shine alone. This was especially true of my dad, who ran in college, so this was something that we both had in common”. -WFL

“I always liked how cool athletes were and I wanted to be a professional basketball player growing up. As I began to realize that my dream would not be fulfilled, I chose physical education because I liked sport”. -BML

Intrinsic and extrinsic motivation

Teachers also noted that they gained a certain amount of satisfaction in seeing their students do well in physical education (10/31; 32%; 7 White, 3 Black). Some of these intrinsic rewards were observing the change that self-esteem and confidence of students had on students as they progressed throughout a single year or over the period of several years in a physical education program. Other teachers indicated that satisfaction came from teaching basic skill development techniques to students. The feeling that teachers received from their idea of “impacting” learning was another topic expressed in their participant responses:

“Sometimes I wonder why I chose to become a physical educator. I guess I was one of those students that struggled in school but was great at athletics. I was not a “poor” student by any means but I got a great deal of attention because of my athletic ability in elementary school and I loved it. I often helped others when it came to sports and athletic skill, so teaching P.E. was a natural fit. I taught my grandfather to swim when he was in his 60’s and I was only 10”. -WFL

“I personally like watching kids who come to my classes that have little self-esteem blossom when they participate in physical activity. Finding activities that they feel they are good at gives a lot a confidence”. -WML

“The change in students from the beginning of the primary school, until they leave is remarkable. I also enjoy being around kids of this age because it keeps me young”.
-BFL

“I guess for me, I like having an impact on students. Many of my students have families who do not take the time to really focus on the needs of their kids. Having the opportunity to make a difference on my students is part of the reason why I teach. I usually don’t even see much change until I see kids as they are about to move to middle school. When they repeat some of the things that we learned in class or can still recite rules, I know that I have done something right”. -BML

“Interesting. I enjoyed what physical education gave to me growing up and I try to remember that and give back what I received to my students here”. -WFL

Opportunity to promote lifelong skills

Another theme that was found in the data regarded teachers that had the opportunity to promote lifelong skills for students (8/31; 26%; 5 White, 3 Black). Virtually all of the respondents implied the importance of this in the response to the first question. The specific need to have elementary school students get a foundation for the development of healthy lifestyles was expressed by the majority of the teachers. Healthy lifestyles included the development of the mind as well as the body through cognitive, affective and psychomotor domains. These ideas are consistent with the principles taught in effective physical education teacher education (PETE) programs. Some statements included:

“I also enjoy teaching lifelong lessons to students. For instance, golf is a sport that I try to introduce every year, especially with it getting so big and all. Some of these children may be business people one day and I try to tell them that they may need to have some knowledge of the skill in order to be able to make some money off of a client one day”. -WML

“Physical education is a good bridge to teaching other subjects that can help my students”. -BFL

“At the ages that I teach, the patience level for the children is better in order for them to be able to pick up skills. I taught for five years at [deleted] high school and found it hard to teach cognitive skills. The emphasis was on sports and discipline and keeping them out of trouble. Children at the elementary age are more teachable in terms of telling them how to be healthy”. -WFL

“I like having kids understand the importance of physical activity to their daily lives. Some of them have even come back to tell me that they try to teach their parents what we learn in class”. -WFL

“I love the opportunity to witness the growth of my students”. -BML

2. (a) What is your idea of teaching?

Teaching as defined in the Merriam-Webster dictionary is representative of:

- 1) The act, practice or profession of a teacher.
- 2) Something taught; *esp.*: DOCTRINE.

Physical educators in this study had differing definitions of what teaching was. These were some of the definitions listed:

“Teaching is the general text of imparting knowledge and information, but it is more than that. You impart positive, realistic substance to individuals, [whether] they want it or not. It’s not just a job; it’s a mission and duty”. -BFL

“Teaching is getting total involvement from kids and emphasizing the importance of good sportsmanship.” -WML

“Filling students’ minds with lifelong knowledge of skills that will help develop them to become healthy adults in the future is teaching, along with challenging students to become more physically active”. -WFL

“Communicating and demonstrating P.E. skills and games to students, along with no morning, afternoon or lunch duties”. -WML

“To teach the whole child and give them help and support. It’s not just academics or P.E. It is socialization, empowerment and life skills that many of the children I teach do not receive at home”. -WFL

“Providing opportunities for student learning through hands-on experiences”. -BML

“My idea of teaching is to prepare students to live physically active, healthy lives by providing a carefully planned scope and sequence of learning experiences”. -WFL

“Instilling healthy habits in everyone, so they can use in and out of the class”. -BFL

“Teaching to me is building stronger youth through heart healthy activities: cooperation, self-esteem, and fitness”. Youth need to be challenged to work to improve, to work together and take care of one another, and improve overall fitness”. -BFL

“Teaching encompasses a global system of diversity, guidance, dependability, determination, patience, innovation, differentiation and creativity. Children are all different, so I think diversity is the most important in teaching a child”. -BFL

“Teaching is being able to communicate effectively with all students”. -WFL

“Empowering students to be responsible citizens”. -WML

“Teaching to me involves providing knowledge to students and making sure that the knowledge helps them become successful”. -BFL

“Teaching in P.E. is about introducing a skill, teaching it and practicing it until students develop proficiency and enjoyment from it”. -BML

“Teaching in my mind involves a mixture of patience, communication, knowledge of the subject by the teacher and getting the students to enjoy what is being taught. I think an overlooked aspect of teaching is listening to students and what they need. This is important in order to meet the needs of the class”. -WFL

These quotes are indicative of the emphasis that these educators as a whole place on promoting healthy lifestyles, teaching physical skills for lifelong use and imparting knowledge to students that go beyond the realm of physical education. All of these ideas were consistent regardless of the gender or experience level of the teacher. In this study, this was an important first question to ask in order to understand the specific methods that teachers in this school system implemented. The next question was an attempt to obtain additional responses from these participants.

(b) Identify three elements that define your idea of teaching.

With the multitude of individual responses given by the participants, it was again necessary to condense the information into categories. Enthusiasm, consistency in teaching, and challenging students were the main areas of emphasis that arose from this question.

Enthusiasm

Enthusiasm (12/31; 39% ; 8 White, 4 Black) centered on the effect that the teacher had on the classroom. The majority of the physical education teachers emphasized that they had the responsibility to make the learning environment an exciting one for students to participate in. These environments included lessons that were carefully planned so that learning goals could be met while students were participating in activity:

“I have found in my 10 plus years of teaching that students have to be able to have fun participating in activities that I present. It is equally as important for the teacher to come in with the proper mental attitude”. -BFL

“Enthusiasm is necessary in physical education, as long as it is not overdone. If students sense that you are faking, then they will be not as likely to participate correctly”. -WFL

“I feel that it is important for me to have some excitement in what I am teaching. I find if I can organize it to be fun, it will be fun for students”. -WML

“One of the worst things that teachers can do to students besides disrespecting them is not creating a positive environment for them to be successful”. It’s unfortunate, but physical education nowadays has to be sold to make it fun and relevant”. -BML

“Whew. My idea of teaching is to be happy about doing it. I think that if you don’t have a good sense of humor or are excited to be in class, then days become longer and longer. -WFL

“If my students see that I am willing to have fun in a lesson that we are presenting, they will be have more fun. As long as everything is placed in a safe environment, it will be okay”. -WFL

“Most of the children I teach benefit from me giving them some fun, while at the same time getting objectives done. If the lesson is exciting, then both goals can be accomplished with little problems”. -BFL

Consistency in teaching

Consistency in teaching (11/31; 35%; 6 White, 5 Black) represented for many the expected level of instruction that was to be seen in their learning environments.

Consistency was discussed in terms of maintaining the integrity of lesson planning and

teaching from class to class and from grade level to grade level. This was noted by teachers as being important so that children could obtain the basic skills necessary to promote lifelong physical fitness and activity. Consistency was also noted as important because of assessments by school principals and state boards of education:

“In order to be a successful teacher at the elementary level, I have had to constantly had to monitor my instruction so that it is consistent from year to year. The unit plans that I create each school year help me stay on track with this”. When I first began teaching, I had no idea how important this was”. -WFL

“Careful planning of lessons helps a whole lot in terms of keeping tabs on classes”. -WML

“I would say that I am required to keep what I am teaching the same, not necessarily the methods that I use to teach. I am too afraid of what may happen to me if our principal thought that I changed the curriculum in place”. -WFL

“Another element of teaching for me is not trying to “reinvent the wheel” in terms of what is being taught”. -BML

“There is a definite progression of instruction that needs to be maintained. If I don’t teach my first graders correctly, when they become second graders, they will suffer a bit before I realize that maybe I missed something the previous year. I prefer to lessen possible transitions by keeping things in order”. -WML

“Lesson planning that is measurable and age-appropriate is an important facet of my teaching”. -WFL

Challenging students

Challenging students (8/31; 26% ; 5 White, 3 Black) was the last major topic that was observed in this area. Challenge was appropriate in order to help assess students learning and to make sure students in classes with different levels of ability stayed motivated. Teachers noted that there must be an emphasis on presenting lessons and activities that are developmentally appropriate to assist with skill development. Also, many of the teachers spoke to the need to understand that students have multiple

intelligences, or what would better be defined as recognizing that children learn in different ways.

“My students learn in different ways, so I have to always recognize that and make sure that all of them are actively involved in what I am presenting”. -WFL

“Challenging students is an important part of what I think teaching is. In this way it is like coaching. In order to get the best out of students, you have to put realistic and obtainable goals so they can get confidence in their abilities”. -WML

“I always make sure that activities are appropriate to the class that I am teaching. There is no feeling in the world like having students frustrated to the point that they cannot enjoy anything. You can lose them for the rest of the unit like that”. -BML

“Challenging myself and the class to do different activities within the scope of the curriculum is an effective method of evaluation for my program”. -BFL

“An effective teacher has to present activities that are developmentally appropriate in order to maximize student learning outcomes”. -WFL

“I also try to get a feel for my class by observing what they do well and the things that they don't do well. In this instance, I do not have to do a lot of instruction, but I can list items for improvement and present them in the next lesson”. -WML

3. (a) Briefly comment on if you feel your life experiences have had an impact on the development of your philosophy.

This question was devised in order to get information from the teachers that could help to explain some of the teaching strategies implemented in their classes. The researcher additionally wanted to determine if the elements that defined their ideas of teaching and the reasons that individuals chose to become physical educators had anything to do with their life experiences.

Participants overwhelmingly felt that life experiences assisted in their development of teaching philosophies. Most teachers answered this open-ended question by merely stating “yes”. Others gave comments that reflected their family upbringing, participation in physical activity and training in their field of discipline:

“My life experiences have definitely had an impact on the development of my philosophy because I was brought up among relatives who are/were teachers and gave me the opportunity, encouragement, and the self-esteem to become an important factor of sharing knowledge with others”. -WFL

“My life experiences have had a great impact on my philosophy. My upbringing and parents’ philosophies are my philosophies as an adult”. -WFL

“Yes, because I have been involved in several sports. Gymnastics was my love in high school and it continues to be one of my favorite units to teach”. -WFL

“Most definitely. Many of my students have returned to tell me that they have been enriched through my efforts and several have chosen to get degrees in physical education”. -BFL

“Yes, my life experiences have had a big impact on the development of my philosophy. I try to instill in each child why exercise/movement is important for a lifetime”. -WML

“Definitely!” Life experiences whether good or bad help a good teacher assist their students. If I’ve made a mistake or done something in the wrong manner which ends up in a mess, I learn from that experience and try my best to pass that knowledge on to my students. My philosophy is always being tweaked. One cannot stay stagnant in one’s beliefs of teaching. The children of today are not the same as they were 10 years ago. There is always room for improvement and growth.” -WFL

“My life experiences have certainly created/dictated the character of who I am now. Each day I have been molded into [an example of] integrity, honesty, fairness and commitment. My beliefs are honest and sincere and resonate in my relationship with my students and my philosophy. I had to live the experiences so that my inevitable journey would culminate into the person that I am now.” -BML

The second part of the question attempted to gauge the extent to which the experience of teacher influenced the teachers’ relationships with students:

(b) How do your background experiences influence your teaching methods and relationships with students?

