STUDYING WASH-OUT DURING PROFESSIONAL SOCIALIZATION

Christopher Mellor

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Approved by the Dissertation Committee:

Dr. Karen Gaudreault, Chairperson

Dr. Glenn Hushman

Dr. Ashley Phelps

Dr. K Andrew Rosse-Richards
STUDYING WASH-OUT DURING PROFESSIONAL SOCIALIZATION

BY

CHRISTOPHER MELLOR

B.S., Physical Education Teacher, University of Wyoming, 2015

M.S., Kinesiology and Health, University of Wyoming 2017

DISSERTATION DEFENSE

Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy

Physical Education, Sports & Exercise Science

University of New Mexico
Albuquerque, New Mexico

Graduation, May 2021
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Abstract

Teacher washout can disrupt teacher effectiveness and undermine the espoused pedagogy in teacher education programs. Teacher washout occurs once an individual occupies a teaching role after formal training but corresponds with the potency of teacher education programs and K-12 experiences. Teacher washout literature is limited and does not address the socialization process of formal training. The following two hybrid dissertation studies examine washout, wash-in, and never washed-in. By doing so, we can expand the definition of washout and gain helpful insights on the perceptions of pre-service teachers. Implications from these studies provide faculty with proposals for change to decrease the frequency of teacher washout.
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Introduction

Teacher washout is described as the adoption of espoused pedagogy learned in formal training and the later washing out that pedagogy due to its incompatibility with socialization during a teacher’s career (Curtner-Smith, 2001). It is important to note that in order for something to washout it needs to be first washed in during formal training. If curriculum does not wash-in during formal training, then it cannot be later washed out. Due to this, washout is a multifaceted phenomenon that has different stages within the socialization process of becoming a teacher.

Richards, Templin, and Graber (2014) describe that reality shock during induction can be one of the main causes of washout. Reality shock (Veenman, 1984) refers to a new teacher being in shock of the realities of a school culture’s that does not correspond to their formal training. Zeichner and Tabachnik (1981) describe three reasons why reality shock and subsequent washout occurs: 1) teacher education programs have a weak potential of changing the beliefs of pre-service teachers, 2) formal training unknowingly may promote more custodial pedagogy, and 3) socialization during induction years does not correspond with formal training.

Teacher washout is problematic due to two reasons: 1) innovative practices learned during formal training are being eliminated from practice, and 2) custodial practices are adopted that do not address the needs of students or the curriculum. Physical education in general has long been scrutinized and marginalized in education. Teacher washout continues to perpetuate a longstanding insufficiency in physical education teacher education: programs are failing to socialize and prepare pre-service teachers for their careers. Due to this, marginalization continues to be at the forefront of socialization issues.
While washout research is sporadic in general, the majority of the research does not pertain to formal training. More specifically, washout has been studied during the induction phase, but washed in and never washed in during formal training is absent from literature. This line of inquiry allows us to expand the definition of washout to view it more holistically and from multiple theoretical viewpoints. Furthermore, we need to answer the following two questions:

1) Are program graduates equipped with the knowledge to combat negative socialization issues?
2) Are program graduates more inclined to washout pedagogy due insufficiencies in formal training?

Chapter one and chapter two correspond with one another by investigating different sides of teacher washout from a positive perspective (chapter one) and a more deficit-oriented approach (chapter two). Chapter one approaches wash-in by using a data collection technique called the Appreciative Inquiry approach (Cooperrider & Whitney, 2001). The Appreciative Inquiry approach ignores the deficit-oriented approach that is often seen within socialization research. By using this technique, negative or neutral data is ignored. Data collected uncovers the perceptions of one pre-service teacher and how his retention of material is dictated. Conversely, chapter two uses this negative or neutral data to uncover the perceptions of pre-service teachers experiences in formal training. Data collection from chapter two uncovers program deficiencies that could be detrimental to the pre-service teachers wash-in.

While it is uncomfortable to examine non-innovative practices espoused in college formal training, these two studies can lead to the elimination of some practices and will also highlight the strengths to build forward from. College faculty need to be reflective and testing how efficient their program is, what their students’ perceptions are, and what their students’ level of retention is. Based on that information, faculty can alter their programs to fit the needs of
students and current innovative trends. Furthermore, this inquiry can help combat marginalization by making changes that will benefit the profession and formal training’s potency.
References


CHAPTER I:
AN APPRECIATIVE APPROACH TO STUDYING WASH-OUT DURING PROFESSIONAL SOCIALIZATION

To be submitted to the Journal of Teaching in Physical Education

Authors:

Christopher Mellor, Karen Gaudrealt, Kevin Richards, Glenn Hushman, Ashely Phelps
Abstract

The purpose of this study was to examine the washout effect with one pre-service teacher using an Appreciative Inquiry approach (Cooperrider & Whitney, 2001). Occupational Socialization Theory provided the theoretical underpinning for the study and guided all elements of the design, collection, and analysis. AI provided the researchers with a different way of conceptualizing and examining Occupational Socialization Theory with respect to washout. AI allowed for the exploration and identification of positive interactions and relationships between PETE curriculum and the pre-service teacher’s (PST) acculturation and the relationship to Henry’s likelihood to retain PETE curriculum upon induction into the profession. Data revealed the following three themes: (a) student retention dependent on connection with instructor not content; (b) socializing agents during early field experiences; (c) positives of COVID-19. Implications for PETE programming are presented.
Introduction

PETE programs are faced with two important questions. First, will the information that is emphasized in formal training be absorbed and retained by pre-service teachers? Second, will the socialization process in a physical educator’s school constrain and/or washout their use of espoused curriculum in PETE? Every physical educator’s experience is vastly different based on the school context and different factors that shape the learning environment for students. Positive experiences in K-12 and post-secondary education can have an encouraging impact on readiness to teach at induction (Curtner-Smith, 2001; Richards & Templin, 2011). Further, research has shown that a supportive school culture can alleviate the potential and probability for washout (Zeichner & Tabachnick, 1981). Despite this, the dynamic process of washout varies as a result of a teacher’s socialization and their ability to navigate issues that they encounter (Richards, Templin & Gaudreault, 2011). Curtner-Smith (2001) describes washout as, “pedagogical practices and perspectives learned during PETE which are incompatible with a school’s culture are often ‘washed out’” (p. 82). Often occurring from the onset of reality shock (Banville & Rikard, 2009; Veenman, 1984), washout can be caused by marginalization and isolation (Lux & McCullick, 2011), institutional press (Lawson, 1983a), and the pressure to add additional non-teaching responsibilities (Templin & Schempp, 1989).

Zeichner & Tabachnick (1981) proposed three overarching reasons for the occurrence of washout: (1) teacher education programs having weak potential for changing the beliefs of pre-service teachers, (2) teacher education programs inadvertently promoting traditional instructional methods, and (3) dealing with difficult socialization issues in a school culture. As discussed previously, the reasons for washout are dynamic and not uniform. If an individual experiences washout, it is often a combination of the factors and influences. Richards, Templin, and Graber
(2014) note, “when recruits subjective theories are relatively unaffected by teacher education, what appears to be washout may be beginning teachers entering environments that align with their preexisting beliefs about PE” (p. 123). Put simply, there is often a strong connection between what a recruit experiences in K-12 and what kind of teacher they become, which connects to overarching reason one from Zeichner and Tabachnick (1981).

Blankenship and Coleman (2009) identified that very few studies have specifically examined washout and the workplace conditions that acted to either contribute or disrupt washout. The authors studied two induction teachers with a mixed methods approach and found that lack of facilities, lack of equipment, lack of respect, and the teacher’s need for acceptance all contributed to teacher washout. Conversely, new facilities and equipment, team teaching, support from administration, and control over curriculum can help prevent washout. The authors concluded that PETE programs need to educate pre-service teachers on difficult workplace conditions that contribute to the washout effect.

While examining washout from a holistic Occupational Socialization standpoint, there is very little empirical evidence documenting what occurs during formal training relative to washout. There is, however, evidence of how pre-service teachers interact with curriculum and early field experiences (EFEs). Curtner-Smith (1996) examined the impact of EFEs on pre-service teachers’ conception of becoming a teacher and found that closely supervised EFEs, “can be utilized to train physical education PTs to focus on teacher effectiveness in terms of promoting pupil learning” (p. 246) even under difficult placements. Adamakis and Zounhia (2016) found that the beliefs of pre-service teachers prior to formal training were not changed by their college experience but strengthened to reinforce those beliefs. Insights gained from these
two studies can provide a starting point as the current study will attempt to capture participants' beliefs prior to formal training and EFEs in the PETE program.

Graber (1998) provided an insightful longitudinal case study investigating the influence of teacher education on one teacher in the induction stage. She found that the teacher education program failed to provide appropriate content to participant as the curriculum did not sufficiently prepare “Mary” to combat difficulties she faced during student teaching and this was accompanied by culture or reality shock (Veenam, 1984). Despite the shortcomings of teacher education program, Graber (1998) emphasized, “there are elements of teacher education that appear to have a strong influence on program graduates” (p. 151). The author goes on to say that the PETE program was able to instill an ideology that was committed to student learning and achievement. Similar to the positive impact Graber (1998) described, the current study was committed to examining positive aspects of teacher education relative to washout.

**Appreciative Inquiry**

Parker, Patton, and Tannehill (2016) describe socialization research, “as teachers’ reactions to and subsequent struggles with these experiences” (p. 99). Appreciative Inquiry (AI) positions the researcher to shift the focus from struggles and negative experiences to an emphasis on positive aspects of experiences for organization change. Cooperrider, Whitney, and Starvos (2008) summarize that, “AI leaves behind deficit-oriented approaches to management and vitally transforms the ways to approach questions of organizational improvement and effectiveness” (p. 2).

Enright, Hill, Sandford, and Gard (2014) provided a discussion of AI in physical education and sport pedagogy (PESP) research and have made substantial claims for using AI as
part of an organizational shift and an optimistic change. While AI is not necessarily viewed (or used) as a theoretical framework, it informs researcher stance and positionality with respect to data collection and analysis. In order to collect and analyze data in accordance with the most commonly used AI model, Cooperrider and Whitney’s (2001) 4D cycle was employed. The four stages of cycle are: 1) discovery- what is supreme and most positive about the experience, object, or organization, 2) dream- building from discovery to dream about how this could be used in the future, 3) design- to develop changes or plans for the future based on the prior stages, and 4) destiny- to enact change that is supported for sustainability.