The responses to this question uncovered themes related to family (14/31; 45%; 9 White, 5 Black), inclusive teaching (9/31; 29%; 7 White, 2 Black) and empathy in regards to student’s social class (6/31.; 19%; 3 Black, 3 White). Primarily, the answers

given by participants alluded to the need to recognize different situations that students in their classes experienced. Examples of these comments are as follows:

Family

“My background experiences have influenced my teaching methods and relationships with students by first being a parent and raising my own children. I establish a relationship of respect, concern and dignity among students and create an open-door policy of communication as if they were my own. My teaching methods reflect the needs of my students in order for them to experience success”. -BFL

“I come from a loving family. Both parents are still living and married. I love my job and my students realize this. They know they will have fun in my class no matter what unit we are on. I can usually tell this by their comments and enthusiasm for the subject”. -WFL

“Being a product of a family of educators has definitely had an effect and influence on my teaching style. I greet each child every morning at the door and I try my best to pass on a smile, even on days when I don't feel the greatest. My family always showed love and compassion for their students and their children. I have no children of my own and I show all of the children I teach that I love and care for them.” -BFL

“I too have wonderful memories and experiences that I relate to my relationship to my physical education teacher, who I considered a second mother. She recognized the talent in me and moved me in the proper direction. I thank her still today.” -WFL

“I would have to attribute my family to being the main reason why I do what I do in class. My family always communicated a lot and in many of the children I teach, I can tell that talking to parents is not something that a great deal of them engage in”. -WML

Inclusive teaching

“I grew up in an environment in which everyone participated in activity, regardless of race, gender, or how much someone had. I try to bring out what I learned from my experiences to my students so we can all learn”. -BML

“My background is different from the students I teach as well as the region that I am originally from. When teaching and conversing with students, I try to make sure I include things about the beach or types of food, to give the students experiences that they may not have had or have ever heard about.” -WML

“I had the opportunity to participate in a lot of sports growing up in the north, which are not traditional activities in the south, like lacrosse and field hockey. With my

students, I try to give them options and modify activities so they can learn something new for their benefit”. -WML

“Being in the minority as a teacher in the school system has allowed me learn from my students and bring some of the things from my culture into the classroom. We try periodically to introduce new games into my class and discuss where they came from and the significance of it”. -WFL

“Being limited in the activities that I could do in the 60’s as a girl growing up, I pay special attention to the girls in my class so that they don’t feel left out”. -WFL

Empathy in regards to social class

“Having been raised as a ‘poor’ student with little to no resources, I empathize and understand the plight of my students. My experiences have allowed me to create a better, challenging environment for my students. I can identify with many of their circumstances, thus developing a bond of confidence and trust that works in my best interest”. -BML

“I was raised in a different “social atmosphere” than my students, so I try to look at what they are doing and compare it with what I did at their ages. I find that I relate better with my students when I talk about age and how things were for me growing up. I will never be able to fully understand what they go through on a daily basis. For me, I can always drive home or choose to take another job. A lot of my students don’t have that luxury.” -WFL

“I grew up in a rural environment, where I didn’t have much. Many times, I had to rely on my relationships in school to make me forget about what I didn’t have. Physical education and sport played a huge role in this, so I try to incorporate sport as fun for my students”. -WML

“Knowing that my students are limited financially in the sports that they can participate in, I sometimes modify activities so that they can at least have an understanding of other options that may be available to them down the road”. -WFL

“The same neighborhood that I grew up in, I am fortunate enough to be teaching in. It gives me credibility with the students and their parents because I feel as if they trust what I am saying more. I think that I serve as a good role model for many of my students, or at least I hope I do”. -BML

The correlation between background experience and relationships with students was a strong one based on the survey responses. These teachers showed a love for working with children and a willingness to be accessible to them. Teachers showing this concern

strengthen the philosophy of role-modeling and are an example of the impact that a physical education teacher has on their students.

4. Identify three successful teaching strategies.

As this survey attempted to find out information related to methods of instruction, this question was generated to uncover practices that made these teachers successful in urban school environments. Successful teaching strategies covered in books or in teacher education programs tend to fail a teacher upon entry into his or her first job experience. It was important to determine what teachers in this particular school system deemed as successful teaching to compare it to what is generally accepted as common practices in PETE programs. Reviewing the data that participants put down for this question revealed strategies that represented (1) adherence to rules and guidelines (11/31; 35%; 6 Black, 5 White), (2) teacher/student modeling and demonstration (9/31; 29%; 6 White, 3 Black) and (3) including everyone in activity (5/31; 16%; 4 White, 1 Black).

Adherence to rules and guidelines

Not surprisingly, physical education teachers felt that adherence to rules and guidelines proved to be an effective method for developing and maintaining success for students in their programs. Rules for them were to be set early in the year and maintained throughout the year, especially as a reminder to students about appropriate classroom behavior. Many believed that rules should be posted and implemented in class competitions that placed an emphasis on class behavior. Involving the students in this activity in order to “self-police” the group, as one teacher put it, assisted in teaching decision-making and responsibility. This consistency in rules was stated as necessary for children across all elementary grade levels:

“For me, what works is that students have a combination of direct instruction with particular emphasis on rules and guidelines that are created at the beginning of the year and enforced regularly”. -BFL

“Rules and guidelines need to be noted for students. It serves as a sort of contract for the class that students are responsible for”. -WML

“I have found that letting students be responsible for their behavior works well. I design rules at the beginning of the year and students from different classes compete to see who follows rules the best during the set time period. This form of competition between classes, allows me to get more done”. -WFL

“Consistent rules across grade levels in the school works as a strategy for me. Teaching younger classes translates into the older classes, because they already know the rules and the consequences for breaking them”. -WML

“I keep rules and consequences posted through out my gym so that students can’t say that they haven’t seen them. Other teachers see the rules and are aware that I mean business and don’t just let our students play”. -WFL

Modeling and demonstration for teachers and their students

Teachers in this study cited the importance of modeling and demonstration as an effective teaching strategy. This is a relevant finding considering the prevalence of children imitating and mimicking actions of others during primary ages. Physical education teachers placed emphasis on infusing different types of learning into the environment most notably, direct instruction, guided discovery, teambuilding exercises and learning stations. Student demonstration was discussed in terms of allowing them to practice what they learned from the teacher and measure the effect to which the original instruction assisted in the retention of skills:

“When I started teaching, I made the mistake of not demonstrating correctly how to execute a skill. This is something that should not be overlooked”. -WFL

“Teaching strategies for me utilize different types of instruction based on what was being taught for the day. For first introducing an activity, I try to use as much direct instruction as possible, because listening to the directions and getting the rules down is the most important for me in teaching”. -BFL

“Being able to demonstrate the skills and have students demonstrate them after they are seen helps to reinforce what was learned”. -BML

“I have my students demonstrate new skills/themes learned in class during my introduction and closure to each lesson. This also allows time for review and gauges whether students met the objectives and purposes of the lesson”. -WFL

“With the amount of students I have, one of the techniques I use is peer modeling. I will pair students who model the correct movements with those who do not. This way, I can spend more time moving around to give feedback to everyone”. -WML

Inclusion of students in activity

Having all students take an active role in the physical education class was a final theme found regarding the question of successful teaching strategies. Some of the main points listed were that everyone should participate in order to cut down on possible disruptions to the learning process and that different “leaders” needed to be implemented to assist with this. Cooperative grouping was mentioned by a couple of teachers as a means by which students had to depend on one another to accomplish tasks set forth in lessons. A few of the teachers lamented over the fact that participation is harder to obtain in classes now than in the past. However, it was clear by the participant responses to the survey that the consensus was that participation promoted appropriate classroom management procedures:

“My classes have always gone more smoothly when I have had 100% participation. It gives me less to worry about and fewer people to watch”. -WFL

“Cooperative grouping allows me to plan ahead by getting small groups of students in as many activities as possible. Rotating them from activity to activity keeps them moving and utilizes possible “down time”, which is unproductive”. -BFL

“With class participation being harder to obtain, I am left with inventing creative methods for children to take part in activity. Most of the time, this centers on progress charts that I make for my classes that they can use to compete during the year”. -WFL

“Students need to be involved in a fair amount of individual and group work. There must be appropriate balance in this so that students can understand benefits and detriments to both. My classes however, typically emphasize group work more than individual work”. -BML

“There is little excuse for students to not participate in activity. It seems to be strangely addictive if not corrected. Other students will want to not participate as well, feeding into “peer pressure”. -WML

“Letting students consistently not participate in activity sets a bad precedent, therefore, I try to involve them in as much group work as I can”. -WFL

“I utilize “class leaders” when possible. This tends to keep students attentive more often and the leaders have to make sure they are instructing correctly so they will not be embarrassed being in front of their peers. -BFL

The next question dealt with exposure to multicultural concepts.

5. (a) What type of multicultural teaching styles/methods did you receive while obtaining your certification/degrees?

As outlined in chapter 1 of the dissertation, the population of the United States is becoming more culturally diverse and changing the dynamics of students found in urban schools. This question was posed to educators to discover whether teachers were exposed to multicultural concepts in PETE programs. Themes related to the type of education received (16/31; 52%; 9 White, 7 Black) and relevance of multicultural education (12/31; 39%; 8 White, 4 Black). Respondents answered in various ways:

Types of multicultural education

“Multicultural?” The only cultural type teaching styles consisted of different learning styles: auditory, sensory and visual. Plus adaptations for students with physical and educational needs were part of classes”. -WFL

“Maybe two or three classes maximum-on how to be sensitive toward the poor or lower class.” -WFL

“We had courses that addressed issues through its focus on developmentally appropriate practices and how to develop an anti-biased environment. Issues of

multiculturalism and diversity such as awareness of cultural influences and diversity of the students will be part of the classes of the future in my opinion”. -WML

“The only thing I have had in this school system dealt with African Americans in an infusion workshop”. -WFL

“The basics.” I received multicultural training in the city at [school deleted]. -WFL

“While getting my bachelors degree, I was well trained in working with students who had disabilities. Once I started my master’s degree pursuit, I learned how to work with student of different nationalities. For these students who do not speak English, I would use hand gestures or have someone who spoke their language to sit next to them and translate for me”. -BML

Relevance of multicultural education

“Multicultural classes only left me with the understanding that everyone is different. Personally, multiculturalism is just a buzzword that will be left alone in three years”. -BML

“It wasn’t very relevant in school. Now I try to plan activities that facilitate understanding across cultures and respect cultural differences. The history and meaning of different traditions and their value system is something I cover in class”. -BFL

“I had some training, but I really did not see it as helpful. Our school at the time was primarily White and honestly, I don’t think that many of us at the time would have been ready for it. -WFL

“Multicultural education was not that much of an issue that we discussed. I really do not see much relevance now, particularly since we have become more global. -BFL

“We briefly covered multicultural education in my classes, but a class can only go so far. There are a lot of nationalities today and I don’t know how we are going to keep track of them all”. -BML

In order to assist in determining whether multicultural training or courses were beneficial to the teachers, this next inquiry was posed. Themes related to applying multicultural concepts in the environment and indifference in attitudes regarding multicultural concepts:

5. (b) Do you feel these experiences aided you in helping to meet the needs of students from different backgrounds in your physical education learning environment?

In general, many of the teachers that had one to five years of experience had multicultural training or were exposed to concepts in the subject matter in their PETE programs. This trend was also reflected in teachers who had education beyond the first degree (M.S, M.A, Ed. S). Practical experience with diverse learners in the school system was of a greater benefit than what was presented in a textbook or seminar. It was found that most participants who spoke of multicultural education did so in terms of only race and language difficulties. Application of multicultural concepts (16/31; 52%; 10 White, 6 Black) and indifference to multicultural concepts (7/31; 23%, 4 White, 3 Black) were themes that were found in this question.

Application of multicultural concepts

“The experiences I acquired in college helped me, but I learned even more when I began teaching and working with the students first hand. They taught me to be careful not to leave anyone out because of a language barrier”. -BFL

“Most definitely. I had no experience with all African American students. I grew up in [deleted] County and went to very rural schools. I had no idea of all the games and traditions of their culture. I am now able to infuse their culture in my P.E. classes”. -WFL

“I guess. I am a stronger person for it and I have had no discipline problems, where I had many at [school deleted]”. -BFL

“Yes, I feel these experiences have aided me in helping to meet the needs of my students and establish an open mind”. -WFL

“Being introduced to multicultural education in my student teaching gave me a better understanding about the type of commitment I would be making if I decided to teach students from different nationalities”. -WML

“Overall, I think the courses helped me to identify more with my students”. -WFL

Indifference in learning multicultural concepts

“These experiences aided very little. Text book styles are very different from actual experience. You need lower income community experience”. -WFL

“Sort of. It really doesn’t matter what type of children you teach. A child is a child no matter what their background is. Showing that you care about them and disciplining them fairly and appropriately will gain you a lot of respect with any child”. -BFL

“No. Teaching multiculturalism is a weird task”. -BML

“I don’t see the point in learning about multiculturalism, because of the fact that I personally don’t like discussing differences. The concept is [like] beating a dead horse”. -BFL

6. To what extent are your lesson plans and curricular outcomes impacted by the ethnic makeup of the physical education environment?