Within the context of this study, AI will be used as a different way of conceptualizing and examining Occupational Socialization Theory within physical education. Specifically, washout occurs when reality shock sets in due to dealing with socialization issues (Veenman, 1984). To better understand the washout effect, this study will look to explore positive interactions and relationships between PETE curriculum and the pre-service teacher’s (PST) acculturation. More specifically, this study will seek to understand beneficial experiences in PETE and how they might impact the physical educators in the future. Aligned with this, Richards and Templin (2011) studied the influence of an induction program and its impact on the socialization process. Those authors highlight that this program supported and reduced the effects of reality shock and washout. Similarly, Richards, Templin, and Graber (2014) highlighted that in order for curriculum to be washed out, PETE curriculum needs to be washed in. Using the AI approach, the current inquiry looks to explore the positive aspects of PETE and the constructive influences this has on socialization.

**Purpose and Research Questions**
The present study aimed to view washout as a positive interaction in teacher education and to highlight what is washed in (Richards, Templin & Graber, 2014). Therefore, the purpose of this study is to examine the washout effect with one pre-service teacher using an Appreciative Inquiry approach. Guided by Occupational Socialization Theory, the specific research questions are: 1) how does the PST describe his PETE program and faculty, 2) what PETE curriculum does the pre-service teachers find most beneficial for their future careers, and 3) what connections are present between the student’s acculturation and professional socialization?

**Occupational Socialization Theory**

Occupational Socialization Theory (OST) provided the theoretical framework underpinning this study and guided all steps of design, data collection, and analysis. Lawson (1983a, 1983b) conceptualized this theory to guide inquiries into the socialization of physical educators defining OST as: “all kinds of socialization that initially influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers” (p. 107). Three distinct phases of OST are used to describe the process of becoming a physical educator and career of a physical educator, which are: acculturation, professional socialization, and organizational socialization.

**Acculturation**

Acculturation marks the first phase of OST occurring from birth to entrance into a formal teaching preparation program (Lawson, 1983b). Researchers often refer to this as the most potent stage in the socialization process (Curtner-Smith, Hastie & Kinchin, 2008; Schempp & Graber, 1992). Recruits often relate to and favor physical education due to interactions with
teachers/coaches and successful youth sport experiences (Doolittle, Dobbs & Placek, 1993; Hutchinson, 1993).

During this time pupils begin to form beliefs about the occupation and the role of physical educator. Lortie (1975) describes this time as the apprenticeship of observation. Through countless hours of interactions with faculty and staff at schools, a potential recruit develops a perception of the role of the physical educator and other teaching positions. Unfortunately, the prospective recruit does not gain a full understanding of the actual responsibilities of a physical educator due to not be previewed to planning, professional development, meetings, and auxiliary responsibilities (Richards, Templin & Graber, 2014). Lortie (1975) defines this as the subjective warrant attributed to the subjective nature of only gaining beliefs and perceptions that do not encompass the totality of the profession. The subjective warrant also describes the student’s perception of their capability to embody the role of physical educator relative to their abilities and characteristics (Graber, 2001).

Through the apprenticeship of observation and subjective warrant (Lortie, 1975) recruits develop orientations on a continuum between custodial coaching orientations and innovative teaching orientations. The development of these orientations is often linked with their preferences between teaching and coaching (Richards & Templin, 2012). A coaching-oriented individual views physical education as a “career contingency” (Lawson, 1983a) to coaching. A teaching-oriented individual views physical education as their foremost focus in relation to coaching (Richards & Templin, 2012). Curtner-Smith (1997) discusses that individuals who experienced high-quality physical education are more likely to adopt a teaching-orientation on account of mirroring and emulating favorable traits from their physical educator. In either case, the adoption of orientations and identity plays a critical role in determining the potency of
professional socialization as acculturation will often filter out unparalleled perspectives (Wrench & Garrett, 2012).

**Professional Socialization**

Professional socialization begins when a recruit enters their formal physical education teacher education (PETE) program (Lawson, 1983a, b). Unfortunately, it has been well documented that the potency of professional socialization is minimal (Brouwer & Korthagen, 2005; Graber, 1991; Zeichner & Gore, 1990). Schempp and Graber (1992) noted, “The subjective warrant plays a substantial role in determining how the dialectical process will evolve during teacher education. Recruits bring to teacher education programs strong beliefs, ground in personal experience and opinion, regarding their suitability for the teaching role” (p. 335). The dialectic refers to the interchanging of ideas that happens in education. The subjective warrant and past experiences act on the dialectic process by filtering new ideas through beliefs and perceptions learned in acculturation.

If PETE students do not hold the same values and ideologies as PETE programs, information provided could be disregarded (Richards, Templin & Graber, 2014). When a recruit disregards information in PETE the student is not washing out that information. Information needs be retained in professional socialization, not disregarded, in order for the washout process to occur. Washout occurs when a student has adopted information from PETE but later disregards that information in organizational socialization due to inconsistencies with culture or practicality. For instance, Curtner-Smith (2009) discussed, “It seems pointless to find out more about effective teaching methods or new curriculum models if we can’t get anyone to use or do them” (p. 222). This describes a misalignment between acculturation and professional socialization, but is not describing washout. The current study aims to capture the specific
perspectives, practices, and beliefs that are being adopted during PETE that pre-service teachers
find to be beneficial. While it is positive achievement that students retained and believe
information to be true from PETE, the information that is retained has the potential of later being
washed out by the realities of teaching PE in schools during organizational socialization.

PETE students often combat views and messages that conflict with their held beliefs from
acculturation by engaging in studentship during professional socialization. Graber (1991)
explains studentship as a set of behaviors used in response to the difficulties of progressing
through PETE programming. The difficulty for teacher educators is understanding the severity
of studentship, as it is difficult to fully grasp the level of compliance a student has with any given
subject matter. The process of studentship is dynamic in nature in that inconsistencies between
past experiences and PETE can arise early and often. Graber (1991) labels possible studentship
behaviors as, “...cheating, taking short cuts, psyching-out the teacher, and faking public
expressions of belief...” leaving the students “...underprepared when they become practitioners in
the schools” (p. 41).

Organizational Socialization

Organizational Socialization begins when an individual secures employment and starts their
career as a physical educator. Lawson (1983b) describes that schools are ‘custodial
bureaucracies’ that socialize new teachers into induction in numerous ways that heavily compete
with the knowledge acquired in PETE. As stated before, washout only occurs during this stage
as socialization factors and the school culture interact with existing knowledge learned in
acculturation and professional socialization. Socialization factors that influence the possibility of
washout include: marginalization (Lux & McCullick, 2001), status conflict with colleagues and
administration (Gaudreault & Woods, 2013), and physical and intellectual isolation (Stroot &
Ko, 2006). While acculturation has a high potency and interacts with all subsequent stages, organizational socialization and school culture can have a prominent impact on the socialization process.

For the purposes of the present study, acculturation and professional socialization will be used as the participant was in professional socialization.

**Methods**

In order to gain an in-depth understanding of the beginning stages of washout relative to a pre-service teachers OST, a case study design was selected. A case study design allows researchers to focus on one object, organization, or person. One advantage of using a case study design is being able to provide more data to the reader allowing rich detail to come through in the results (Stake, 2005). Further, the researcher approached the case study inquiry through an appreciative inquiry stance in order to understand the PST’s perceptions of what is washed in from a positive perspective. While this does not allow for the full picture of washout to be viewed, to gain an understanding of how washout begins could inform professionals at different OST stages.

**Participants and Setting**

One male pre-service teacher, Henry, was purposefully selected to participate in the study. Patton (2002) describes purposeful sampling as selecting an individual that can offer information rich cases that can aid in uncovering an in-depth understanding of the inquiry. The participant was also purposefully selected due to his willingness to invest time in the study and previously established trust with the researcher. At the time of this study, Henry was 24 years old and was engaged in his student teaching placement within the professional socialization phase. The PETE program was located within a large public university in the Southwest United States.
The PETE Program

The PETE program is comprised of 120 credit hour program of study supported by three full time faculty and graduate students. Outside of their student teaching experience, the program is designed to provide primary and secondary methods during the PSTs junior year. During this year, students also complete courses in behavior management, curriculum, assessment, and advocacy. The fall of senior year is comprised of courses in organization and administration, adaptive physical education, teaching reading and writing, and exercise physiology.

Role of the Researchers and Subjectivities

Three of the four authors had a previous relationship with Henry prior to the beginning of this study as they had been professors or instructors in PETE courses in which Henry was a student. The authors felt that the relationship provided a rich and interesting participant that had established trust with one another (Rovegno, 1994). Given this, the first author documented his subjectivities in a research journal and discussed them with the second author, who served as a peer debriefer throughout data collection and analysis.

Data Collection

The OST stages and relevant literature informed all steps of data collection and data analysis in combination with the use of AI. Following the 4-d cycle of AI (Cooperrider & Whitney, 2005), three semi-structured interviews were first conducted in alignment with the steps of: discover, dream, and design. The component of ‘destiny’ was not included as this was beyond the scope of this study as the pre-service teacher not implementing change in response to this inquiry. Data sources for this study came from the following sources: semi-structured interviews,
unstructured interviews, email and text communication, observation and field notes, and relevant documents and artifacts.

**Semi-structured interviews.** Three interviews were semi-structured to follow the first three phases of the 4-d cycle of AI (Cooperrider & Whitney, 2005). The first interview focused on getting Henry to describe connections between positive experiences in acculturation and professional socialization relative to literature about OST and washout (discover). For instance, “What do you feel was the most important part of your formal training?” The second interview aimed to identify core values and beliefs and how those values could apply to the future (dream). The participant was asked, “What do you think continued use of this pedagogy would do for your teaching?” The third interview was informed by the first two interviews as the participant designed the optimal future using the strengths and values uncovered during the previous interviews (design). For instance, “If you designed a PETE program, what would be some of the key components?” Six additional semi-structured interviews were designed following acculturation and professional socialization to gain additional information and thick descriptions.

**Unstructured interviews.** Following Schempp (1993) and Lux & McCullick (2001), five unstructured interviews were conducted to ensure data are saturated. Unstructured interviews took the form of conversation between the researcher and participant. These were used to discuss the school environment, culture, and anything else that help gain perspective about the experiences of the participant.

**Email and text communication.** Similarly, email and text communication were collected to further open forms of communication as the participant responded to several prompts regarding OST and washout. Pearce, Thøgersen-Ntoumani, and Duda (2014) note that text and emailing offer a communication avenue that is often used and preferred by participants. To collect data in
a comfortable manner that the participant is often using, email and text communication was collected throughout the data collection process.

**Relevant documents and artifacts.** The fourth data collection technique was collecting artifacts such as: lesson plans, unit plans, and positive papers. This supplemental data was compared to previous findings to ensure accuracy and triangulation of data sources.

**Data analysis**

Following Patton (2015) and Glaser & Strauss (1967) data were analyzed inductively using elements of grounded theory and constant comparison. Data analysis first began after IRB approval as the data collection was being conducted (Bogdan & Biklen, 2006). Data were coded and then reduced and organized by commonalities and similar ideology. Codes were assigned to data snippets to sort and assign significance relative to the purpose of the study (Merriam & Tisdell, 2016). Next, the data were organized into common categories or themes relative to the inquiry process of AI and OST. AI guided this process as only positive and optimistic data was selected from transcripts and artifacts. Negative data was disregarded as it does not follow the guidelines of AI. Finally, quotes and artifacts were used relative to emerging themes and categories to provide an in-depth account of the experiences and beliefs of the pre-service teacher.

**Data Trustworthiness**

Four different techniques were used to ensure data trustworthiness and credibility: triangulation, peer debriefing, audit trail, and member checking. Triangulation was achieved following the use of multiple data sets and the use of three or more investigators (Merriam & Tisdell, 2016). Peer debriefing assessed the data collection and data analysis to confirm biases were not influencing
results and interpretations (Bogdan & Biklen, 2011). An audit trial was kept as a running record of details containing the process and accumulation of data and interpretations (Lincoln & Guba, 1985). Lastly, member checks were conducted as the participant reviewed data and interpretations to ensure the accuracy of their story.

Results

Acculturation

Henry grew up on the eastern coast of the US. He came from a “…pretty strong military family. Pretty much all the men in my family have been in the military” (Interview 1). He discussed that early on in physical education that he ‘excelled’ and that his goal was the ‘presidential fitness award’ in elementary and middle school. Henry mentioned that he had the same physical educator kindergarten through eighth grade. He described his physical educator as, “he was super nice guy. He was actually the neighbor of my grandmother. So I saw him a lot. I had a great relationship with him” (Interview 1).

Henry’s initial attraction to the profession was developed through his interaction with his high school weights teacher. Henry discussed, “Seeing that he had been in the military, like my family, but now he’s a PE teacher. Maybe I could go be a strength/conditioning teacher or a PE teacher. I couldn’t be in an office. I couldn’t be in a cubicle” (Interview 1). He went to say, “if I had not had that weights teacher, I don’t think I would have gone into PE” (Interview 1).

Henry did not indicate that he was interested in coaching.

While Henry described himself as a ‘loner’ in high school, physical education did offer the opportunity to develop relationships in a new school, “we were the two hardest workers in the weight room. I was always better at like the pulling movements and he was better at the pushing
movements. So together we really balanced each other out and he’s actually going to be my best man at my wedding” (Interview 1).

**Student Retention Dependent on Connection with Instructor not Content**

The first and most dominate theme to emerge from the data was that Henry’s retention of content was primarily dependent on the rapport that he developed with faculty and cooperating teachers. Furthermore, Henry expressed that he valued the pedagogy from the program. Consider the following:

I've kind of tried to implement stuff in [my] formal teaching. I've tried to teach how I was taught, how [the university] expects me to be a professional teacher. Using different kinds of feedbacks, styles, and models. I feel like I've tried to implement as much as I can to kind of find what works best for me. I can lead a class. I can, no matter what grade it is now, feel confident and assured of myself that I can take a class and run with it. I think the continued use of these strategies, I can at least continue to be as good as I am. I think using these things as well, I can be better. -Interview 5

More specifically, Henry discussed that the rapport with his instructors ultimately solidified the retention of the content. Additionally, the acceptance of the pedagogy was not dependent on the instructor’s status (PhD student, instructor, lecturer, professor of 30 years), but again dependent on the relationship he had built with those instructors.

I think, especially the rapport that I have with said instructor, I'll either take that information that they've given regardless of their like their status. Whether they're just associate degree or they've been a doctor for 30 years. I'm going to kind of accept what
they say, if there's a better relationship. I feel like I'm more likely to accept the information that you give me. -Interview 9

He discussed that the teacher’s personality made content more digestible. Without the characteristic of enthusiasm, the participant discussed that the potency of lesson would decrease. He described that these attributes made him feel welcomed to the program.

I think it might not have been as beneficial if the teacher had a different personality, because it was beneficial in the context, but the teacher's personality made it easy as well. Like she was welcoming to the program, you know, very enthusiastic about her craft, that’s what I like to see. -Interview 2

Henry also noted that one instructor provided midterm evaluations and adjusted their lessons according to the students wants/needs.

I think Dr. X is on a good path with, because she would do a midterm evaluation for her personal use. I think that would help both the professor become a better professor, and then the students would feel more willing to cooperate. They are trying to take my input and become better. Of course, the professor instructor has to apply that information. - Unstructured interview 5

In line with the mid-term evaluations, the pre-service teacher discussed that student voice was a significant factors in developing the rapport with instructors.

Your voice is heard and you're able to ask questions, and that kind of gives you a little bit more of an active role in your own education. – Interview 2
Furthermore, the participant connected finding a balance between social interaction and curriculum with the amount the instructor cared about students.

I think you both had a really good balance of social classroom interaction and the curriculum that we needed to learn. That was like a good balance caring about the profession and the students. I think it made the content that we’re learning more digestible. -Interview 6

**Socializing Agents During Early Field Experiences**

**Cooperating Teachers**

Similar to the previous theme, the participant discussed that his progress in the program was significantly linked to the relationship he built with his cooperating teacher and peer-teaching partner. The appearance of the cooperating teacher, ability to advocate, and allocating time to work with the student teacher were positive influences on his development. To first illustrate his connection to his cooperating teacher, consider the following:

Miss G at Rio Rancho elementary, I learned just as much from this experience as I have in all my college courses. She helped teach me or helped work with me on kind of trying to find my own style of teaching. -Interview 4

He discussed that the cooperating teacher broke the mold of an outdated image of what a teacher should be. She did not fit what a traditional teacher in a movie would look like with different colored hair, tattoos, and different apparel.

She had like purple hair, a bunch of tattoos, Star Wars shirts. But like in that profession or in the teaching profession, when you see most teachers wearing like a blouse and some
pants and some heels. Like it was good. It broke the mold to the teacher for me. A teacher doesn't have to be this way and you can still be a good teacher. -Unstructured 5

The participant was also able to see two cooperating teachers advocate for physical education with administration. While the participant had an advocacy class, this was an opportunity to see teachers in the field advocate for profession. This gave the student an opportunity to see how that interaction might come about and ways to deliver that message.

She wasn't afraid to tell admin this is wrong and tore them a new one. She would call parents for both good and bad reasons. She had professional courtesy with her other teachers, at dismissal when the bus drivers came through, and she was a really good leader. -Unstructured 5

Similarly, Henry was able to see his cooperating teacher advocate for physical education when he felt physical education was taking a backseat to other subject matters.

Mr. B did that on a meeting in front of everybody, the whole school was on a zoom. It was when we went virtual and had a department meeting. So all of the admin was there. All of the teachers there. His name got like left out of something of a list about kids who were missing a bunch of assignments. All of his work and list of students that he had didn't get input into that. He was like, “I'm seeing that you guys are saying that PE doesn't really matter right now”. It was so awkward. Cause he put like he was putting my name in there. It was like Mr. [Henry] and I had been working really hard. I think it was good to see. I mean things did change and he got a little bit of his teeth back as far as grading. I think that's good advice, being able to articulate it in there too. You're showing
me right now that you don't think physical education is important as this other thing. -

Unstructured 5

Peer-Teaching Partners

Henry discussed the importance of working with his peer-teaching partner. He discussed being able to bounce ideas off his placement partner helped reflect on what he was doing well and what he needed to work on.

It's been really easy for me and her to like bounce ideas off of each other for teaching activities. This time last year, she and I were partnered up at a placement. I think we got to know each other better there. Cause we were only working with each other, seeing how each other taught. I think we learned a lot there at that placement. -Unstructured 3

While reflecting with his partner, the student recognized that he had needed to work on covering introductory material at the beginning of the lesson. However, he indicated, through reflection, that he was strong in other aspects of instruction.

Being able to watch her was really helpful because we found that she was really good at being concise and going through the information on like our whiteboard. She rolled through that really well. Then when it came to the actual instruction [during activities], we decided that I was a little bit better at least in that setting. So we had time to just reflect with each other. -Interview 4

Unexpected Positives of Covid

While there is little to be thankful for with Covid-19, Henry did indicate that Covid required him to increase communication with peers which further strengthened the bonds in the cohort and
improved their practice. The participant noted that communication with his cohort did not happen prior to covid.

Like we never reached out to them [before Covid]. Now, it seems to happen like every other week. Cause we have a group chat like with teachers and without teachers. What are you guys doing? What did you do? What worked well for you? And it works. It works more for them because they're all online. But definitely I think collaborating, or at least discussing more with my cohort, what they're doing and what's worked well. -Interview 3

Further, his acculturation in physical education predisposed him to want to do fitness-based activities or lifting at the high school level post-graduation. Covid decreased the amount of EFEs he experienced at HS opening up the possibility of wanting an elementary position which was not previously indicated due to acculturation.