This question was posed in order to measure the extent to which physical education teachers create lessons that take into account the needs of their students. Also, the researcher wanted to find out how much of a role the curriculum of the school system played in the design of teachers’ lesson plans. Since many of the teachers indicated that they had multicultural experiences, it was necessary to see if these educators put the information that they learned into practice. Themes that emerged from the data were indicative of lessons impacted based on ethnic influence (14/31; 45%; 8 White, 6 Black), lessons impacted based on curriculum influence (12/31; 39%; 7 White; 5 Black), or lack of ethnic impact on lessons (4/31; 12%; 3 White, 1 Black). Some examples of statements were:

Lessons impacted based on ethnic influence

“Looking at my lesson plans, one could not tell which ethnic group is being taught with the exception of African American History Month”. -BFL

“The biggest impact is with dance. I had been used to teaching square and circle dances. To get the African American [students] interested, I have to add in their types of dances. It can be a little intimidating for a Caucasian teacher to teach dance to African Americans when you yourself are not the greatest”. -WFL

“My lesson plans and curricular outcomes are impacted greatly when I am teaching rhythmic and gymnastic activities from different parts of the world”. -WFL

“My lesson plans are directly impacted by ethnic make-up. They are often simple and have to be of lower expectations because if they are too complicated or hard, lessons result in chaos and major behavior problems in the class which usually lead to physical altercations”. -WML

“Some. A few of my students speak a second language and don’t understand a lot of English. I work one on one with them when doing written assessments. I also have an ESOL teacher that gives me advice about demonstration when teaching which I do anyways”. -BML

“I have always thought that you need to teach to the learners in your class. I have a large percentage of minorities that I teach. It is important to keep students interested by infusing their culture into some of the lessons”. -WFL

Lessons impacted based on curriculum influence

“My lesson plans are the reflection of the [deleted] public school system’s elementary physical education objectives. I include lead-up activities to reinforce learned skills and allow students to implement skills as they are being introduced to new games that reflect other cultures to broaden their horizon.” -BFL

“I serve all in this school and offer many sports from different parts of the world. For example, we play hockey, kin ball and lacrosse from Canada, cricket and shuffle board from England, as well as most of the traditional “Olympic” sports”. It has more to do with the curriculum that I had in Canada and the adjustment that I had to make to this curriculum here in the U.S. -WML

“The curriculum dictates what I present in class. If it were more representative of ethnic concepts, then I would teach them. I don’t feel comfortable yet introducing it in my lessons”. -BML

Lack of ethnic impact on lessons

“None. Sports aren’t racial and lesson plans shouldn’t be either”. -BML

“The ethnic makeup of my school environment has little or no impact on my lesson plans and curriculum outcomes”. -BFL

“My lesson plans are not impacted much, because I am flexible with the particular student’s needs and limitations. I keep the overall objective of the curriculum the same. Everyone is given the same information and any attempts by them to be successful are honored and acknowledged”. -WFL

“No. It is enough to just try to keep a consistent lesson plan working. That is a job in itself”. -BML

“I am not sure if I included multicultural considerations in my lessons, if it would make a difference anyhow”. -BFL

The next question in the survey dealt with physical education teachers’ methods of communication.

7. Are you aware of certain ways to take into account communication, cultural or ethnic differences in teaching students in your physical education environments? Please share one or two ways.

Communication for these teachers was primarily considered in respect to language differences, primarily Spanish. Most felt that English was the appropriate manner for connecting with students and if they needed additional support for non-English speakers, they enlisted help from other staff members. Communication by demonstrating the desired response was also mentioned as a way to break down language barriers for children when teaching a new skill. Themes were divided into communication to students by language (17/31; 55%; 10 White, 7 Black) and communication to students by other methods (i.e. demonstration, techniques) (12/31; 39%; 8 White, 4 Black).

Communication to students by language

“Yes. I provide communication (written) in the language of the students. I also utilize staff members who speak the language to help communicate with students”. -WML

“When communication with someone who is not strong in the English language, I use more demonstrations and brief/short directional sequence steps”. -WFL

“Weird question. I speak English, they understand English.” -BML

“Yes, I am now aware of the differences in communication and the challenges that exist for those students who speak no English. I try to sound out, use hand gestures, have someone demonstrate or use someone else to communicate (translate). As a result, I try to keep my introduction and teaching to a minimum. Also, because of cultural dressing and attire, I am clear in making sure the students dress appropriately”. -BFL

“At my school, we have a small Hispanic population. I implore the other students who speak and understand English to help me with communication”. -WFL

“This may seem incorrect, but what works well for me is talking slower with students who are grasping the language”. -WFL

Communication to students by other methods

“The only thing that I make sure I do is to demonstrate while teaching”. -BML

“Communication must be in small or minimal group sizes. The smaller the class or group, the better the control, behavior problems and physical altercations are minimized. Students also must be separated (personal space) and under control (calmed down) before any activity. Complete attention (no moving or talking) before any physical activity occurs is also important in my opinion”. -BFL

“I am aware of differences, but often I do not adjust for it because it takes away from instructional time in the classroom”. -BFL

“Each year the school observes and participates in a “Cultural Diversity” concept unit where students learn games and customs of other cultures. -WFL

“By all means. I use communication by phone, communication logs, newsletters, letters and conferences.” -WML

“Staying in touch with their music, what shows they watch and what is hip at the time. When you can relate to the kids and their everyday life, it shows them that you are not here for just a paycheck, you are actually here for them”. -WFL

“Posters and signs with different languages work very well in my gym.” I also use the same word in different languages for directions that I give out to students. This helps in learning the language and overall learning for students in my opinion”. -BFL

8. (a) Please list in order of 1 through 6 how you present a new lesson, skill or task:

Begin with history or background____

Refer to activities that may be similar____

Teach skills____

Teach rules____

Apply skills and rules to the game____

Other: _____

Nearly all participants 24/31 (77%), stated that they began their lesson with presenting the history or background of the activity. This question was broken down

further into categories based by gender (females, N=19; males, N=5) and race (Black teachers, N=10; White teachers, N=14). The next biggest category noted was referring to activities that may be similar, followed by teaching rules and skills and then applying them to the game. In the category listed “other”, a few teachers put safety rules as an answer. In retrospect, the researcher would have listed the order of the possible responses in a different manner because of the possibility that participants may have been influenced by the choices given. The choices given are consistent with the methods that are commonly used in presenting new topics in physical education classes. Part two of this question attempted to explain the rationale for the teachers’ lists.

b) Please provide additional information as to why you chose this particular order.

Comments that explained the choices of the physical education teachers included were categorized into instructional methods. The two themes were representative of the two biggest responses to question 8(a)-beginning by introducing history (24 individuals) and background as well as referring to similar activities (three individuals):

Introducing history and background

“I teach what is known to what is unknown. Then I use the skill in a student challenge before I would put the skill into a game. When the skill is used in a game, depending on the grade level, I would teach the rules and background of the game (mainly 4th and 5th). K-3 [grades] is mainly focused on the skills itself”. -WFL

“I usually begin teaching my classes the history and background to get them focused on the application of the activity. However, all physical rules, safety rules and expectations must be addressed before **any** activity occurs”. -WFL

“To began with the history or background of a new lesson helps students to develop an awareness and appreciation for different cultures that they may encounter in their lives. I basically limit my instructions to one idea and I am very brief. I usually base my instructions on cue words/phrases and observations”. -WFL

“Starting with a history and background of the skill is the easiest for younger students to comprehend”. -WML

“Beginning with a history of the sport or activity is a part of the cognitive aspect that I discussed earlier, it also helps students to get an idea of the importance of the activity and if they have seen anything like that before.” -BML

“Background to me is most important. I feel that I have better knowledge of the subject matter when I am able to know the history of the activity”. -BFL

“A short background introduction to the activity helps my students. I find that as they get to the next grade level, it is less to introduce again. It also starts them thinking about other activities as well and gives them a time frame for when certain activities started. I also try to relate to my students, the things happening in the world [at the time] and why certain activities are important to certain groups”. -WFL

Referring to similar activities

“My particular classes of students have difficulty listening, focusing and following directions. It is important to go over rules with feedback for safety reasons”. Adding similar activities to my beginning teaching helps them to focus better in my opinion”. -WML

“At the elementary level the *game* is not as important as *teaching* the skills. Once the skills are taught or introduced then it may help to reference a skill from another sport the child knows about or has played”. -WFL

“I like to begin with reference to activities that are similar. The reason I chose this first is when I teach handball or a skill that they have no clue of what it is, it is easier for them to visualize what it might be like”. -BFL

“Before I introduce a new skill, I make references to a similar skill, associated the connection with the new skill and blend into the background. I take in questions on the classes experience and knowledge of the new skill. I proceed with rules before the skill itself because my students tend to become excited and anxious at learning the skill that I can’t get them to sit still long enough to focus on the rules. We finally apply the skills as we are constantly reminded of the rules”. -BFL

“Similar skill introduction for me, assists in helping them learn faster, I also don’t like talking to much too my classes if I don’t have to”. -WFL

Physical education teachers in this system were shown to be creatures of habit and technique. This further solidifies the argument that physical education is more than just “rolling out a ball”. It is clear by these responses that effective physical education

teachers are aware of the needs of the students in their classes and attempt to maximize learning in the cognitive, affective and psychomotor domains.

9. Please describe how you use verbal and non-verbal communication in your classes to interact with your students.

An undercurrent of the hypothesis for this research was to find out what methods of communication existed in urban physical education classes beyond what is spoken. With differences in students based on race, culture, gender and social class, this question was framed to discover additional methods of instruction that went beyond the scope of what is found in teacher preparation programs. The main themes found in this data set were organized into the categories of verbal feedback (18/31; 58%; 11 White, 7 Black) and non-verbal feedback (12/31; 39%; 7 White, 5 Black):

Verbal feedback

“I don’t use a whistle in my classes. I have a countdown from 5 to 1. The students know on one they are to freeze and sit where they are. When they are talking when I am trying to talk, I remind them “My time, your time”. -WML

“Discussion is always short to maximize class active time. I raise my hand and they raise their hands with the understanding that they need to be quiet and listen for directions”. -WFL

“Verbal feedback I use includes giving directions, closure, discussion and discipline. This seems to work faster and lessens any miscommunications”. -BML

“I use verbal communication quite often when giving praise and feedback. There are times when I use eye contact or body gestures to acknowledge situations, but this is rare for me. I am not that effective with it [non-verbal]. -WFL

“I am constantly moving around the gym. I talk a lot in the beginning than taper off considerably the last half of class. I physically show students skills. I help them move (physically) to attain success in a skill”. -WML

“Most of the verbal feedback that I use besides my voice is by utilizing other students who model appropriate behaviors well. This actually helps me to not lose

my voice and students tend to listen more to a peer depending on what is being presented”. -BFL

Non-verbal feedback

Non-verbal feedback I use are high-fives, pats on the back, eye contact, the “teacherlook” (the ones mom’s give when their child is not doing what they are supposed to do), and standing close to a child who is off task (proximity)”. -WML

“I use hand signals to make sure students are looking at me while giving out instructions. I also have rules on when to listen, especially when handling equipment and leaving the gym”. -WFL

“Non-verbal communication is used frequently during each lesson. Due to the poor acoustics in the gym, I use hand signals for movement of my students. I also use gestures that give students feedback about their behavior and/or skill performance”. -BFL

“I use eye contact, facial expressions, body posture and often I will change my dictation of voice to a mild one but yet firm when I need a desired response from students”. -WFL

“The school system has a classroom management system of non-verbal communication that I adhere to. I also will use a whistle or clap my hands to signal activity”. -BFL

“Props are useful if they are done correctly. Students can get an idea of what is supposed to be happening”. -WML

“I often have a set of stares and facial expressions that I will use to get my point across. By the time students get to the point of almost matriculating out of school, they know what the stares are for. Most of the time, I don’t use any non-verbal communication unless I mean business. My gestures are not always negative however”. -WFL

The sampling of answers from the survey pointed to varied uses of communication techniques for these teachers’ classes. Interestingly, the non-verbal tactics used by teachers were usually in the areas of classroom management or discipline. Verbal communication was used to move students around in space during activity or to give feedback. Feedback was a topic of question 10 of the survey.

10. What do you consider the best and worst feedback approaches you use in your physical education classes?

Themes were divided into best and worst practices, but also noted were factors related to gender. Eighty-three percent of the women (19/23; 7 Black, 12 White) thought that students performed better when they were used either as an example for demonstration to the rest of the class or when they were praised in front of class. Sixty-three percent of the men (5/8; 3 Black; 2 White) thought that explaining details of what was done correctly and giving students the chance to talk about what they wanted worked better. Seven individuals did not respond to this question.

Best practices were divided into themes of feedback utilizing students (19/31; 61%; 13 White, 6 Black) and feedback initiated by the teacher (5/31; 16%; 3 White, 2 Black).