I think before COVID I was still like gung-ho high school and it wasn't really, until COVID hit, that I got more opportunities to be in primary that opened me up more to being in that field. I think that's part of what made me want to go into the elementary level... having the opportunity to go in-person to elementary as opposed to online. Because my elementary was a private school [some private schools did not shut down during Covid]. That was super positive. -Unstructured 5

**Discussion**

The purpose of this study is to examine the washout effect with one pre-service teacher using an Appreciative Inquiry approach. One of the most important implications of this study is the confirmation and recognition of the significance of PETE faculty and EFEs in retention of PETE curriculum by PSTs. More specifically, Henry discussed that his affinity for and relationships
with instructors dictated his level of retention and EFEs help to solidify retention with practical applications. This is consistent with his acculturation experiences as an overwhelmingly positive relationship with a physical educator was a significant socializing agent leading him to choose physical education teaching. Aligned with this, Henry discussed how positive relationships with PETE faculty served as a socializing agent relative to his receptivity and intention to retain PETE curriculum.

Typically, scholars do not directly discuss washout in connection with professional socialization given that it occurs during organizational socialization. Our findings underscore the position that the process of washout cannot be fully explained without first identifying the degree to which curriculum is ‘washed-in’ (Richards, Templin & Graber, 2014). The current study aimed to provide additional insights into capturing this while it is occurring within professional socialization.

Our discussion will be organized around Cooperrider and Whitney’s (2001) 4D cycle (discovery, dream, design, destiny) to describe and offer plans for the future and sustainability of positive outcomes within professional socialization. Specific attention will be provided to ‘discovery’ and how findings from this study answer the research questions and fulfill the overall purpose of the study. Our comments around the ‘dream’ cycle will focus more on Henry’s profile and speculations about who may become as an educator, following the results of this study. Finally, we present possible implications regarding the design and sustainability (‘destiny’) for PETE programs.

**Discovery**
The discovery stage identifies what is most positive about an experience or institution. In Henry’s case, he discussed several factors within the PETE program that properly socialized him into attempting to ‘teach the way he was taught’. Scholars have described the prevalence of teaching/coaching and role conflict (Mellor, Gaudreault & Fadale, 2020; Richards & Templin, 2012; Richards, Templin & Gaudreault, 2013) and how these challenges can plague a PST if they do not perceive their primary role to be teaching post-graduation (Graber, Killan & Woods, 2017). Henry’s acculturation might suggest that he is more motivated by a fitness orientation (Richards & Padruth, 2017) and is motivated to teach. Moreover, one of the main connections between acculturation and professional socialization is the positive relationships Henry cultivated between his physical educators and PETE faculty that also contributed toward his motivation to teach. In acculturation, the links between his family background, his physical educator who was a Marine, and the connection they forged was instrumental in his recruitment and ultimately his compliance/studentship (Graber, 1996) that he displayed in professional socialization. Henry suggested that during PETE these relationships were developed through enthusiasm for the profession, allowing for student voice, and providing social interactions in the classroom. Put simply, curriculum and program content was not the determining factor of wash-in, rather, it was the strong relationships Henry forged with instructors.

Next, socializing agents during EFEs helped to solidify espoused pedagogy in PETE. Henry was no exception to PSTs propensity to value EFEs due to the active nature of the application. Henry consistently described his cooperating teacher as the most powerful and positive element in his teaching, not the students or university supervisors and faculty. Richards, Templin and Gaudreault (2013) suggested, “Students should be provided with field experiences that expose them to the reality of teaching in schools that are accompanied by in-class discussion related to
their experiences” (p. 452). Consistent with this, Henry was able to see the socio-political side of being marginalized in schools and how two cooperating teachers were able to advocate for physical education amidst the marginalization. While this interaction was organic and would be hard to replicate, this interface between socialization took place while Henry was enrolled in an advocacy class. This was clearly an invaluable experience that allowed Henry to connect theory to practical applications with content that is difficult to organically produce. We offer that PETE programs should make every attempt to place students in situations in which they may have the opportunity to have similar experiences, when possible.

One surprising view that emerged from Henry’s EFEs was his perception of a cooperating teacher that did not present what many would describe as a professional appearance. Henry identified that this teacher took time to advise him, displayed effective teaching behaviors, and advocated for physical education when she felt marginalized. He also went on to say that the teacher’s purple hair, graphic tee shirts, and tattoos broke an outdated mold of what an effective teacher could look like. During Henry’s acculturation he indicated that his elementary experiences was strict and dominated by older women. Furthermore, Henry was surrounding by a military family and this was accompanied by his high school teacher that was a former Marine. We can speculate that former teachers and professors displayed a different professional attire and image than this cooperating teacher. Henry’s perception of this could have been a refreshing antidote to previously held images of professionalism that did not align with his beliefs. On the surface, this finding/discussion point may seem contradictory toward the mission of appreciate inquiry. However, PETE needs to take into account that professional attire may not be determining factor of professionalism and effectiveness from our students’ standpoint. Henry constantly spoke about the impact this cooperating teacher and EFE had on supporting his
growth. This idea is not a suggestion for any dismissal of profession wear for cooperating teachers or PSTs. Lux (2010) discussed that ‘looking the part’ can help to raise your status as a physical educator. We maintain this message with the added recognition that PETE faculty should consider taking time to determine PSTs perceptions of professional behavior, presentation, and appearance. The fact that this teacher broke the mold, of what some may say is an outdated image of a traditionally professional individual, speaks to two main outcomes: 1) Henry was able to look past superficial clothing (graphic tee shirts) to identify effective behavior, and 2) students and educational culture is a dynamic and shifting entity that may not value or evaluate behavior in the same way as our predecessors once did.

Another influential agent during EFEs was Henry’s peer teaching partner and cohort. Henry discussed that during acculturation he was rather reclusive with respect to peers. In contrast to this, the emergence of Covid-19 and one peer-teaching partner allowed Henry to freely discuss strengths and weaknesses in his pedagogy and to have conversations with his cohort surrounding curriculum choices. Britton and Anderson (2010) discussed that use of peer coaching with PSTs can ease anxiety caused by university supervisors’ (US) stringent assessments and to allow PSTs to observe behaviors in others that they be insufficient in themselves. Henry was able to see his growth as a teacher through his cooperating teacher and peer teaching partner, not the university supervisor(s). To be clear, we do not suggest unsupervised EFEs, but the recognition of the benefit of allocating time for the cooperating teacher and peer teachers to reflect on pedagogy in an open-minded and supportive setting outside of the conversation had with PETE faculty.

Dream

The dream stage looks to envision a participant in the future at their best. In Henry’s case and following results of this study, we can develop a profile based on his experiences in acculturation
and professional socialization. We offer that Henry may become an educator that develops positive relationships, engages in advocacy for physical education, and reflects on practices espoused in his formal training. For example, Henry’s relationships with previous physical educators and instructors indicates that he too will cultivate positive relationships with socializing agents. Furthermore, most PSTs do not have chance to see a physical educator advocate for the profession with administration. This was a rare and unique opportunity for Henry to witness in an authentic school setting while concurrently studying advocacy from a theoretical perspective in the university course. Finally, Henry indicated that he intends to implement pedagogy and curriculum as he was taught in the PETE program.

Implications- Design and Destiny

The design stage of AI marks proposals for change accompanied by the destiny stage that envisions supported sustainability to change. While PETE is often referred to as the weakest form of socialization (Curtner-Smith & Sofo, 2004), Henry’s professional socialization suggests that substantial experiences can positively impact formal training’s potency. The following suggestions were developed based on Henry’s experiences, the need for change, and sustainability needed to support that change.

First and foremost, rapport and relationships with students is the most important factor in how much pedagogy is retained. We offer that PETE faculty should consistently reflect upon and attend to their relationships with students and their feelings of value within our programs. More specifically, our findings indicate that this should be a consistent and perpetual consideration—not a single lesson in which we ask students to describe themselves as individuals or future educators. The sustainability of developing rapport must be addressed across the duration of the semester/program allowing for student voice and student to student interactions.
Second, EFEs provide important opportunities for students to retain and apply knowledge. PETE faculty need to identify cooperating teachers that are effective, are willing to spend time with PSTs, and are willing to speak freely about their socialization experiences. PETE programs are encouraged to engage in constant discussion with cooperating teachers for sustainability and continued potency of EFEs. Cooperating teachers often describe a lack of clarity around their role in the EFE or a misunderstanding about what university expectations. Initially, university supervisors should evaluate the level of shared technical culture (Lortie, 1975) between the cooperating teacher and espoused PETE curriculum. The discussion needs to expand to emphasize and encourage cooperating teachers to take an active role in reflection and sharing of experiences with PSTs.

Finally, EFEs should include time for immediate (post teaching episode) student to student reflection apart from the university supervisor. This is not to suggest that university supervisors should be absent or should limit reflection time with students, rather, we offer that PSTs be given the opportunity to informally discuss with their peers prior to a more formal reflection with the university supervisor. Prior to EFEs, the faculty member should thoroughly consider which pairings of students will allow for more robust and substantive collaboration between PSTs. Furthermore, we offer that PSTs should work in pairs to provide maximum opportunities to respond. Class discussions could be centered around what the partners are finding and learning about their teaching.

**Limitations**

It is important to acknowledge that this study was limited in several ways. For example, during the time of data collection, the participant’s teaching schedule was sporadic and often asynchronous. The data collection withheld the use of field notes due to the possibility of
misinterpreting difficult teaching circumstances (Covid-19) as deficiencies. Observations would have provided important connections between how Henry approaches his teaching episodes. Additionally, future research should seek to examine more PSTs with different backgrounds and orientations from varying locations.
References


CHAPTER II:
WASHED OUT OR NEVER WASHED IN? A CASE STUDY EXAMINING WASHOUT IN PROFESSIONAL SOCIALIZATION

To be submitted to the International Journal of Kinesiology in Higher Education

Authors:
Christopher Mellor, Karen Gaudreault, Kevin Richards, Glenn Hushman, Ashely Phelps
Abstract

The purpose of this study was to examine the professional socialization of one pre-service teacher with respect to PETE curriculum and pedagogy. Using Occupational Socialization Theory, data were collected through semi-structured interviews, unstructured interviews, email/text communication, and artifacts. Data revealed that PETE curriculum was sporadic or emphasized with little flexibility, research as PETE curriculum was non-digestible, and the faculty lacked a shared technical culture surrounding one vital piece of pedagogy. In conclusion, PETE faculty are advised to constantly revisit their program progression and their collective beliefs. Further, curriculum needs to evaluated for practicality and real world applications.
Introduction

Difficulties arising between socialization and the washout effect were documented early in physical education research (Lawson, 1983 a,b; Zeichner & Tabachnick, 1981). Washout has been defined as the abandonment of curriculum and ideology from formal training and reverting back to more traditional/custodial means of teaching (Blankenship & Coleman, 2009). Lawson (1983a) described schools as ‘custodial bureaucracies’ in which the system attempts to maintain order or the status quo. Faced with the options of conformity or rebellion from ineffective practices, innovative teachers encounter a difficult dilemma early in induction into the profession that can lead to low quality teaching practices and washing out beliefs and curriculum from formal training. Similarly, while Zeichner & Tabachnick (1981) maintain part of the problem lies in the underwhelming potency in some PETE programs, arguing that difficulties of workplace conditions coupled with poor in-service education significantly impacts the potential for washout. Scholars have argued that a comprehensive understanding of washout is dependent upon the understanding that requisite knowledge and content must be first washed in if its ever to be washed out in a teacher’s career (Graber, 1998; Richards, Templin & Graber, 2014). Simply put, high quality practices cannot be washed out if they were never acquired or adopted in the first place. Ongoing research has expanded the breadth of knowledge of the socialization process and has continued to identify factors that may be apparent precursors to potential washout.

Woods and Lynn (2001) examined six physical educators in a longitudinal study grounded in Teacher Career Cycle Model (Fessler & Christensen, 1992) in order to understand factors that influenced them positively and negatively. Three of the participants exited the profession in the career frustration stage due in part to isolation and marginalization within the first eight years in the classroom. The participants expressed feelings of isolation and devalued
because of the subject they taught. Conversely, Lux and Mc Cullick (2011) conducted a single case study on one exceptional teacher aiming to understand the strategies used to overcome marginalization. While the participant experienced isolation and marginalization leading to frustration periodically, she successfully managed and navigated isolation and marginalization through the use of multiple strategies and tactics. Taken together, these two studies highlight the diversity of socialization experiences and the variance that may occur as a result of specific differences in each school environment. Following this, we offer that the same is true for washout; no two teachers will experience washout in the same way due to the variability in teaching environments and cultural contexts.

Students have been identified as key socializing agents in schools (Richards, Templin & Graber, 2014). Tsouloupas and Carson (2017) discussed that managing student misbehavior in physical education may be more severe and difficult to manage than classroom counterparts due to the dynamic nature of physical education content and the gymnasium. In addition, these authors highlighted the connection between teacher emotions, student misbehavior, and burnout. Due to physical education’s platform and demanding conditions coupled with student misbehavior, teacher’s emotional exhaustion and doubt in their ability to manage behaviors can consequently cause burnout. Similarly, Curtner-Smith (1997) examined the impact of socialization on two coaching oriented teachers. Due to difficulties with students, one participant was experiencing exhaustion and burnout within the first year of his career and reported wash out due to perceived impractical nature of content and instructional strategies when applied with his students. While there are exceptions to students presenting negative socializing factors, difficulties do arise between teachers and students, which can significantly influence or washout teachers’ content, beliefs, and emotions.
It is well documented that role conflict and the addition of auxiliary responsibilities can be a precursor to washout as teacher/coach (T/C) role conflict has been widely found to be a source of negative socialization (Mellor, Gaudreault & Fadale, 2020; Richards, Templin & Graber, 2014). Role theory or role conflict is defined as the contention between roles that are unparallel to one another due to differing expectations and socializing experiences. Richards and Templin (2012) highlighted the following differences between teaching and coaching: differing goals and objectives, dissimilar characteristics between students and athletes, and higher accountability and rewards for coaches; and maintained that, “The current body of literature related to T/C role conflict makes the compelling argument that the dual role of T/C is challenging if not unrealistic for many role incumbents” (Richards & Templin, 2012, p. 171). The result of this conflict may contribute to washout as one of the roles will take priority over the other, leaving the unappreciated role to suffer and possibly washout. The connection between role theory and socialization is significant enough that it has been referred to as ‘role socialization theory’ (Richards, 2015; Richards & Hemphill, 2017).

Professional development experiences can have a positive impact on the induction process and retention of new teachers (Smith & Ingersoll, 2004); especially when a teacher receives mentoring from a professional in the subject area or discipline (Feiman-Nemser, 2003). Unfortunately, professional development for physical educators is often designed for classroom teachers and focused on literacy and mathematics. In their study of a state mandated induction program, Richards and Templin (2011) found that while the participant in their study felt she was successfully inducted by her community of practice with other physical educators, she felt that the state program focused, “on presenting one uniform experience for all teachers (regardless of background or teacher socialization) made the program vague and generic, which led her to
reject it” (p. 353). Parker, Patton, and Tannehill (2017) explain that a custodial approach toward professional development only strengthens and adheres to the possible socialization difficulties new teachers commonly face. Insufficient mentoring and generalized professional development programs serve as missed opportunities to provide physical educators with the support they need during the induction phase necessary to ward off wash out. Scholars have repeatedly argued for the need for professional development that is discipline specific to enhance teaching practices.

In order to examine washout more holistically, more research is needed to understand what occurs within professional socialization. Research suggests that formal training does not change prior beliefs formed in acculturation (Adamakis & Zounhia; 2016) and that teacher education programs have failed to sufficiently prepare pre-service teachers with the necessary content to combat difficulties (Graber, 1998; Zeichner & Tabachnick, 1981). In addition, little empirical evidence exists documenting the beginning stages of washout in formal training. Following this, the present study aimed to view washout at the introductory stage of professional socialization. While washout occurs during the organizational socialization stage and is significantly influenced by acculturation, professional socialization marks the stage in which information from formal training is either washed in or remains unretained. In order to further understand washout, more research is needed to examine what PETE curriculum is unretained and the reasons why certain practices and pedagogy fail to resonate with PSTs. Findings from this study have implications for PETE programming in order to ensure that different instructional methods and practices might be taught in order to more effectively wash-in that material.

The purpose of this study is to examine the professional socialization of one PST with respect to PETE curriculum and pedagogy. Through the lens of Occupational Socialization Theory, the following research questions will be addressed: 1) how does the PST describe his
experiences in the PETE program?, 2) what PETE curriculum does the PST find least beneficial for his future?, and 3) what connections are present between this interaction and the participant’s socialization?

**Occupational Socialization Theory**

Occupational Socialization Theory (OST) provided the theoretical foundation and guided all steps of the research process. Lawson (1983a, b) conceptualized OST as a way to explain how physical educators acquire the values, beliefs, and norms of the teaching profession. This work built upon previous seminal scholarship surrounding workplace factors and how they influence teachers work lives (Lortie, 1975; Templin, 1979) and provided a framework to explain these factors and their contribution to the socialization process. Lawson (1986) described OST as, “all the kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers” (p. 107). OST posits three phases in the socialization process: acculturation, professional socialization, and organizational socialization (Richards, Templin, Graber, 2014).

**Acculturation**

Acculturation begins at birth and continues until a recruit enters formal a teacher training program. Scholars often refer to this as the most influential stage of the socialization process (Curtner-Smith, Hastie, & Kinchin, 2008; Templin & Richards, 2014). During this time, recruits form their initial perspectives physical education through interactions with teachers, coaches, family members, and friends through a process called the apprenticeship of observation (Lortie, 1975). The knowledge and beliefs acquired during this stage influences how PSTs receive formal training and impacts the probability of washout occurring when they enter the profession.
as teachers. The potency of acculturation extends through the other stages because pupils’ ‘apprenticeship’ with teachers establishes the first glimpse at what it means to be a physical educator. This image of the physical educator extends further into the stages of OST because until contradictory information about physical education is present, the first beliefs of what it means to be physical educator are accepted to be true. It is only until later that pre-service teachers are confronted with the option to synthesize information that contradicts their acculturation.

Lortie (1975) offered that the apprenticeship of observation facilitates the development of a recruit’s ‘subjective warrant’: an individual’s perception of the requirements and duties of a physical educator. The subjective warrant is also compared with an individual’s capacity and abilities to successfully execute those duties. Commonly, students that are attracted to the field of physical education have sporting backgrounds and enjoy working with young people (Hutchinson, 1993; Merrem & Curtner-Smith, 2018). While having a sporting background does not always mean that an individual wants to pursue coaching, the subjective warrant paints an unclear picture between the roles and obligations of physical educators and coaches.

While recruits interact with physical educators during professional socialization, they are not often aware of the obligations outside of the classroom, such as: planning, meetings, and auxiliary duties. Richards, Templin, and Graber (2014) noted that a recruit’s subjective warrant may be skewed due to not having a full understanding of obligations and duties of a physical educator. Inconsistencies between the subjective warrant and the actual role of physical educator play a significant role in how receptive an individual is in professional socialization. Graber, Killan, and Woods (2017) discuss that beliefs and perceptions, originally formed in
acculturation, can contradict the culture of PETE programs leaving students to either adopt the new information or disregard and resist.

**Professional Socialization**

Professional socialization begins when a pre-service teacher enrolls in formal teacher training and ends as they are inducted into the profession in their first teaching position. Generally, this formal training consists of general or “core” education courses, specialized content courses, method courses, and field-based experiences. Researchers have found that this stage can have little to no effect on pre-service teachers’ (PST) future careers. For instance, Curtner-Smith (1999) demonstrated that initial teacher education had minimal impact on the interpretations of a national curriculum. Similarly, Stran and Curtner-Smith (2009) advocated for a sport education model approach that corresponded with recruit’s acculturation. The authors indicated that this model might reach individuals that previously viewed teaching as a “career contingency” (Lawson, 1983a) and came out of teacher education program unchanged.