Best practices utilizing students

“I found that it is better when the student can complete the task without my assistance. Often they will inform me that they practiced the skill at home or on a team that they participate on”. -WML

“The best feedback is the mailbox we have in the gymnasium. The student leaves notes on what they liked and didn’t like and suggestions for future activities”. -WML

“Often times, I have found if I have talked to students and showed them what to do, I can use the students better to help model an activity”. -WFL

“I have students assist in my feedback process because it is sometimes difficult to manage everyone and give equal attention with the amount of students I have in the classroom”. -WFL

“I periodically stop at times during a lesson and ask student what they have learned from the activity. This helps them to retain what we go over”. -BFL

Best practices initiated by the teacher

“One way that I have found works well is when a student performs a skill particularly well. I stop all activities and let the student demonstrate the skill along with giving him or her praise”. -BML

“Verbally commenting on the behavior. I want to see the behavior, use the child’s name that is performing the behavior I want and then give positive feedback”. -WFL

“Specific feedback for students works almost every time for me, as long as you state what is incorrect and how to correct the problem”. -BFL

“The best feedback that I have used is including everyone. I make sure that each student is aware that I am watching them. This encourages time on-task and makes each student feel important which enhances self-esteem”. -BFL

“Explaining what it was that they did or did not do correctly in detail with positive reinforcement to follow”. -BML

“Praise works the best in my classes. I constantly go up to my students one on one and tell them how great they are, good job, ask them how they learned to be so good etc...”-WFL

“My best feedback comes when I give the students an opportunity to speak on their personal experiences because it puts them in the lesson. When I have the students repeat important cues during the discussion, it is effective, because I am able to recall those same cues and they can repeat them without prompting”. -WML

Worse feedback practices were placed into the category of techniques and strategies:

Worse techniques and strategies

“Take home information (packets, sheets, etc.) are not good methods of feedback, unless I offer prizes. Most never make it back”. -WML

“The worst feedback to me is asking students whether or not they liked an activity out loud”. I seem to get more truthful answers when I get them to use the mailbox because it is private and maintains anonymity”. -BML

“The basic “good job” is horrible. Students do not really know what is good about it”. -WFL

“No feedback at all or very limited general responses do not work well in classes that I have taught or observed”. -WFL

“The worst feedback that I have seen was a teacher embarrassing the student with negative feedback in which the student felt personally offended. This caused the student to shy away from all physical activities for fear of being reprimanded”. -BFL

“Condescending remarks and negative facial expression by a teacher do not help situations”. -WFL

“Individual feedback to a student can be bad when the class is lining-up because the rest of the class has to wait which spends an awful amount of down time”. -BFL

“Focusing on only the negative aspects of a child’s behavior or yelling at a child in front of his or her peers”. -WML

In sum, best feedback practices according to this group is specific, highlights appropriate behavior or skill completion, involves the students and includes praise. The worst practices result from focusing solely on what students are doing wrong, giving general feedback, using inappropriate remarks and exhibiting negative body language. Mosston and Ashworth (2002, p. 46) refer to feedback as having the power to shape perceptions, personality and one’s view of humanity. It is clear that these teachers strive to maintain the integrity of their students and physical education programs.

11. What have you used in your physical education classes or other related settings to handle misbehavior or unwanted traits? Please describe one example.

Again, this was another general question devised to find out about urban physical education teachers’ methods of classroom discipline. The goal was to find strategies that could be presented to students in PETE programs for them to implement in their classroom procedures. The data produced themes related to use of written documents to curb behavior (20/31; 65%; 12 White, 8 Black) and using verbal and non-verbal routines to deal with unwanted traits (8/31; 26% ; 6 White, 2 Black). There were no major differences based on race or gender. The physical education teachers stated:

Use of written documents

“Time-out sheets are used in my classes. Misbehavior by students causes them to sit down and write what they did wrong. Letters home to parents or guardians are sent with them required to bring back their parents signature”. -BFL

“My students usually are subjected to a warning, and then they sit out for five minutes. If that does not work, they must read and summarize health articles”. -WFL

“I have my students write about their behavior, if that does not work a parent conference is made”. -WML

“If my students are misbehaving in classes, I usually have them do an assignment. I generally tell them that wasting my time is a waste of their time. The assignments that I have are usually related to health and physical education so that they will hopefully learn something about their behavior”. -BFL

“After a period of having them write about what they are doing in the classroom, I will send a note to the parent or contact them at home in conjunction with the assistant principal”. -BML

“Since behaviors in my classes are both individual and group related as well, students who misbehave to an extent have some influence on the overall conduct grade of the class. Students who are off task are told to mark on the big board, their name and what they did and we discuss it after class”. -BFL

“Notes to homeroom teachers assist me in keeping student in line. After three, they have to do some work for me in my physical education class, before they can participate”. -WFL

Use of verbal and non-verbal routines

“I praise and reward positive or good behavior with extra P.E. time. I have class rules that range from a verbal warning to time out”. -WML

“I try to find the behavior I want to see first, commenting positively on that behavior. If that doesn't work for some, then I will place a student in time out and talk to them about how to correct that behavior. If there is no improvement of behavior, I will call parents”. -WFL

“Use “time-out”- when a child misbehaves, I tell them that they must sit on the side and reflect about their bad behavior. He/she may get 1, 2, 5, 10 or 15 minutes in “time-out”. The time must fit the crime”. -BFL

“First there is a time out system, followed by contacting parents, then the homeroom teacher is contacted about unwanted traits in order to get support and if misbehavior continues, the student is not allowed in P.E. for a few days”. -BFL

“Class orientation is used to get the standards and expectations in order and stated at the very beginning. This is something that I stand very firm on from the beginning of the school year”. Using management strategies, students are given the opportunity to get along with one another to work out their problems, while the rest of class continues with the lesson”. -WFL

“Some strategies that I use are standing in close proximity to them, keeping my vision on certain children in class, anticipating what could happen, time-out, talking to them one-on-one in class, providing written assignments and calling parents. It varies with the situation”. -BML

“One young man refuses to cooperate in any of my classes, or anywhere else unless I call his parents the day before. I can then remind him of the phone call. I separate him from class for 5-10 minutes and sometimes if the behavior changes, I allow him to return. If the behavior worsens, he is not allowed to participate in the next class meeting. He can come to class, but he must watch. Sometimes I allow him to serve as my equipment manager, or assist me within close proximity. I have to continue a dialogue with him throughout the day in order to develop a relationship where he trusts me. It is hard, but I feel it is worth it”. -BFL

The majority of students choose to cooperate and participate positively in the education setting (Darst & Pangrazi, 2002, p. 154). However, if students choose not to cooperate, it can make the learning environment undesirable for everyone. Time-out was the most prevalent method of discipline for unwanted traits for these teachers. Many stressed that it was important to make sure that the classroom teacher of the student is involved and informed of misbehavior as well as the principal and parents. It would appear that these teachers have a set routine for handling behaviors that was developed in conjunction with their schools' policies.

12. Please share any other strategies that you have implemented in order to enhance your teaching and maximize student success in your classroom.

The final question of the survey was written in order to give the teachers an opportunity to share techniques that they found helpful in their experiences. As expected the strategies were varied and reflected the differences in the types of classes that teachers taught. Themes represented participation (12/31; 42%; 9 White, 3 Black), teacher preparation (9/31; 29%; 5 White, 4 Black) and having consistent routines (8/31; 26%; 5 White, 3 Black):

Participation

“The use of cooperative groups and stations ensure that students participate. The groups usually have four students and all get the opportunity to perform the skills”.
-WML

“What works in my opinion is 100% participation, community involvement, building students’ self-esteem, allowing students to be leaders and going to P.E. workshops and bringing back new games and lessons”. -WFL

“At the end of class I have a competition with my students (jump-rope, frisbees, hula hoops, handstands) where I allow them to compete for little prizes such as stickers, pencils and tokens. Sometimes, larger prizes are given out. I also at the end of class give a quick review, encourage practice at home and remind them of key health tips”.-BML

“Peer tutoring and one-on-one tutoring works magic for students”. -WFL

“Getting the community and school involved in the welfare of the children makes everything run a lot smoother. I have little problems with student and can better justify my programs when this happens”. -BML

Teacher preparation

“More teachers need to stay abreast by attending workshops and introducing ways of teaching math, reading and technology into physical education”. -BFL

“Grouping students and using different types of equipment keeps activities from going stale”. -WFL

“Activities must be age and developmentally appropriate with challenges for students who have advanced skills”. -WFL

“Experience helps. You always need to have something for the children do or focus on immediately”. -BFL

“Recently, I have been using what is termed “Silent P.E.” Students are not allowed to talk during this specified time. If they do, they must sit down for five minutes or lose a turn in an activity”. -WML

“I use other strategies such as class of the month, positive posters and kids in motion, where I display pictures of students performing an activity or a skill in class”. -BML

“Teachers just need to be aware of the different needs of students in their classes and how to used their talents to create a great program that children want to be in”. -WFL

Consistent routines

“At all times there must be a focus on rules and guidelines”. -WML

“Routine, routine, routine. It helps to allow students to know what is expected of them while setting high but attainable expectations for students. I also think you need to get to know students through conversations and journal writings. Everyone needs to participate in activity and their must be a focus on having smooth transitions from activity to activity to save time”. -WFL

“I have found that fitness logs and incentives work pretty well as a motivational tool for students”. -BML

“I do not give students empty promises, nor do I threaten students without following through. My program is very consistent and structured”. -WFL

“Again, I think that it is important to try keep lessons generally the same, but add new things to them so that they are applicable to students. Information changes every year so quickly”. -BFL

“Measurable objectives that are designed at the beginning of the unit help to assess the program”. -BFL

“Younger children need to learn the basics at this level. More emphasis should be on skill learning and less on game knowledge. Physical education is not all about game teaching/learning”. -WFL

While the strategies suggested by the teachers were varied, they had a logical basis for being mentioned. Comments such as these suggested that these participants set a

foundation for what they wanted to happen in their classes based on multiple trials and errors. These teachers were able to take basic tenants for effective teaching in physical education and infuse new methods into their classes in order to maximize learning goals for students. Many of these strategies represent ideas discussed in PETE curriculum, physical education workshops or are found in discipline specific literature. These teachers also fit the definition of an “active teacher” as defined by Siedentop and Tannehill (2002). Active teachers keep students consistently engaged, use appropriate whole-group and small group instruction, supervise activities well and contribute to the learning of students. The next section discusses contrasts between Black and White teachers in the study.

Contrasts between Black and White teachers

Although there were many similarities between African American and Caucasian teachers in the study, there were some instances in which styles contrasted. These areas were empathy towards students, lesson development and ideas about multicultural education. Examples of these contrasts will be presented with quotes from the teachers and brief explanations.

Differences in empathy toward students

The comments made from teachers regarding the empathy that they felt toward their students were thoughtful. There was a distinct difference between the experiences of African American and Caucasian teachers and what they expressed in their survey comments. Many of the Black teachers related more to their students because they expressed that they had grown up in the same sort of environment as them and was the same race of the majority of the children. White teachers had a different view which

represented an outsider perspective in which they needed to first fit into the situation before they could identify with their students and present their culture into the physical education environment. These were some of the responses from the African American teachers:

“I like teaching students because in them I see myself. Even though there are remarkable age differences, the struggles that I went through growing up in my neighborhood are similar. The only thing for these children is that they have a lot more distractions in [city deleted]”.-BFL

“The same neighborhood that I grew up in, I am fortunate enough to be teaching in. It gives me credibility with the students and their parents because I feel as if they trust what I am saying more. I think that I serve as a good role model for many of my students, or at least I hope I do”. -BML

“It doesn’t hurt that I am Black like many of my students. They can see me doing this as a profession and I think it gives them something to aspire to do, whether that is in physical education or not”. -BFL

Some responses by White teachers were:

“Starting off in school here was first a bit of a challenge, but the kids have accepted me and see me as someone who wants the best for them. I was not prepared for all of the differences that I saw in my students before I decided to find out about what they deal with every day. Talking to my students helps out a great deal”. -WFL

“Being in the minority as a teacher in the school system has allowed me learn from my students and bring some of the things from my culture into the classroom. We try periodically to introduce new games into my class and discuss where they came from and the significance of it”. -WFL

“I was raised in a different “social atmosphere” than my students, so I try to look at what they are doing and compare it with what I did at their ages. I find that I relate better with my students when I talk about age and how things were for me growing up. I will never be able to fully understand what they go through on a daily basis. For me, I can always drive home or choose to take another job. A lot of my students don’t have that luxury.”-WFL

Lesson development

Lesson development was another area of difference noted between Black and White teachers. African American teachers in general did not take into account cultural

differences in designing or teaching lessons, while Caucasian teachers did. The prevalence of this in the survey answers indicated that Black teachers being a part of the majority group of the students did not feel as if they needed to make special accommodations for their students, while Whites being from a different culture, felt as if they would benefit from it. Examples of this were expressed in quotes by White teachers:

“I always try to keep my kids in mind when planning my lessons. What I like and have the means to participate in my spare time is not a reality for most of my students. What I try to do is make little modifications to activities that they already participate in so that they will be a little more tolerant of new activities”.-WML

“I tried to an extent using new games for a while before my class got bored. The class has to be ready for the activity without it being forced on them”-WFL

“I have always thought that you need to teach to the learners in your class. I have a large percentage of minorities that I teach. It is important to keep students interested by infusing their culture into some of the lessons”. -WFL

Some of the responses by Black teachers were:

“I have never really saw too much of a reason to introduce too many new things. What I like and what the students like are the same most of the time. I just try to continue to challenge them by modifying the skill”.-BML

“I really don’t see a reason to change the lessons most of the time if they are going well. If you make too many changes, kids will not get what you are doing and they will get off-task”.-BFL

“The curriculum dictates what I present in class. If it were more representative of ethnic concepts, then I would teach them. I don’t feel comfortable yet introducing it in my lessons”. -BML

“I am not sure if I included multicultural considerations in my lessons, if it would make a difference anyhow”. –BFL

Ideas regarding multicultural education

Finally, ideas regarding multicultural education differed between Black and White teachers. Many of the White teachers felt that multicultural education was something that

was needed in schools and had relevance for urban school systems, even though many had different definitions of it. In contrast, most of the Black teachers felt as if multicultural training did more harm than good and was not effective but had potential.