Schempp and Graber (1992) note, “Unless teacher educators can encourage students to question their assumptions about teaching and reinterpret their past experiences in physical education, recruits may leave their preparation programs untouched by new knowledge and insights” (p. 337). While some students will decide to redefine or comply with new knowledge, many will strategically comply with PETE programs by taking short cuts, cheating, and putting forth minimal effort (Graber, 1991). When a student strategically complies with faculty and ideas in PETE programs, they can give PETE faculty the impression they are acquiring new knowledge and adopting the ideals of the program. However, the compliance is an illusion as students are often fulfilling class requirements to appease the instructor and to earn a desired
grade, but not to acquire new information. These behaviors are often difficult for faculty to recognize as they are usually covert (Graber, Killian, Woods, 2017).

Conversely, scholars have found that when PSTs are supported in an innovative culture, wash out can be mitigated. Templin and Richards (2014) describe that, “Those who are socialized and supported toward a model of PE that includes state-of-art curriculum, instruction, and assessment have the potential to be seen as positive forces in the promotion of wellness across the life span” (p. 441). Curtner-Smith (2009) discussed positive factors that can initiate change, such as: closely supervised field experiences, advocating for models-based instruction, and displaying what Lortie (1975) called a “shared technical culture”. A shared technical culture is when faculty display to students a shared common understanding for the vision for the program. The potential for potent teacher education can be influenced by an innovative culture and curriculum; however, the acceptance of the program and continued use of proper pedagogy in organizational socialization is highly dependent on the recruit’s acculturation.

**Organizational Socialization**

Organizational Socialization begins when a pre-service teacher graduates from their formal training, begins teaching physical education, and continues until they exit the profession. Fessler and Christensen (1992) define induction as the beginning years of a teacher’s career. The teacher induction phase is believed to be critical to the socialization experience as new teachers navigate sociopolitical norms of the school culture (Woods, Gentry & Graber, 2017). OST is dynamic in nature due to different stages significantly influencing the subsequent stages. This ‘back and forth’ between held views and beliefs as a result of previous stages is indicative of a dialectic process. Schempp and Graber (1992) describe this as, “When individuals push back against the forces of socialization, covertly or overtly making their own choices based upon the
wisdom of their experiences and judgement, the process may properly called dialectical—a
contest of social thesis against individual antithesis” (p. 331). The authors go on to discuss that
the dialectical process continues during the induction stage as the occupational culture is unique
to each school leaving the new teacher challenged by unanticipated socialization surroundings.
If there are misalignments between acculturation, professional socialization, organizational
socialization, teachers often experience doubt and anxiety as they navigate through new difficult
issues. While organization socialization marks the stage in which information washes out, the
beginning stages of washout (acculturation and professional socialization) were examined in the
current study.

Method

A qualitative single case study was selected to fulfill the purpose and answer the research
questions. The choice of a qualitative single case study design rested on the need to,
“…understand one thing well…” (Stake, 2005, p. 27) and provide a rich and thick description of
a socialization issue that has received less attention. Yin (2014) defines case study as, “an
empirical inquiry that investigates a contemporary phenomenon (the ‘case’) within its real-life
context, especially when the boundaries between phenomenon and context may not be clearly
evident” (p. 16). While research in PETE has explored washout, more empirical evidence is
needed to gain a deep understanding of the phenomena.

Participants and Setting

Following human subjects board approval, one male pre-service teacher was selected and agreed
to participate in the study. George was purposefully selected (Patton, 2015) to participate as he
possessed the following selection criteria and characteristics: a) established trust with
researchers, b) willing to participate and devote time, c) induction teacher, and d) accessibility for field work and observations. George was in his mid-20s and was enrolled in a PETE program in a large public university in the southwest United States. At the time of this study, George was completing his student teaching experience in a local parochial elementary school and a large public high school. George grew up on the east coast until he began the PETE program.

**The PETE Program**

The university PETE program was composed of 48 general education credit hours and 72 content specific credit hours. The first two years of the program consisted of primarily general education courses with two content specific courses. The third year involved both elementary and secondary methods with corresponding courses such as: behavior management, curriculum, assessment, and advocacy. Fall semester of the fourth year included courses in adaptive physical education, organization and administration, exercise physiology, and teaching reading and writing. Spring semester of the fourth year culminates with 16 weeks of student teaching in both elementary and secondary placements. The faculty consisted of two tenure track PETE faculty members (one Associate, one Assistant) and one Visiting Assistant Professor. Additionally, several PhD students in PETE supported the program and provided supervision and assisted with course instruction.

**Role of Researchers and Subjectivities**

In order to be transparent and attend to researcher subjectivities in data collection and analysis, the relationship between the researcher and participant should be stated. Three authors had a basic level of understanding of the participants effectiveness, background, and school
culture. This knowledge contributed to the purposeful selection of George as he displayed the willingness to share in great detail which allowed the researchers to describe experiences with rich, thick description. The primary researcher was a doctoral student in the program in which George was enrolled and had extensive experience with George in field experiences and had served as an instructor in PETE courses George took prior to the beginning of this study. The secondary researcher was a faculty member in the PETE program, had instructed George in two PETE courses, and served as the peer debriefer for the primary researcher.

Data Collection

Data sources for this study included: semi-structured interviews, unstructured interviews, email/text communication, and artifacts. Data collection occurred over five months and was conducted both in person, over Zoom, and via email communication.

Semi-structured interviews

Nine semi-structured interviews were aligned with the phases of OST and focused on the three research questions. These interviews aimed to uncover how the participant viewed acculturation/professional socialization. Specifically, what PETE curriculum did the participant find least beneficial and what connections were present with his socialization. Sample interview questions included: 1) What was your perception of physical education in K-12? 2) Tell me about a significant event that happened during physical education. 3) Tell me about some pedagogy you learned during formal training that was less practical when attempting it during a field experience.

Unstructured interviews
Five unstructured interviews were conducted in order to gain additional information about ideas George shared in the semi-structured interviews about his socialization. Merriam & Tisdell (2016) describe that unstructured interviews are useful in allowing the researcher to gain additional information in order to formulate questions for subsequent interviews. In this study, unstructured interviews took the form of informal conversations to ensure data saturation, discuss early experiences in physical education, and gain George’s perspectives on the culture of the PETE program.

**Email/ Text Communication**

Email and text communication was collected throughout the five-month span to clarify information from semi-structured interviews. The emails also allowed for a different type of interaction between participant and researcher where the participant had more time to detail and analyze questions from the researcher (Ison, 2009). Open ended prompts began the email correspondence that often took the form of conversations as the exchange often lasted through several email threads. Following Pearce, Thøgersen-Ntoumani & Duda (2014) the convenience and familiarity of using text and email communication provided a comfortable option for the participant. Specifically, five email prompts were collected, and two pages of text communications were collected.

**Artifacts** were collected in an effort to gather data regarding connections between the teacher’s socialization and the washout effect. These documents included: position papers/presentations in PETE, lesson plans, unit plans, and meeting itineraries. After a discussion about what could be pertinent artifact, the participant offered and emailed different documents that he felt were central to the purpose of the research.
**Data Analysis**

Data were analyzed inductively following protocol outlined by Merriam and Tisdell (2016). The first phase, open coding, involved assigning codes to individual pieces of data (Corbin & Strauss, 2015). During the second phase, codes were combined with similar codes and categories emerged. Axial coding was used during this stage to develop and refine categories (Charmaz, 2014). Theme development occurred last as emergent themes were solidified following additional examination and the search for negative and disconfirming pieces of data. The first author and the second author met weekly throughout analysis to discuss trends in the data and how they illustrated George’s professional socialization experiences with respect to the retention of content and his thoughts about intentions to apply certain practices in the future. The primary researcher kept notes during these meetings and they were used to assist the researchers in the analysis process and were included in an audit trail.

**Data Trustworthiness**

Trustworthiness and credibility was established through triangulation, the use of a peer debriefer, an audit trail, and member checking. Data sources and researcher triangulation was achieved by four data sources and four researchers (Lincoln & Guba, 1985). Peer debriefing was conducted by the second and third author to ensure subjectivities and researcher viewpoints did not inaccurately influence the data. The third author did not have prior knowledge of the participant before the study was conducted and acted as the primary debriefer as his knowledge of the participant only came from data sources. An audit trial kept a detailed record of how the data were collected, the data itself, and open access to all researchers (Patton, 2015). Finally, member checking was conducted after the data were collected and analyzed to determine if the researchers’ interpretations accurately represented the participant’s experiences. The participant
inspected reviewed raw data collected prior to analysis to check for accuracy (Merriam & Tisdell, 2016). Andrew also examined the manuscript after completion for trustworthiness between data and themes.

Results

Acculturation

George grew up on the east coast in a “pretty strong military family”. He discussed that from this, “we always said strong back, weak minds was kind of my motto because I struggled academically, but when it came to PE I excelled”. Due to his family’s military background, George moved once during his schooling. His initial physical education experience was with the same teacher through middle school (K-8).

George described his elementary and middle school experience as “fairly hardcore…[with] some kind of religion twist on it”. The school that he attended was lower middle class to middle class with teachers and students being described as, “all fairly older white women, most of the students were Caucasian”. He described his physical education experiences as, “there wasn’t a lot of stuff that we learned in the PE program…we did a lot of dodgeball…busy, happy, good”. While the program was insufficient in multiple ways, the participant did highlight that the presidential fitness standards/awards was one of the more structured units that he strived to have success in.

Following middle school, George and his family moved to a new state on the east coast to begin high school. This move “was a big culture shock” for George and the demographics changed from middle class to upper class. He also mentioned that there was a heroin problem in his school. Consequently, he began in high school experience as a ‘loner’. However, physical
education offered an avenue to one new friend, “we were the two hardest workers in the weight room. I was always better at like the pulling movements and he was better at the pushing movements. So together we really balanced each other out and he’s actually going to be my best man at my wedding”.

George’s physical educator for the majority of high school (10\textsuperscript{th}, 11\textsuperscript{th} & 12\textsuperscript{th}) taught different levels of weight training. He described that, “if I had not had that weights teacher, I don’t think I would have gone into PE”. He continued to discuss the process of assessment in those classes, “as long as you’re working, you’re good to go”. While George acknowledged that he did not have an accurate understanding of what it meant to be a physical educator at that time, the option of entering into the military was not as attractive describing a military recruiter as, “they look so miserable and my teacher always was having a good time. I get paid just about the same amount as the English teacher and the history teacher except I’m in the gym all day”. George originally choose Kinesiology as major in college, but switched majors to physical education before his second year.