Some of these responses by Black teachers were:

“Multiculturalism is good, but most of the time when it is taught it does more taking about differences that teaching people to live with each other. Diversity is a good thing, but our classes in the [city deleted] public school system are not all diverse”.
-BFL

“Kids can see differences and most of the time do not have a problem. Maybe we teach too much about differences, it seems like older people have more of an issue”.
-BFL

“I don’t see the point in learning about multiculturalism, because of the fact that I personally don’t like discussing differences. The concept is [like] beating a dead horse”. -BFL

White teachers responded to this question using some of these statements:

“Multicultural education is needed, and I wish we had more. It has been helpful for me although I teach at a school that is more culturally diverse than the majority of schools in this system”.-WFL

“Any education for our students that is relevant is always a good thing.”-WFL

“Being introduced to multicultural education in my student teaching gave me a better understanding about the type of commitment I would be making if I decided to teach students from different nationalities”. -WML

“Yes, I feel these experiences have aided me in helping to meet the needs of my students and establish an open mind”. -WFL

Conclusion

The study was designed to discover urban physical education teachers’ methods of instruction. Using information from the I.M.P.A.C.T. survey, participants reported demographic data which was used to generate a profile of the physical educators in the Clarksdale public school system. Among the findings reported from demographic data

were participants' type and level of education obtained, years taught in the public school system, awards and accomplishments, ethnic group affiliation and gender affiliation. Qualitative analysis using the constant comparison method was conducted in the research questions of the participants' survey and revealed additional themes in each of the individual questions posed by the researcher. The proliferation of themes was a result from the format of the survey, which contained a combination of open and closed-ended items.

Themes that emerged from the data analysis of the research questions were numerous. Questions one through seven reported themes related to role modeling, intrinsic and extrinsic satisfaction, promotion of lifelong skills, and adherence to rules, modeling and demonstration, family, empathy in regards to social class and ethnic influence on lesson planning. Questions eight through twelve dealt with themes related to the introduction of activities to classes, verbal and non-verbal means of communication, best and worst practices for students and teachers, routines for handling questionable behavior and general strategies to use for effective physical education environments. In general, urban physical education teachers regardless of background were found to adapt their methods of instruction to meet the needs of students in their classrooms.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

Literature regarding urban physical education teachers' methods of instruction is limited. This study was developed to examine differences in instruction among teachers from different backgrounds in the same elementary public school system. The purpose of this study was to compare and contrast instruction methods of African American and Caucasian American physical education teachers in urban schools. Secondly, an additional goal of the research was to add to existing literature regarding the instruction of students from diverse backgrounds in physical education. The study examined methods for the purpose of identifying culturally responsive teaching, lesson plan designs, communication techniques, reasons for teaching and teachers' background in regards to multicultural education. The research questions that guided the study were as follows:

1. What methods of instruction differ or are similar between Caucasian American teachers and African American teachers?
2. How are these methods influenced by (a) life experiences and (b) educational background?
3. How does multicultural education figure into these methods in regards to curriculum guidelines and lesson plans utilized by the instructor?
4. What methods of instruction are used successfully by Caucasian American teachers and African American teachers and which methods fail?

Qualitative methods of data collection were used for the study. The *I.M.P.A.C.T.* questionnaire was developed to obtain information about physical education teachers' methods of instruction in urban schools. The original design of the study was to utilize this questionnaire in order to research in more detail the methods of instruction of four elementary physical education teachers in an urban school system. When this area of the research was eliminated, the questionnaire was used for the collection of survey data. Themes that emerged from the data related to role modeling, teaching strategies, discipline, classroom preparation, communication and skill development.

Analysis of the research found that teachers taught because they were influenced by role models, received intrinsic and extrinsic satisfaction from teaching and enjoyed the opportunity to promote lifelong skills to students. Their ideas of teaching were defined by enthusiasm, consistency in instruction and the need to challenge students. Life experiences from their families were found to play the most significant role in developing a philosophy of teaching and relationships with students in their classes. Strategies for teaching centered on the adherence to rules and guidelines more than inclusive teaching or empathy for students.

Additionally, teachers as a group received multicultural training, but they generally did not feel that it prepared them as well as they had hoped for the realities of teaching diverse students in urban environments. Concepts were only applied when necessary. Ethnic influence tended to factor into lesson plans and curriculum outcomes of the physical environment. Methods of communication that the teachers used were related primarily to language more than non-verbal or verbal communication. Physical education teachers felt that feedback for students should be positive and specific to the

situation and students should be implemented in giving feedback to peers if they were prepared to do so. Finally, teachers felt that effective classroom discipline involved setting standards and expectations at the beginning of the year and involving other teachers and parents/guardians in making sure that children met behavioral goals. Written documents in this case, were used the most by these teachers. Participation in activity was found to be an additional strategy that teachers thought would maximize students' success in the classroom.

This chapter presents discussions of major themes in the research findings. First, three areas will be examined in light of recent relevant literature: (a) life experiences and background of teacher in relation to their students, (b) the role of multicultural education in these teachers' classrooms and (c) successful and unsuccessful methods of instruction for children in urban physical education environments. Second, implications and recommendations regarding curriculum and teaching practices for change in pedagogy will be presented. Finally areas of further research that addresses urban physical education teachers' methods of instruction and their impact on education and PETE programs will be discussed.

Discussion of major themes

The impact of life experience and background of teachers on their students

Life experiences and background played a role in the attitudes and behaviors of teachers toward their students. Many of the teachers stated that upbringing was instrumental in shaping their philosophy of teaching. The individuals that shaped the philosophies of the participants in this study included family, community leaders, sports figures and their own physical education teachers. Life experiences for many of the

participants gave them the opportunity to relate to the situations of students in their classes. These experiences helped to create a strong learning environment based on trust, mutual respect and communication that was explained by Brown (2004) in his research on urban teachers.

Both African American and Caucasian teachers felt that they could help meet needs of students. Responses by African Americans tended to describe a feeling of empathy and understanding of students based on the fact that they were from the same cultural group and were subjected to some of the same situations as their students. This reflected Stanford's (1997) findings that suggested that successful African American teachers had major characteristics of cultural solidarity and had a sense of personal accountability when dealing with students. Generally, Caucasian teachers discussed how they could take their experiences and fit them in with what was happening in their classrooms more than empathy for students. This observation brings to the surface underlying themes of power. For instance, what power does a Black teacher who grew up in similar environments to their students (Black children who make up the majority) have over a White teacher who may be an outsider to this environment and is teaching the same population of students?

The assumption in this scenario would be that the Black teacher who is the member of the dominant group would have an advantage. This advantage could even be witnessed despite the teacher not even speaking a word to the class upon the first meeting. "Visual supposition" is a term that the researcher uses to explain students' perceptions of their teacher, upon first glance, based on a combination of cultural norms, expectations and ideas based on what a teacher is assumed to represent. These norms,

expectations and ideas reflect observations made by James Banks (1993) which suggests that the majority of research shows that by age four, African American, White and Mexican American children are aware of cultural differences.

There is no logical method to date to quantify the above theory and the danger is that it may be irrational thought is valid. However, the researcher wants to challenge the reader to think about perceptions that students may make about individuals without having the mental maturity to take into account an individual's experiences, backgrounds and ideas. Particularly at the elementary level, the classifications students make are rigid and often inflexible because they have not acquired the foresight yet to challenge their preconceptions of new people. Teachers who understand this concept could utilize their life experiences to introduce new concepts into the physical education environment.

Experience cannot be taught nor is there a replacement for it. This is especially true for the participants in this study. The responses to the survey questions from the participants showed the depth of their attention to detail in terms of their physical education classes. It was evident in this study that teachers who had taught for more than ten years placed emphasis on classroom management, setting rules and consistent routines and involving students in activity. Not only were answers given to the questions, but they also tended to give scenarios of situations that they had encountered and the ramifications of them. Many of the teachers that had taught for 20 or more years could not give a specific theory or name of a technique, but it was clear that they had a routine that was similar to something they may have read about or been exposed to in a teacher's workshop.

Revisiting the surveys of the thirteen teachers that had gone to primary and secondary schools in urban areas revealed that in general, they felt that they could make a difference with students from the same type of school background. This shows that background characteristics tend to influence teachers' commitment to teaching diverse students. This is paramount when considering that the problems that are associated with urban schools are real. A question to take into consideration for future study is the effect that experience has on teachers who have been in similar situations to their students. Do these teachers feel that actual lived experience in the environment is more valid than classroom experience, or is the reverse true?

Dedication to the profession was demonstrated when examining the amount of teachers who had received some type of award for their work. This was a notable finding when taking into account current perspectives related to the role of physical education in society. The physical education teacher in many educational circles is the last person to be considered for a teaching award, because many believe that teaching physical education is too practical in educational contexts that blatantly favor intellectual activity (Kurk & Tinning, 1990). Effective physical education teaching is on the level with and in some cases surpasses classroom teaching because of the cognitive, affective and psycho motor outcomes that it brings to a school program.

The role of multicultural education in participants' classrooms

Multicultural education and the addition or lack thereof in physical education teachers' classes produced some interesting topics of discussion for this study. Attention to culturally responsive pedagogy was not at the forefront of the majority of the participants PETE programs. This tends to points to Cross's ideas (2003) on reforming

teacher education programs so that they include more multicultural concepts. Chepyator-Thomson (1995) also discusses this need to include all students by way of introducing culturally responsive pedagogy to physical education programs.

While teachers who had less years of experience generally had more exposure to multicultural concepts, there were a significant number of individuals who made statements that did not reflect that they had any awareness of culturally responsive pedagogy. The following is a statement made by a teacher that merits discussion:

“Multicultural classes only left me with the understanding that everyone is different. Personally, multiculturalism is just a buzzword that will be left alone in three years”.

The thought expressed by this individual that culturally responsive pedagogy is a trend that will have no lasting impact on our society is problematic. This individual and the others who expressed this similar perspective closely match Bennett’s (1991) stage of *ethnocentrism*, a stage which refuses acceptance of, adaptation to, and integration of difference. Research conducted by Chepyator-Thomson, You and Russell (2000) included a theme pertaining to non-committal and non-directional orientation in their study of in-service teachers that mirrors Bennett’s stage of ethnocentrism. The participants’ statement which indicated that his multicultural classes left him with a feeling that everyone is different, in actuality, is one tenant of multicultural education. Infusion of different cultures, ideas and customs into our global society in an age where technology has made the world smaller, is inevitable.

Mission and goal statements of a vast majority of businesses and universities now include strategic plans of how to meet the needs of a growing diverse population of people who want to bring their talents to an organization or learning environment. One of the implications cited in 1991 by the NCSS (National Council for the Social Studies)

Task Force on Ethnic Studies suggests that education in the twenty-first century must make a greater attempt to cater to the needs of lower income groups and students of color. This will help ensure that these groups will develop the knowledge, attitudes and skills needed to participate in the workforce and in society.

In a utopian society, all members of cultural group would be represented equally. This has historically not been the case for all groups. Institutional practices, misinformation, assumptions, governmental policies and regulations have been some of the means that have been utilized to further create divisions between people from different backgrounds. When examining the contributions of different people to our society, it is important to reflect upon what our global society would lack if groups were excluded based on racial and cultural differences.

Culturally responsive teaching in PETE programs should not be introduced to make people feel guilty or to adhere to an agenda or even push beliefs or values system on others. It should spur discussion by new and practicing teachers about how to effectively meet the needs of students in our classes. In keeping with the ideology of Banks (1993), multicultural education and culturally responsive pedagogy should help students acquire the knowledge, attitudes and skills needed to function in a pluralistic society. Here is another quote that will be discussed next:

“Multicultural?” The only cultural type teaching styles consisted of different learning styles: auditory, sensory and visual. Plus, adaptations for students with physical and educational needs were part of classes”.

This passage was set aside to discuss the point that many teachers in this study believed in Suzuki’s (1979) idea of multicultural education as necessary in developing meaningful identities for all people regardless of race. In the differences that the

participants' observed in students over a period of time, it is possible for additional cultures that students are a part of to be seen. Culture represents systems of beliefs, practices and values that assist in defining an individual (definition in appendix c).

Culture differs based on location, background and a host of other characteristics that are not easily defined. The *culture* of a student in an ESOL program is different from the *culture* of a native English speaking student. The *culture* of a "star athlete" in the physical education class, who is involved in after school sport is different from the *culture* of the "class genius" in the same physical education class. Even the culture of girls in a class compared to boys in the same class differs. These culture differences are subjected to constant modification based on social factors, involvement in activities, individuals' successes and failures and communication.

"The only thing I have had in this school system dealt with African Americans in an infusion workshop".

In this study, the population of the school system was 85% African American, so a statement such as this highlights what is right and wrong with teaching to the traits of diverse learners. It is wonderful that cultural groups are the subject of study for teachers wanting to reach their students, but it is equally as important that infusion workshops avoid generalizations. African Americans as the sole group being the subject of an infusion workshop has the potential to bring connotations that this group is the only minority that is represented in every urban school system in the country. Discussion of the aforementioned parallels the opinion of Latham (1997) when he suggested that teachers should be able to understand the differences between all of the cultural groups in the classroom instead of isolating one group. The danger of not including this practice

would result in deriving content from culture instead of producing culturally responsive teaching.

There are other questions that come to mind when there is only one cultural group studied in this manner. First, who is teaching the workshop and what qualifies them to present the workshop? Second, are these workshops restricted to studying only one cultural group? This is an important point of emphasis, because although the school system researched for this study was 85% black, there were some schools that did not have African Americans as close to 50% of the school population. Next, what is being taught in the workshop? Is this discussion infusion or is the discussion based more on handling disruptive or unwanted behavior in the classroom, and if it is, it adds to the stereotype of the “urban inner city kid”, a label that has been cultivated by society and is brought by many undergraduate students to teacher education programs. Finally, how often are these “workshops” being presented and is the research current and reflective of the changes in society?

Successful methods of instruction for children in urban physical education

African American and Caucasian teachers in this study demonstrated similarities in the way that they instructed children in terms of classroom management strategies, using student modeling and developing effective teaching routines. Teachers’ responses demonstrated that they planned lessons in great detail, established clear objectives and procedures and had built in additions to lessons when appropriate. These methods are consistent with research conducted by Brookhart and Rusnak (1993), when they discussed the lessons of exemplary urban teachers. Additionally, the techniques that they used to teach students represented the findings of Shade (1982) and Avellar and Kagan

(1976) in discussing the ways that African Americans and Hispanics (the two largest minority groups in the school system) best learn. As mentioned in chapter one, Shade found that African American students are “taught to concentrate on many stimuli at one time rather than learning to concentrate on one”. It can be inferred by the research findings in this study that the use of non-verbal and verbal methods of communication and the pace of physical education teachers’ movement into activities are effective for African American students in this school system.

Elementary physical education teachers also noted that they tended to get their classes to participate in activities with one another to focus on skills, not necessarily games (i.e. cooperative games and stations). This represents the findings of Avellar and Kagan regarding Hispanic students desire to participate in activities that do not involve competition but stress teamwork. Feedback was also important in regards to corrective behavior. Particularly in the case of these students, corrective feedback was found to be more appropriate when talking to the student individually, instead of in larger or smaller groups. Feedback not demonstrated in this manner to students was thought to “undermined their credibility” with other students in their peer group.

Ideally, the method of instruction that teachers’ use, if they plan for success, should translate fairly well between classes, across cultural differences and grade levels. While the research by Avellar, Kagan and Shade and other scholars has validity, these findings are worthy of further exploration. With the premium placed on competition in the present era, along with elementary children being exposed to more than in previous generations, perhaps the time has come to study how close children from different backgrounds have become using similar techniques to learn and retain information. Only

a few learning styles have been studied in any great detail (for example field-dependence/independence, reflection/impulsivity). According to Ladson-Billings (1992) in Grant p.108), much of the research on learning styles are not linked to issues regarding teacher's learning styles or teaching style, nor is there a large amount of information that suggest that distinguishing students according to their learning styles makes any significant difference in academic performance. Attention to studies of this type has ramifications for educational theory and teacher education programs in all disciplines.

Curriculum recommendations

The following recommendations are based on the survey responses from participants in the study and provide rationale for change in physical education curriculum. Teachers demonstrated successful techniques in providing expectations for behavior in the classroom, introducing activities and presenting effective methods of instruction to the students in their classes. Based on the survey data presentation and application multicultural education is the area in need of most refinement. Refinement in this case includes more consistent planning of lessons, outcomes and goals for the inclusion of students in physical education programs of this school system. This is relevant to the findings of Sparks, Butt and Pahnos (1995) as they discussed the reinforcement of multicultural education in schools after research was conducted on teachers' attitudes toward multicultural education.

Responses by participants regarding teaching to the traits of diverse learners indicated that PETE programs and the school system could improve what is being taught to teachers in terms of multiculturalism. Yeo (1997) notes that workshops and teacher

education programs need to provide a better clarification of multicultural education and cease to reproduce mainstream values and knowledge. With the lack of definition critics either ignore multicultural education or view it as an idea without meaning and structure (Grant & Millar, 1992 in Grant p. 8). Teachers need to be able to put into practice skills noted by Gay (1990) when teaching multicultural classes. These skills are: (1) creating opportunities for diverse learning instead of treating everyone the same, they need to (2) make sure routine teaching behaviors are consistent and (3) pay attention to the different instructional needs of students from other cultures. In addition, infusion training should not focus on one group, but should deal with characteristics of the cultural groups of the students in the school system. Literature presented in these types of training must also be appropriate.

Research on urban education, particularly in the contemporary sociopolitical climate, must address the dominant representation of the urban poor and poor urban students as the “undeserving poor”. Such individuals are often seen as the sole makers of their own fate. They are deemed poor because they are lazy, dumb, immoral, and or/incompetent (Steinberg & Kincheloe, 2004, p 11.). Producers of literature on urban education must help teacher education students, teachers and other professionals understand the politics of the construction of fabrications while concurrently facilitating their efforts to gain a more trustworthy perspective on the urban poor (Henke, 2000).

Teaching for equity and diversity implies respecting and reaching all sorts of children, boys and girls, rich and poor, those of different races, ethnic backgrounds and disabling conditions (Dunkin, 1996). Participants in this study with advanced degrees indicated the need for more training in culturally responsive pedagogy in their programs.

There should be a greater push for more multicultural experiences at the outset of teacher education programs or in school practicum. Having schools that have a great deal of minority groups in the system does not guarantee a commitment to meeting the needs of these groups.

Involvement by current physical education teachers in developing curriculum for students is another idea worthy of implementation. With the emphasis put on cutting physical education programs across the country by many school systems, school boards need to understand the significant impact that these changes will make on students. Physical activity is one way to introduce learning concepts that take into account cultural differences and contribute to educational goals of the school system. Teachers who are prepared and trained to understand the full scope of multicultural educational concepts in physical education can serve as a resource for school boards who do not see justification for basic physical activity. In addition, formulating programs that cultivate the strengths of urban students is an area worthy of examination and implementation (Steinberg & Kincheloe, 2004).

Presently, students in the United States represent greater ethnic, cultural, and linguistic differences than at any time in the past (Padovano, Church & Senzer, 2002). The proposal to add to existing multicultural concepts taught in classes is not a quick remedy for many school systems. Instead, there must be a scripted plan of action that does not involve bureaucracy, empty promises and decisions made by individuals who do not teach urban public school physical education. Instead of castigating and decrying the failures of urban schools, those who recognize the value and the importance of the services schools provide must instead adopt a position of critical support (Noguera, 2003,

p.7). A good start would be asking what teachers in these schools need to do an effective job. The hope is that this research helps to bring attention to what works well and what can be added to urban physical education environments to prepare students for a changing global society. The following demographics underscore this point:

- Over 1000 students from foreign countries enter public schools for the first time every day (Rong & Preissle, 1998).
- In many large public city school systems, seventy to eighty percent of the students are either Latino or African American (Henry & Kasindorf, 2001).
- Forty-two percent of all public school teachers have at least one limited-English proficient (LEP) student in their classrooms (Han & Baker, 1997).
- Latinos are the largest minority group in eighteen states and represent 12.6 percent of the population in the United States. The population of Latinos in the United States rose sixty percent between 1990 and 2000 (Jennings, 2001).
- Mexican American students, who represent ninety percent of all Hispanic students, are increasing at a rate almost ten times greater than the overall population (Scribner, 1999).
- Urban teachers report that over fifty percent of their students have problems that the typical classroom teacher is unable to help them with (Haberman, 1995).
- The high school dropout rate is close to twenty-two percent for Hispanic Americans, and eleven percent for European Americans (National Education Association, 2001).
- Children who are not native English speakers are the fastest growing population of students in America, having increased by almost forty-four percent to over three million from 1986 to 1994 (Macias & Kelly, 1996).
- As of 2001, the school population of Hispanic Americans was projected to increase by thirty percent, Asian and Pacific Islanders by thirty-nine percent, African Americans by eight percent, and Native Americans by six percent (Crandall et al. 2001).
- The dropout rate among urban youth in large cities is nearly one in every four students (Huston, 2000).

Adapted from Brown (2002 pp.19-20)

Recommendations for further research

1. Future research should involve a more detailed study of physical education teachers' methods of instruction in urban environments. This can be accomplished in terms of a longitudinal or case study.
2. Revising the CT-I.M.P.A.C.T. survey in order to gain additional quantitative data that can be used in school systems to help evaluate physical education programs.
3. Instituting studies such as these in different geographic locations in order to compare and contrast methods of instruction with the hope of contributing to the field of physical education.
4. Continued research on multicultural classes and practicum in PETE programs, with a focus on assessment and improving existing programs.
5. Additional observation of teachers of diverse students in their physical education programs. Attention would be placed on the effectiveness of the teacher in addressing the needs of the students in the class.
6. Examining ways to incorporate learning different languages and other interdisciplinary topics in physical education classes.
7. Visual supposition and the possible effect that it has on learning and value judgments in physical education.

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APPENDIX A
INVITATION TO PARTICIPATE

[REDACTED]

5/21/05

Fellow educator:

Thank you for taking the time out of your busy schedule to read this letter. I am Brian Culp, a doctoral student and certified health and physical education teacher in the Department of Kinesiology at the University of Georgia. My area of emphasis is curriculum and instruction in physical education pedagogy. I am currently conducting research on urban teachers' methods of instruction in physical education environments. The research is part of my dissertation and the hope is that it will lead to additional studies to improve the quality of education for children in public school systems.

I am writing to ask if you would like to take some time to complete a questionnaire related to your instruction of the students in your classes. Questions can be completed on your comfort level, which is to say that you can answer as many or as few as you would like. I want to find out what a teacher brings from his or her experiences, background and education to maximize the success of students. This is an approved study by the research, planning and accountability department of the [REDACTED] Public Schools.

Your methods of instruction are highly regarded by the university and as an [REDACTED] native I would love to have the opportunity to contribute back to your school system. I have attempted to construct the data collection process to be as unobtrusive as possible. My goal is to have as much as the data that I can by the end of June.

Again, I would like to stress the fact that your name, the name of your school and school system **will be not be used** in the recording of this data, in agreement with the terms given to me by the [REDACTED] Public school system. This is a research project dealing with teachers, so no students will be involved in this study. If there are any questions, concerns or comments, please contact me.

Sincerely,

Brian Culp
Doctoral Candidate
The University of Georgia
(706) [REDACTED]
<http://www.arches.uga.edu/~bculp/>
bculp@uga.edu

APPENDIX B
CONSENT FORM

Consent Form

I, _____ agree to participate in the research study, Teaching Methods in Urban Education Physical Education Environments, conducted by Brian Culp, (706) _____ in the Department of Kinesiology at the University of Georgia under the direction of Dr. Rose Chepyator-Thomson, Department of Kinesiology at the University of Georgia, Tel. (706) _____. I understand that this participation is entirely voluntary; I can withdraw my consent at any time without penalty and have all information about me, to the extent that it can be identified as mine, returned to me, removed from the research records, or destroyed.

I understand that:

1. The reason for this research is to discover what methods of instruction are being used in urban physical education schools.
2. This study will benefit elementary physical education teachers because it provides research information to help them become more aware of methods that they use successfully in teaching children from different backgrounds.
3. I will participate in a 27 item questionnaire that will ask for information regarding classroom demographics, educational history and methods of teaching. The questionnaire is expected to take 45 minutes.
4. There is no direct benefit for participating in this project, and I will not be penalized in any way for refusing to participate. No risks are expected from my participation in the study.
5. If I choose to participate in the study, my information will be kept confidential unless required by law. If information about me is published, it will use pseudonyms. Survey information will be destroyed on September 1st, 2005.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. My participation is entirely voluntary, and I will receive a copy of this consent form for my records.

Signature of Participant

Date

Signature of Researcher

Date

E-mail: bculp@uga.edu

Tel: 706 _____

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

Additional questions or problems regarding your rights as a research participant should be addressed to The 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 C
DEFINITIONS

Definitions

Culture as defined in the Merriam-Webster dictionary (2005):

Culture *n* **5b**: the customary beliefs, social forms, and material traits of a racial, religious, or social group.

Visual supposition (Culp, 2005)- a theory used to explain students' perceptions of their teacher, upon first glance, based on a combination of cultural norms, expectations and ideas based on what a teacher is assumed to represent. These norms, expectations and ideas reflect observations made by James Banks (1993) when examining African American, White and Mexican American children's awareness of cultural differences and racial preferences favoring Whites.

Instruction (Siedentop, 1991) - defined as managing students well to decrease disruptions and increase time for learning. This time is also organized with activities matched to student abilities so that an optimal amount of learning takes place. Instruction of this type is defined by teacher supervised classes with predominate use of lecture, demonstration and feedback.