\textit{The Totality of Espoused Pedagogy}

The first and most dominant theme to emerge from the data was that the George believed that some curricular elements received too much attention or emphasis. Further, he described an aversion to the impression that certain pedagogical behaviors were expected to be demonstrated “all the time” and that this was difficult to implement in practice. The participant indicated that back to the wall, sport-based courses, assessment, and dealing with parents were among some of the curriculum that were either emphasized too much or too little. He went on to say that while he felt these concepts were important during formal training, the practicality and ease of delivering this pedagogy and curriculum was difficult during EFEs.
Less Emphasized

To illustrate why the participant felt some content was ‘rushed’ and less emphasized, consider the following:

I think the teachers and professors in the PE program are sometimes so focused on getting all of that content, especially when it's only like the eight weeks, because then they go out to a placement and it, it feels rushed. You know what I mean? Like, it feels like they're just trying to get through what they have to get through and you know, that way they're ready, the students are ready for the eight-week placement, you know, and that's nothing against them. It's not like a negative comment, but it feels rushed trying to get that information out. Having a couple of days in there to just have discussion and talk about experiences or opinions just general. The discussion was beneficial. (Interview 2)

More specifically, George thought that there needed to be more information regarding the interaction between teachers and parents:

I don't think we really learned how to deal with parents at all. So I think having even just like, you know, a couple of days in the semester for whatever class that would apply to like how to deal or how to, how to interact, how to interact with parents. Cause I had no idea. (Interview 6)

Additionally, George felt that one course fell significantly short in his expectations. This also connects to the theme of shared technical culture. George remarked:

I think we only had one class in the PETE program for assessment. We didn't do a lot in that class. I think there could have been a lot more from that class that we got out of it that we didn't. (Interview 6)
**Totality**

The instructor’s emphasis on the totality of pre-service teachers’ delivery of espoused pedagogy made the participant question content like back to the wall. For instance, the participant discussed that we expect our students to be able to accomplish a task with a 90% success rate but were asking the teacher to maintain 100% compliance with pedagogy like back to the wall. He felt that there needed some leeway on the complete compliance of back to the wall for refinements, extensions, and to provide more ‘personable’ instruction. Specifically, he described:

> I have had trouble with back to the wall, motivating students one on one and gathering students in front of you for classroom management. These are three specific examples that I thought would be more useful when I learned about them, but ended up not liking them or they were not as practical as I thought they would be. Back to the wall does not allow me to interact with my students as well. It prevents me from getting among the students to encourage them or give them refinement or extension tasks. It also feels like I am distancing myself from my students and am not as personable. (Email Communication 3)

George also tied this pursuit of excellence to an observation on a highly qualified teacher. He argued that while it was important to see what a highly effective teacher looks like, he may have benefitted from seeing an early career physical educator. In doing so, his pursuit to emulate the effective teacher might be better managed. About this, he said:

> I think having if we had seen less qualified teachers. He's from what I've been told way up there, he's way up there in Shape. His classes were all very well-managed which was really good to see what you could be in like 25 years. At the same time he was like one
of the first teachers I saw and I've been trying to be like him the whole time and failing the whole time. Cause I don't have the experience that he does. I know what a very experienced teacher is supposed to look like now. But then I spent the rest of the PETE program trying to emulate that and not seeing the same results. It would have been good to see a physical educator that just came out of the program. (Interview 6)

George also considered his progression through the program to demand perfection early on. He felt that a better scaffold and emphasis should be individualized to what he needs to improve on.

If you told me throughout the PETE program, you're not going to get it right the first time. Like you're not going to have the perfect lesson every time. I think it might've made me less apprehensive to go into my field experience. I'm expecting myself pressuring myself to be perfect. Like taking that bag of knowledge, thinking about like every minute, trying to put it into application, when in reality, maybe I should have tried to just take like a few of these things and apply them to each lesson and scaffold myself off of that and then kind of reflect on where I can make my scaffolding bigger. (Interview 9)

George also mentioned that the totality and emphasis of sport-based curriculum. He felt that there needed to be less emphasis on those classes to allow for other material to be covered.

I think less emphasis on all of the different sports, because I think that it was like Ms. X’s classes were all how to teach football, volleyball, basketball, soccer, etc. (Interview 6)

**Research Practicality**

The second theme to emerge from the data was that George perceived research to be impractical and that George did not see a direct correlation between the relevance of research and his teaching in the gym with students. George described that research made him dislike content due
to its perceived lack of practicality. He discussed that outdated research articles were not digestible, and that faculty used this to justify their position. The participant went on to say that applying a more evidence or opinion-based approach would increase the retention of this information. In the following quote George outlines that research is often made unengaging and not worth remembering if the professor cannot provide a practical example.

I feel I had a disconnect with research in my formal training due to the way it was presented in most cases. When research can be presented and backed up with the speaker’s personal experience, I fell it has more of an impact on me. To see that the speaker/instructor has done the research, believes in it and can back it up with personal experience shows me that it is effective and worth remembering. Simply presenting research done by someone else as an absolute that we must go by falls on deaf ears for me. Tell me why. Tell me why this research is worth me remembering and applying and practicing. Presenting research needs to be made engaging. Even if you cannot back up the research you are advocating with personal experience, justify it by explaining your personal belief as to why this research is correct/incorrect and offer counterpoints. (Email Communication 1)

Furthermore, the pre-service teacher wanted to hear the opinions of instructors in conjunction with the research, with that, the content might be more ‘digestible’. The participant wanted to hear the voice of the instructors backed by experiences from the field. The research was not enough on its own to warrant a change in behavior if the instructor was not able to discuss the practical applications to the research.

The research-based stuff, it just needs to be presented in like a more digestible type of fashion. Don't just say I have to do this because the research says it. Back that up, in
your opinion, why is the research correct. And can you back that research up with personal experience, which I think a lot of our instructors in the PETE program could normally do, unless it was a lot of like real theory type stuff. In which case I really don't remember a lot of that. (Interview 9)

Lastly, the following quote represents how one professor made George feel insignificant compared to research. He discussed that there is never a chance to be correct if his opinion or though did not align with research.

Well, according to the research and that was always her thing, I think that's what was irritating is that she was always able to back up her argument with research. Like this is what we've seen out in the field. Well the research shows this. So her argument was always sound. And that was partially what was irritating. Because then it felt like the student like myself, it felt like you were never right. You always felt wrong because she always had the knowledge to back up her argument and I didn't. (Interview 2)

**Lack of Shared Technical Culture Between Faculty**

Data revealed that George perceived a lack of shared technical culture between faculty members in the PETE program and that this misalignment reduced the potency of professional socialization. While the participant valued being afforded an opportunity for student voice between opinions, the faculty left him wondering about major content such as assessment. Furthermore, the faculties approach to teaching further exacerbated the lack of shared technical culture. The difference in instructors was characterized by the amount of rigor in different courses. From a broad continuum, the participant described that there were vast differences in the amount effort he needed to put forward and differing messages sent by faculty. PETE faculty
who enter the program with different expectations of rigor and commitment resulted in student resistance. Subsequently, the student was left with an improper understanding of a commonly misrepresented curriculum, assessment. While the participant only connected this to assessment, the lack of shared technical could have played a role in other aspects of what was never washed in. The following quote demonstrates how the lack of shared technical culture resulted in a lack of clarity with students:

I remember getting different opinions from different professors. So Dr. X and Ms. Y had polar opposite opinions on stuff. So during class we would always be asking either person about both views and then we would come together, like after the class and [ask one another] what can we take out of both of them. (Interview 2)

Further, this lack of clarity was frustrating for George as he wanted and expected a clear answer from faculty. About this, George said:

It's frustrating to the student. I think creates doubt in the back of their mind…That you're like, I need an answer…and these two doctorate professors can't give me one. (Interview 8)

The lack of shared technical culture and frustration resulted in George’s uncertainty about how to implement pedagogical behaviors in the gym with students. This, for George, likely reduced the degree to which PETE program curriculum and practices were ‘washed in’ or absorbed. This was further compounded by the cognitive dissonance experienced with holding positive impressions of PETE faculty, but feeling as though their guidance did not prepare him to enact these behaviors in the future when on his own in the profession. Consider the following:
"You're left not knowing what to do. Especially if I hold both of these people in high regard, most people do with their professors. Right. I'm sitting there [thinking] how the hell am I supposed to make this decision then in the future? (Interview 8)

**Observations and EFEs and the impact of COVID-19**

The fourth and final theme to emerge from the data was the strong influence of observations and field experiences. The participant had interrupted field experiences due to Covid-19 that left him questioning his choice of physical education as a career. More specifically, George wanted to receive more training at the high school level where his original passion for physical education began.

I had become adamant, I didn’t want to be a teacher anymore. I don’t know how to teach. If I do get a job at the high school level and be like, Hey, I have no experience. Could you give me a job please? Maybe I shouldn’t mention that part to the principal. I think [from] COVID, I think that’s probably been the biggest thing. Cause I’ve got tons of experience in the elementary, but I had always wanted to do high school and I have hardly any high school experience. (Interview 3)

Furthermore, the break from covid did not allow him to work on pedagogy like behavior management and specific feedback at the high school level due to the online platform.

It did not allow me a great opportunity to improve on the things that I think I have issues on or things that I struggle with. Behavior management and giving more specific feedback, that was one of the main ones that was incredibly difficult to do because for most of the students, you saw what you and I can see of each other. It was hard to give
specific feedback and harder to work on behavior management because obviously they couldn’t talk to each other. (Interview 3)

Finally, George felt that the PETE program did not sufficiently prepare him to teach in the virtual realm of Covid teaching.

I don’t think the program has done me enough, cause right now I don’t really know how to teach in this. (Interview 2)

Discussion

The purpose of this study is to examine the professional socialization of one PST with respect to PETE curriculum and pedagogy. The current study aimed to contribute to the literature around physical educators’ socialization by documenting one PSTs perspectives of his PETE program and how various elements and experiences influenced his reception and retention of PETE messages, curriculum, and desired dispositions toward the profession. We suggest that washout needs to be viewed as a holistic continuum that is significantly impacted by the way curriculum is presented during PETE. More specifically, we argue that knowledge, skills, and dispositions provided during PETE programming can only be washed out if it was “washed in” prior to organizational socialization experiences. This study sought to focus on the potency of professional socialization by attempting to gain a detailed understanding of the dialectic that occurred within PETE programming for George.