Urban (U.S. Census Bureau, 2002)-defined as all population and territory within the boundaries of urbanized areas and the urban portion of places outside of urbanized areas that have a decennial census population of 2,500 or more (Moskowitz & Lindbloom, 2003). The Merriam-Webster Dictionary (2005) also defines *urban* as "relating to, characteristic of, or constituting a city".

APPENDIX D
RESEARCH EVENTS

Problems or issues that arose in the conduction of a study of this nature

Conducting a study of this nature produced difficulties that the researcher did not foresee upon designing this study. It is important to inform the reader of these issues in order to explain questions that may arise about the research methods and changes made to the study. The hope is that discussion of these issues will aid future research studies in this subject area.

Difficulties in communication

Upon first getting permission from the research board of the school system to engage in the study, I was assigned to work with the physical education coordinator/athletic director of the school system. These dual roles initially left me with concerns as to how effective the relationship would be in terms of getting information that would help the study and encourage physical education teachers to participate. These concerns were accurate. The coordinator was more enamored with being an athletic director than a resource to assist with physical education research.

After a month and a half of attempting to contact the coordinator through emails and numerous phone calls (several of which where I spoke to the coordinator directly), a date was set to speak about my research over the phone. The fifteen minutes that was spent in discussion was filled with concerns about my survey and how the physical education teachers of the school system were not going to have the time or the willingness to complete the survey. The additional comments made to me in the research discussion by the coordinator demonstrated that this person did not read the proposal and methods explained in the survey thoroughly. When I asked what items in the survey were in need of modification, I was told that I did not have to modify anything. This was after

the coordinator discussed concerns regarding some questions in the survey. Finally, upon the end of the phone conversation, I was told that I could send out the surveys.

I attempted shortly after this to adhere to the guidelines given to me by the school system with respect to communicating with the coordinator periodically. I asked the physical education coordinator if I could obtain 1) a letter of support, 2) a list of email addresses for the teachers and 3) additional contact information regarding physical educators who taught in more than one elementary school. The short, unsupportive response by email after I requested these items marked the point where I discontinued contact with the coordinator. This experience illustrated to me on a larger scale the conflict between physical education and athletics that are seen in many PETE programs. While physical education and athletics are often related, these are areas that both demand a great deal of time for them to be consistently successful.

Subjectivity and the question of racism by the researcher

There were other issues that arose while conducting the study that came from the research review board of the university. Despite the frustration that came with modifying the initial research design, the main issue centered on my subjectivities and the role it was assumed to have played in creating the study. The primary concern communicated to me was that I could unearth problems that were occurring in the school system under research.

As a researcher, I have been taught to examine a problem, formulate a hypothesis, do preliminary research to gauge if there is something that could be researched, complete the research and report the findings *accurately*. I was also taught that part of the process when reporting findings is acknowledging to the reader personal subjectivities. The

subjectivities in this study related to my personal background and experiences. Upon reading my research methods and subjectivity statement included in this, the concern passed on to me by at least one person on the board was that there were potential race issues that could negatively impact the school system in question.

While there are cultural themes related to the study, the study was constructed to find *methods of instruction of physical education teachers in urban schools*. Placing personal agendas, fabricated statistics or information into this or any other study would have been inconsistent with research protocol. What I was most concerned about is the fact that a determination about my beliefs could be made by a board of researchers without attempting in any manner to contact me. My perspective on this matter is that it could have been handled better.

The question that I asked myself was if these concerns would have arisen if I had not discussed the fact that I was a black male in my subjectivity statement. I also wondered about the extent that concerns of racism exist for other researchers who are not of color in higher education. I thought this was a valid question for me to ponder, when considering historical examples of unethical behavior conducted by scholars researching culture and race. Perhaps the nature and design of this study (one that is unprecedented in physical education to my knowledge) led to the aforementioned concerns by the research board. Regardless, I feel that researchers of color and those who wish to conduct studies on race in culture in physical education must be prepared to deal with unfounded claims by individuals who may not be aware of the scope of the research methodology.

Being a black male is one of many characteristics that comprise me as a researcher and a person. Researchers should be allowed to discuss how their

subjectivities could impact the study without fear of being deemed as racist, especially when there is no history or action to suggest so. If the research conducted in these pages was an issue of contention, I feel that I would not have been granted approval by the school system studied. My perspective is that educational research exists in part to answer questions, stimulate thought and ultimately aid in making education better. There must then, exist a point where the perceived benefits of exploring new research topics outweigh the risks. A short term, unimaginative view of education has contributed to the deplorable state of education that exists in many of our urban schools. As an educator, I am committed to doing my part to provide the best education possible for those who do not have access to it, and I have no apologies for this.

APPENDIX E

I.M.P.A.C.T. SURVEY

Background/Purpose

The *I.M.P.A.C.T.* survey (2004) is the result of a collaborative effort by Brian Culp and Dr. Rose Chepyator-Thomson to examine teacher effectiveness in presenting multicultural concepts. This instrument was created in order to meet the needs of a changing global society in regards to physical education school programs. *I.M.P.A.C.T.* stands for:

Infusing
Multicultural
Physical education
Activity/attitudes in
Curriculum for
Teachers

The design of the survey was devised from using concepts and knowledge from previous research projects in physical education regarding teaching and instruction. Different formats of questions allow for participants to respond to the questionnaire at their own level of comfort. The instrument contains twenty-seven closed and open ended items. The primary purpose of the *I.M.P.A.C.T.* survey is to collect and analyze data for use in qualitative research.

Format

The first fifteen items of the survey are close-ended items that focuses on the participants' background information such as (a) number of years teaching in physical education, (b) level of students instructing currently, (c) level of education, (d) area that the participant attended school, (e) ethnic makeup of the school population of the schools they attended, (f) race, (g) age, (h) estimate of total number of schools in their classroom and their ethnic background, and (i) teaching awards. Closed-ended items are used in this

first portion of the survey in order to examine teachers' demographics and generate a profile for educators. Using closed-ended items strictly for background data of is an attempt to limit bias that could be a factor in the development of close-ended questionnaires.

Open-ended items make up the remaining twelve questions in the survey. These questions are termed "research questions" and focus on (a) reasons for choosing to become a teacher, (b) participant's idea of teaching, (c) impact of life experiences on teaching, (d) successful teaching strategies, (e) frequency of multicultural courses exposed to, (f) communication techniques, (e) lesson implementation, (f) best and worse methods of feedback and (g) additional strategies for maximizing student success. Participants are allowed to answer questions according to their own level of comfort. Open-ended questions are used in order to allow the respondent to express an opinion without being influenced by the researcher (Foddy, 1993, p. 127). The *I.M.P.A.C.T.* survey lends itself to qualitative coding and analysis based on the definition of grounded theory (Strauss & Corbin, 1998) and utilizes constant comparison (Glaser & Strauss, 1967).

Recommendations

The recommendation is that this instrument be used for teachers in the same school system and modified for primary, middle and secondary levels of education. The survey can be used to develop pilot studies and implemented in the creation of additional qualitative studies. Quantitative data collection is another future area of use for the *I.M.P.A.C.T.* survey. School systems in this case can use the survey to gather demographic data to examine what teachers deem to be effective and ineffective practices

and policies in their classes. Modifications to protect teacher confidentiality must be made based on the individual guidelines of local and state school boards.

Teaching Methods in Urban Elementary Physical Education Environments
I.M.P.A.C.T. Survey
Conducted by: Brian O. Culp
The University of Georgia, Department of Kinesiology

NAME: _____

Background Information:

Circle one or circle and write in the appropriate choice.

1. Gender: Male Female

2. *Number of Years Teaching Physical Education in public school:*

Pre-K to 6 grade 1-4 years 5-10 years Over 10 years

6th grade to 9th grade 1-4 years 5-10 years Over 10 years

9th grade to 12th grade 1-4 years 5-10 years Over 10 years

Other:

3. *What level of students are you currently instructing?*

PreK Kind 1st Grade 2nd grade 3rd grade 4th grade

5th grade

4. *Level of Education:*

Bachelors Bachelors and Masters in PE ED.S ED.D PHD Other

For the next set of questions, please give your best estimation.

Thank you in advance for filling out this questionnaire for me.

5. *What type of college/university/institution did you obtain your **first** degree/certification? (Circle all that apply)*

Private Institution Public Institution Other:
Rural Institution Urban Institution Suburban Institution Other:
Small size (Under 15,000) Medium (15k-30k) Large (30k-Plus)
predominately male predominately female

6. *What type of college/university/institution did you obtain your **second** degree/certification? (Circle all that apply)*

Private Institution Public Institution Other:
Rural Institution Urban Institution Suburban Institution Other:
Small size (Under 15,000) Medium (15k-30k) Large (30k-Plus)
predominately male predominately female

Not applicable

7. *What type of college/university/institution did you obtain your **third** degree/certification? (Circle all that apply)*

Private Institution Public Institution Other:
Rural Institution Urban Institution Suburban Institution Other:
Small size (Under 15,000) Medium (15k-30k) Large (30k-Plus)
predominately male predominately female

Not applicable

8. *Please name the area of the United States that this institution is located and the name of the institution.*

9. *At the time of your attendance, what was the approximate ethnic makeup of the school population? (Best estimation out of 100%)*

10. *What is your race and/or ethnic origin?*

African American/Black

Asian American

Hispanic American

American Indian or Alaskan Native

European American/White

Other:

11. Age: 24-29 30-34 35-39 40-44 45-50 51-55
 56-60 61-65 65 and up

12. What would be your best estimate of the total number of students in your class and what percentage (%) of students are of color?

13. Please list awards and/or achievements that you have received in physical education or related areas.

14. What type of area did you grow up in?

Rural

Urban

Suburban

15. What type of area represented the school(s) that you attended?

(a) Primary (Elementary School): Rural Urban Suburban

(b) Secondary (Middle/High School): Rural Urban Suburban

(c) Other: Rural Urban Suburban

Research Questions:

*Please answer the following questions based on your current elementary physical education teaching experiences. **Again, you can be as detailed as you wish.***

1. *List several reasons why you chose to become an elementary physical education teacher.*

2. (a) *What is your idea of teaching?*

(b) *Identify three elements that define your idea of teaching.*

Thank you in advance for filling out this questionnaire for me.

3. (a) *Briefly comment on if you feel your life experiences have had an impact on the development of your philosophy.*

(b) *How do your background experiences influence your teaching methods and relationships with students?*

4. *Identify three successful teaching strategies.*

5. (a) *What types of multicultural teaching styles/methods did you receive while obtaining your certification/degree(s)?*

(b) *Do you feel these experiences aided you in helping to meet the needs of students from different backgrounds in your physical education learning environment?*

6. *To what extent are your lesson plans and curricular outcomes impacted by the ethnic makeup of the physical education environment?*

7. *Are you aware of certain ways to take into account communication, cultural or ethnic differences in teaching students in your physical education environments? Please share one or two ways.*

8. a) Please list in order of 1 through 6 how you present a new lesson, skill, or task:

*Begin with history or background*_____

*Refer to activities that may be similar*_____

*Teach skills*_____

*Teach rules*_____

*Apply skills and rules to the game*_____

Other: _____

b) Please provide additional information as to why you chose this particular order.

9. Please describe how you use verbal and non-verbal communication in your classes to interact with your students.

10. What do you consider the best and worse feedback approaches you use in your physical education classes?

11. What have you used in your physical education classes or other related settings to handle misbehavior or unwanted traits? Please describe one example.

12. Please share any other strategies that you have implemented in order to enhance your teaching and maximize student success in your classroom.

APPENDIX F
INTERVIEW GUIDE

This section contains the interview guide that was that was originally designed for use in this study. These questions were eliminated from the research when the individual teacher interview portion of the study was discontinued.