Consistent with previous research, data indicated that for George, his professional socialization was influenced by acculturation experiences and the way material was presented (or not presented) during formal training. George was asked questions regarding his pedagogy and retention/rejection of coursework, to which he frequently answered his questions with regards to
the PETE program and the faculty. George’s answers were not commonly attached to specific methods of teaching.

**Acculturation**

George’s acculturation displays what the next generation of physical education recruits could look like. Many recruits will remain attracted to the field of physical education due to the attraction and closely related field of coaching (Curtner-Smith, 2017; Schempp, 1989). More recently, however, a shift in focus to lifetime activity in physical education and a culture of fitness in some segments of society, some recruits are now joining physical education due to their attraction to fitness (McKenzie & Lounsbery, 2014; McCullick, Lux, Belcher & Davies, 2012). George’s story reflects this and provides insights into how a fitness-oriented individual may interact with PETE curriculum.

While this study did not examine the degree to which the PST possessed a specific orientation (Curtner-Smith, Hastie & Kinchin, 2008), based on his acculturation, it could be hypothesized that George possessed at minimum the qualities associated with favoring a fitness orientation with varying degrees of other two orientations (teaching/coaching). Richards and Padruth (2017) discussed that with the changing climate of physical education and greater focus on lifetime fitness, PSTs may become interested in physical education as a career to combat ‘sedentary behavior’. Consistent with this, George was originally drawn to physical education because of his passion for health/fitness. Findings presented here indicate that it is likely George’s future curriculum will be geared toward health-related behaviors and goal setting. George also mentioned what Richards and Padruth (2017) described as an opposition for “programming that emphasizes skill acquisition or knowledge development as central missions in PE” (p. 43).
While we cannot say that a fitness orientation (FO) would be at greater risk to wash-out than coaching or teaching oriented physical education; our findings indicate that George will likely put forth less effort on sport and/or skill based curriculum thus washing out information learned in those courses during PETE. For example, George explicitly stated his belief that there was already too much emphasis on a sport-based curriculum within PETE. Empirical evidence on fitness-oriented PSTs is spars. Given results from this study, it seems that more research is needed to understand how teacher candidates with a fitness orientation experience PETE in order to enhance PETE programming as well as recruitment and retention efforts.

**Professional socialization**

Three significant factors influenced George’s retention in professional socialization. First, the faculty were misaligned in curriculum surrounding assessment. Second, coursework surrounding research was not well received and perceived as not digestible’. Finally, EFEs did not afford an opportunity for George to apply knowledge at the high school level, which was his passion developed in acculturation. While this was mainly due to school restrictions and closures due to Covid-19; it remains that PSTs were denied the opportunity to high-quality and authentic EFEs that would adequately prepare them for a typical physical education teaching environment. Data indicated that George reported inconsistent information and messages relative to assessment and that these discrepancies left George with uncertainty and unprepared to implement standards based assessment with students.

What is less known is the degree to which George will assess pupils due to the lack of shared technical culture (Lortie, 1975). Research has consistently documented the importance of a shared technical culture amongst faculty (Brown, Morgan & Aldous, 2017; Lawson, 2017). Conversely and understandably, there is little current evidence about the effects of a lack of
shared technical culture on recruits. To add context from the perspective of the student, George felt torn between two instructors that he held in high regard. He also voiced that it left him feeling frustrated and confused about proper practice. Our findings further demonstrate that a lack of shared technical culture can significantly influence the frequency and/or potency of washout. In George’s case, and following his acculturation, he may resort to the path of “as long as you’re working, you’re good to go” (Interview 1).

One area that was never washed in was the importance and role of research in guiding physical education pedagogy and curriculum. While coursework alone could allow George to use instructional methods indicated in research, the information that was presented in this program fell on deaf ears (at least with respect to George). Our findings signify that PETE faculty should attend to the way in which they present research to PSTs and that supplementing research with stories and practical examples may assist in presenting research in a way that is palatable to undergraduate teacher candidates.

Price (2001) discussed that allowing high school teacher candidates to use action research as integral part of one course, “provided an opportunity for pre-service teachers to expand, develop, and possibly transform their commitments ideas and action” (p. 67). Perhaps providing George with an opportunity to conduct research on himself would eliminate or lessen the indigestible unknowns that were associated with him having a dissatisfaction with research. At any rate, the way that PETE faculty introduce, discuss, and integrate research into PETE needs to be closely monitored for retention. Simply put, students will not share the same value and passion for research as faculty. There are too many unknown components and language in research that undergraduate students are unfamiliar with, thus creating the difficulties George experienced with research that led him to never wash-in that material.
Lastly, George indicated that he considered exiting the profession before entering it (during PETE) and did not feel fully prepared to teach at the high school level. Again, he indicated, in conjunction with his acculturation, that his ideal position would be at the high school level. Early field experience literature outlines that students will have an opportunity to practice and reflect on pedagogy (O’Sullivan & Tsangaridou, 1992) and help refine value orientations (Sofo & Curtner-Smith, 2010). Despite the unpredictability of Covid-19, this does not change the fact that this critical experience was missing from George’s formal training. While this study may not be generalizable in all contexts, we offer that a significant number of PSTs enrolled in PETE programs over the 2020-2021 academic year were not provided with the EFEs and practical experiences necessary to be prepared to be effective teachers. As a result, PETE programs should turn their focus to the development of continuous professional development experiences that will be necessary as these PSTs begin their induction into the profession.

**Implications for PETE**

Similar to the continuum of orientations (teaching, coaching & fitness), washout should not be considered a dichotomous or linear process, rather a continuum with varying degrees of retention and diffusion. Our results signal that professional socialization contains numerous points of impact that can increase or decrease its expectancy. For instance, George suggested that the totality of the teaching behavior of “back-to-the-wall” was difficult to emulate due to being presented in a way that he perceived to be unalterable and uniform. Conversely, he was able to use back-to-the-wall in his teaching consistently. The authors suggest that the way this was presented to George increased the likelihood of potential washout in the future. Due to professional socialization having the potency to impact wash-in/washout, we offer the following recommendations.
First, PETE faculty need to be very intentional and deliberate about the way research curriculum is approached, how it is introduced to students, and it’s role in practice. Faculty are advised to follow-up research offerings with practical examples of the application of research evidence in real gyms and schools with children.

Next, faculty need to become aware of and acknowledge elements of curriculum where there is a lack of shared technical culture (Lortie, 1975) between colleagues. A lack of shared technical culture can undermine retention and adoption of best practices. In this study, George had an uncertainly and lack of knowledge about how to proceed with specific teaching strategies surrounding assessment due to the lack of shared technical culture.

Finally, the totality of expected implementation of teaching behaviors needs to be consistently discussed with PSTs with small degrees of flexibility. PSTs are expected to constantly improve on their teaching behaviors; however, the implications of that improvement implies that pedagogy will need time to develop. Communication with PSTs should mimic an open environment that welcomes difficulties in practice and embraces that no teacher implements these behaviors to absolute completion.

**Limitations**

Due to covid-19, observation and field notes were unable to be conducted as a result of school closures and social distancing. Observations would have provided important insights necessary to enhance the data and the ability of the first author to document George’s actions, behaviors, and pedagogy in schools. Future research should continue this line of examination of washout employing ethnographic designs that allow the researcher to observe participants in the authentic context of schools. Additionally, this study presents the story for one PST. Future research
should seek to understand washout and the role of professional socialization for more students and for students from varying locations and with different backgrounds.
References


Conclusion

These two studies highlight several important conclusions about the socialization of one pre-service teacher. The generalizability of these results can only be applied by the reader, but similar program expectations could yield similar results. The common theme and conclusion of these two studies is that retention of formal training is highly dependent on the relationships and dialectic between socializing agents during formal training. More specifically, the four following relationships dictated the level of retention of the pre-service teacher in the two studies: 1) faculty with pre-service teachers, 2) faculty with faculty, 3) pre-service teachers with pre-service teachers, and 4) cooperating teachers with pre-service teachers. All four relationships need to be consistently evaluated due to relationships influence on the teacher washout process.

The relationship between faculty and pre-service teachers influenced the washout effect across both chapters. In chapter one, the participant described that his retention of content was significantly influenced by the relationship that he shared with faculty. In chapter two, the totality of espoused pedagogy and research practicality was influenced by faculty’s delivery of pedagogy and their teacher identity. What can be concluded is that higher education cannot undermine and downplay the significant impact of forging relationships with students can have on their overall retention of material.

The relationship between faculty also needs to be evaluated for overall scaffolding and a common pedagogy. In chapter two, the lack of shared technical culture increased the likelihood that the student would not wash-in material from assessment. While there should be decreases of overall autonomy in teaching, there should never be a dispute over key curriculum in any formal
training. The outcome leaves students frustrated and unable to completely comprehend the correct course of action.

The relationship between peers (pre-service teachers) had a positive influence on pupils. In chapter one, the student described that being able to work with his peer-teaching partner positively impacted his growth and thus his retention of material. While student to student interaction needs to be offered in college classes, faculty and cooperating teachers needs to allow student to student reflections post teaching episodes free from both the cooperating teacher and university supervisor. This will allow pre-service teachers to openly discuss their pedagogy free from the evaluating faculty.

The last relationship that was consistently brought up in both studies was cooperating teachers and pre-service teachers. In chapter one, a very prominent cooperating teacher helped the pre-service teacher apply theoretical knowledge, shared socialization experiences, was flexible, and displayed how one might advocate for physical education with administration. These experiences correlated heavily with the espoused pedagogy in his formal training and allowed him to see how this pedagogy can be applied in the field. This type of cooperating teacher can certainly inspire content retention in pre-service teachers allowing information from formal training to be washed in.

While this study only begins the dialogue about wash-in or never washed-in, this examination does lead us in several different directions for positive change. Relationships and the way we interact with students will influence how they learn. With an ever-changing landscape of education, these studies need to be looked at from multiple perspectives with different participants.