Interview Protocol/Guide

Interviews conducted will each follow a format of open ended questions

First Interview

1. If you would please, state your background in physical education, degree, year of graduation, and school.
2. How long have you been a part of this school system and this current school? (probe: other schools of work, places of work)
3. I would like to start by talking about your experiences in your primary (elementary) school. What people, images, events come to mind when reflecting upon that experience? (probe: class sizes, school demographics)
4. Additionally, what were your experiences like in secondary school (middle, junior high, high school)? What people, images, or events come to mind when reflecting on that experience? (probe: class sizes, school demographics)
5. Describe your experiences in sport growing up. What sports did you like to play when you were young? What drew you to participate in these sports?
6. Finally, I want to discuss your hometown. What was it like? Also, did your family and siblings influence your participation in sport? What sports did they participate in? (probe: town demographics, family lifestyle, community activities)

Second Interview

1. What made you to decide to become a physical educator? (probe: significant events, other events, attraction to the profession, knowledge of conscious decision)
2. Did you feel that there were any negative or positive aspects of choosing to be in the profession? (probe: based on positive or negative responses)
3. Was there any perceived backlash or disapproval by family, friends or others? (probe: attitudes).
4. When you finally began your teacher education program or area of study, was there any attention placed on developing methods of culturally responsive instruction? (probe: what types, duration, evidence in practicum, student-teaching or tests).
5. What is your theory or definition of multicultural education or your thoughts about it? Were you exposed to multicultural education concepts in your teacher education program? (probe: when, how often)

6. If you were exposed to multicultural education, has it assisted you in your student teaching and current job to this point? (probe: why or why not)

Third Interview

1. What were the reasons that you decided to work at this current school? Were there any other factors that were taken into account when you made this decision? (probe: location, area, significant other, family, school system).
2. Tell me about the resources and support that you have for your physical education program here at this school. Are there some resources and support structures that you wish were in place? (probe: local and state support, governmental support, parental and administrative support, support of other teachers for program)
3. Describe a typical day in your classroom. What type of schedule is this school set up on? Do you meet all of the goals of the program that you would like to? Is there anything you would like to do more of with your classes?
4. When you plan your lessons, what critical things come to mind? (probe: awareness/inclusiveness of needs of diverse learners)
5. What are some examples of lessons or activities and some artifacts that you use in helping to facilitate this? (probe: best/worse activities and lessons)
6. Compare the reception that you received as a new teacher compared to the reception that you have now? (probe: changes in student, changes in the participant, changes in school)

Fourth Interview

1. Do you have certain teaching and management strategies that you use in your classroom? What are some of these strategies? (probe: where/how did you learn these, who taught them).
2. What are other methods, material, instruments used in your classroom for discipline or communication purposes with your students? (probe: best/worse of the aforementioned)
3. What have you found works the best with students and what have you found works not as well? Are there some activities that you are restricted from doing because of administration restraint, lack of comfort, or personal beliefs? (probe: strategies for all students, some students or different population of students).
4. In your instructional strategies, do you think certain things work well for different groups in regards to gender, athleticism or cultural/ethnic background?
5. How have your experiences in sport and your life experiences impacted your job and how you approach it?
6. What suggestions do you have for new teachers as they plan to impact the lives of students in urban schools? (probe: teachers learning, being themselves, preparation, management, perspectives and discipline)

APPENDIX G

BREAKDOWN OF SURVEY RESPONSES ON RESEARCH PORTION OF
I.M.P.A.C.T. SURVEY

Items 2a, 3a and 8b were omitted for analysis due to the nature of the questions.

Question 1: List several reasons why you chose to become an elementary physical education teacher.

Themes:	Responses	Percent
Inspiration	13/31	42
Intrinsic/extrinsic motivation	10/31	32
Opportunity to promote lifelong skills.	8/31	26

Unanswered questions: 0

Quotes:

“Sports for me growing up was a way that I could get attention from my parents. In the large family that we had (five), I had the opportunity to shine alone. This was especially true of my dad, who ran in college, so this was something that we both had in common”. –WFL (Inspiration)

“I guess for me, I like having an impact on students. Many of my students have families who do not take the time to really focus on the needs of their kids. Having the opportunity to make a difference on my students is part of the reason why I teach. I usually don’t even see much change until I see kids as they are about to move to middle school. When they repeat some of the things that we learned in class or can still recite rules, I know that I have done something right”. –BML (Intrinsic/extrinsic motivation)

“I like having kids understand the importance of physical activity to their daily lives. Some of them have even come back to tell me that they try to teach their parents what we learn in class”. –WFL (Opportunity to promote lifelong skills)

Question 2b: Identify three elements that define your idea of teaching.

Themes:	Responses	Percent
Enthusiasm	12/31	39
Consistency in teaching	11/31	35
Challenging students	8/31	26

Unanswered questions: 0

Quotes:

“I have found in my 10 plus years of teaching that students have to be able to have fun participating in activities that I present. It is equally as important for the teacher to come in with the proper mental attitude”. –BFL (Enthusiasm)

“In order to be a successful teacher at the elementary level, I have had to constantly had to monitor my instruction so that it is consistent from year to year. The unit plans that I create each school year help me stay on track with this”. When I first began teaching, I had no idea how important this was”. –WFL (Consistency in teaching)

“I always make sure that activities are appropriate to the class that I am teaching. There is no feeling in the world like having students frustrated to the point that they cannot enjoy anything. You can lose them for the rest of the unit like that”. –BML (Challenging students)

Question 3b: How do your background experiences influence your teaching methods and relationships with students?

Themes:	Responses	Percent
Family	14/31	45
Inclusive teaching	9/31	29
Empathy in regards to social class	6/31	19

Unanswered questions: 2

Quotes:

“Being a product of a family of educators has definitely had an effect and influence on my teaching style. I greet each child every morning at the door and I try my best to pass on a smile, even on days when I don’t feel the greatest. My family always showed love and compassion for their students and their children. I have no children of my own and I show all of the children I teach that I love and care for them.” –BFL (Family)

“My background is different from the students I teach as well as the region that I am originally from. When teaching and conversing with students, I try to make sure I include things about the beach or types of food, to give the students experiences that they may not have had or have ever heard about.” –WML (Inclusive teaching).

“Having been raised as a ‘poor’ student with little to no resources, I empathize and understand the plight of my students. My experiences have allowed me to create a better, challenging environment for my students. I can identify with many of their circumstances, thus developing a bond of confidence and trust that works in my best interest”. –BML (Empathy in regards to social class)

Question 4: Identify three successful teaching strategies.

Themes:	Responses	Percent
Adherence to rules and guidelines	11/31	35
Teacher/student modeling and demonstration	9/31	29
Inclusion of students in activity	5/31	16

Unanswered questions: 6

Quotes:

“With the amount of students I have, one of the techniques I use is peer modeling. I will pair students who model the correct movements with those who do not. This way, I can spend more time moving around to give feedback to everyone”. –WML
(Teacher/student modeling and demonstration)

“I have found that letting students be responsible for their behavior works well. I design rules at the beginning of the year and students from different classes compete to see who follows rules the best during the set time period. This form of competition between classes, allows me to get more done”. –WFL (Adherence to rules and guidelines)

“There is little excuse for students to not participate in activity. It seems to be strangely addictive if not corrected. Other students will want to not participate as well, feeding into “peer pressure”. –WML (Inclusion of students)

Question 5(a): What types of multicultural training styles/methods did you receive while obtaining your certification or degree?

Themes:	Responses	Percent
Type of education received	16/31	52
Relevance of multicultural education	12/31	39

Unanswered questions: 3

Quotes:

“We had courses that addressed issues through its focus on developmentally appropriate practices and how to develop an anti-biased environment. Issues of multiculturalism and diversity such as awareness of cultural influences and diversity of the students will be part of the classes of the future in my opinion”. –WML (Type of education received)

“We briefly covered multicultural education in my classes, but a class can only go so far. There are a lot of nationalities today and I don’t know how we are going to keep track of them all”. –BML (Relevance of multicultural education).

Question 5(b): Do you feel these experiences aided you in helping to meet the needs of students from different backgrounds in your physical education environment?

Themes:	Responses	Percent
Application of multicultural concepts	16/31	52
Indifference to concepts	7/31	23

Unanswered questions: 8

Quotes:

“Being introduced to multicultural education in my student teaching gave me a better understanding about the type of commitment I would be making if I decided to teach students from different nationalities”. –WML (Application of multicultural concepts)

“Sort of. It really doesn’t matter what type of children you teach. A child is a child no matter what their background is. Showing that you care about them and disciplining them fairly and appropriately will gain you a lot of respect with any child”. –BFL (Indifference to concepts)

Question 6: To what extent are your lesson plans and curricular outcomes impacted by the ethnic makeup of the physical environment?

Themes:	Responses	Percent
Ethnic influence	14/31	45
Curriculum influence	12/31	39
Lack of ethnic impact questions	4/31	12

Unanswered questions: 1

Quotes:

“The biggest impact is with dance. I had been used to teaching square and circle dances. To get the African American [students] interested, I have to add in their types of dances. It can be a little intimidating for a Caucasian teacher to teach dance to African Americans when you yourself are not the greatest”. –WFL (Ethnic influence)

“My lesson plans are the reflection of the [deleted] public school system’s elementary physical education objectives. I include lead-up activities to reinforce learned skills and allow students to implement skills as they are being introduced to new games that reflect other cultures to broaden their horizon.” –BFL (curriculum influence)

“My lesson plans are not impacted much, because I am flexible with the particular student’s needs and limitations. I keep the overall objective of the curriculum the same. Everyone is given the same information and any attempts by them to be successful are honored and acknowledged”. –WFL (Lack of ethnic impact questions)

Question 7: Are you aware of certain ways to take into account communication, cultural or ethnic differences in teaching student in your physical education environments? Please share one or two ways.

Themes:	Responses	Percent
Communication to students by language	17/31	55
Communication by other techniques	12/31	39

Unanswered questions: 2

Quotes:

“Yes, I am now aware of the differences in communication and the challenges that exist for those students who speak no English. I try to sound out, use hand gestures, have someone demonstrate or use someone else to communicate (translate). As a result, I try to keep my introduction and teaching to a minimum. Also, because of cultural dressing and attire, I am clear in making sure the students dress appropriately”. –BFL (Communication to students by language)

“Communication must be in small or minimal group sizes. The smaller the class or group, the better the control, behavior problems and physical altercations are minimized. Students also must be separated (personal space) and under control (calmed down) before any activity. Complete attention (no moving or talking) before any physical activity occurs is also important in my opinion”. –BFL (Communication by other techniques)

Question 8(a): Please list in order of 1 through 6 how you present a new lesson, skill or task:

- Begin with history or background
- Refer to activities that may be similar
- Teach skills
- Teach rules
- Apply skills and rules to the game

Comments:	Responses	Percent
History and background	24/31	77
Reference to similar activities	3/31	.096
Teach skills	2/31	.065
Teach rules	1/31	.032
Apply skills and rules to the game	1/31	.032

Unanswered questions: 0

Quotes:

“I teach what is known to what is unknown. Then I use the skill in a student challenge before I would put the skill into a game. When the skill is used in a game, depending on the grade level, I would teach the rules and background of the game (mainly 4th and 5th). K-3 [grades] is mainly focused on the skills itself”. –WFL
(Introducing history and background)

“Before I introduce a new skill, I make references to a similar skill, associated the connection with the new skill and blend into the background. I take in questions on the classes experience and knowledge of the new skill. I proceed with rules before the skill itself because my students tend to become excited and anxious at learning the skill that I can't get them to sit still long enough to focus on the rules. We finally apply the skills as we are constantly reminded of the rules”. -BFL (Referring to similar activities)

Question 9: Please describe how you use verbal and non-verbal communication in your classes to interact with your students.

Themes:	Responses	Percent
Verbal	18/31	58
Non-verbal	12/31	39

Unanswered questions: 1

Quotes:

“I don’t use a whistle in my classes. I have a countdown from 5 to 1. The students know on one they are to freeze and sit where they are. When they are talking when I am trying to talk, I remind them “My time, your time”. –WML (Verbal)

“Non-verbal communication is used frequently during each lesson. Due to the poor acoustics in the gym, I use hand signals for movement of my students. I also use gestures that give students feedback about their behavior and/or skill performance”.
-BFL (Non-verbal)

Question 10: What do you consider the best and worse feedback approaches you use in your physical education classes?

Themes:	Responses	Percent
Feedback utilizing students	19/31	61
Feedback initiated by the teacher	5/31	16

Unanswered questions: 7

Quotes:

“The best feedback is the mailbox we have in the gymnasium. The student leaves notes on what they liked and didn’t like and suggestions for future activities”.
-WML (Feedback utilizing students)

“One way that I have found works well is when a student performs a skill particularly well. I stop all activities and let the student demonstrate the skill along with giving him or her praise”. –BML (Feedback initiated by the teacher)

Question 11: What have you used in your physical education classes or other related settings to handle misbehavior or unwanted traits? Please describe one example.

Themes:	Responses	Percent
Use of written documents	20/31	65
Using verbal and non-verbal methods to deal with unwanted traits	8/31	26

Unanswered questions: 3

Quotes:

“Time-out sheets are used in my classes. Misbehavior by students causes them to sit down and write what they did wrong. Letters home to parents or guardians are sent with them required to bring back their parents signature”. –BFL (Use of written documents)

“I try to find the behavior I want to see first, commenting positively on that behavior. If that doesn’t work for some, then I will place a student in time out and talk to them about how to correct that behavior. If there is no improvement of behavior, I will call parents”. –WFL (Using verbal and non-verbal methods to deal with unwanted traits)

Question 12: Please share any other strategies that you have implemented in order to enhance your teaching and maximize student success in your classroom.

Themes:	Responses	Percent
Participation	12/31	42
Teacher preparation	9/31	29
Consistent routines	8/31	26

Unanswered questions: 2

Quotes:

“At the end of class I have a competition with my students (jump-rope, frisbees, hula hoops, handstands) where I allow them to compete for little prizes such as stickers, pencils and tokens. Sometimes, larger prizes are given out. I also at the end of class give a quick review, encourage practice at home and remind them of key health tips”.-BML (Participation)

“Teachers just need to be aware of the different needs of students in their classes and how to used their talents to create a great program that children want to be in”. –WFL (Teacher preparation)

“Routine, routine, routine. It helps to allow students to know what is expected of them while setting high but attainable expectations for students. I also think you need to get to know students through conversations and journal writings. Everyone needs to participate in activity and their must be a focus on having smooth trans itions from activity to activity to save time”. –WFL (Consistent routines)