TEACHERS PERCEPTIONS, PRACTICES, AND NEEDS TOWARD INCLUSION IN PHYSICAL EDUCATION

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TEACHERS PERCEPTIONS, PRACTICES, AND NEEDS TOWARD INCLUSION IN
PHYSICAL EDUCATION

BY

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DISSERTATION DEFENSE
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Abstract

Central Tasks of Learning to Teach provided the theoretical framework for the first study involving one in-service elementary physical educator teaching integrated classes while reflecting on three major stages of the teacher’s career, (1) the preservice, (2) the induction, and (3) the continuing professional development periods. Data revealed the following four themes: (a) authentic field experiences in immersive environments; (b) practice teaching in integrated settings enhanced self-confidence; (c) comprehensive and in-depth knowledge of students; and (d) disposition toward support when teaching and professional work outside of the teaching space. The Situated Expectancy-Value Theory provided the theoretical underpinning to our second case study looking to understand how a Physical Education Teacher Educator’s motivation influenced her choice, persistence, and performance to teach an Adapted Physical Education undergraduate course. Three themes emerged from the data: (a) significance of K-12
experiences; (b) educational preparation; and (c) strong desire to share her knowledge and experiences.
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Introduction

Inclusive education has been recognized globally as an approach towards meeting the needs of all youth in the general classroom, especially those with disabilities who are disposed to exclusion (Ajuwon et al., 2012). In the United States, up to 96% of students with disabilities are integrated in the general classroom (Block & Obrusnikova, 2007), and the number of students with varying disabilities in classrooms continues to grow (Hodge et al., 2009). As a result, embracing students with disabilities in the general classroom has become a universal philosophy suggesting students with disabilities find success while being provided the necessary support in integrated Physical Education (PE) classes (Block & Obrusnikova, 2007; Li et al., 2020). Research indicates physical education teachers are providing increased services for students with disabilities in their general education classes (Block & Obrusnikova, 2007, United States [US] Department of Education, 2018), and acquiring the knowledge to teach is a continual process as teacher quality and effectiveness is dependent on what teachers learn to teach and the ways they apply their learning in classrooms throughout their careers (Ko & Boswell, 2013). The purpose of the first chapter was to explore a current physical educator’s perceptions, teaching practices, and needs regarding inclusive practices when teaching students with disabilities in an integrated classroom through a qualitative case study. Central Tasks of Learning to Teach provided the theoretical framework for the study involving one in-service elementary general physical educator teaching integrated classes while reflecting on three major stages of the teacher’s career, (1) the preservice, (2) the induction, and (3) the continuing professional development periods.
Physical Education Teacher Educators (TEs) have an important responsibility to teach and help their preservice teachers (PSTs) understand how to create successful inclusion for individuals with disabilities in the classroom. TEs’ beliefs play a positive role on the attitudes of PSTs perceptions of individuals with disabilities and using Adapted Physical Education (APE) in their future lessons. Physical Education TEs must understand instructional alignment to effectively teach PSTs the skills needed to design inclusive curricula within an APE course at the college level with field experience. Instructional alignment involves matching opportunities given to students to learn and practice that reflect an alignment between what learners need to know and be able to do and how learners are assessed when learning (MacPhail et al., 2023). TEs are encouraged to use a backward design, prioritizing the intended learning outcomes when planning and implementing lessons (MacPhail et al., 2023). Some higher education institutions employ doctoral students as Physical Education TEs. Teaching while working towards a PhD requires balancing research and taking classes alongside leading courses, which encourages learning appropriate pedagogy and teaching practices, prioritization of responsibilities, and transfer to later roles as Physical Education Teacher Education (PETE) faculty members (Mitchell et al., 2021).

TEs must be flexible to meet all students' needs and effectively teach in a variety of contexts, engaging with their PSTs as they allow students to learn and educate each other with respect to the extent of instructional alignment (MacPhail et al., 2023). The beliefs, expectancies, and values of Physical Education TEs are important to understand to successfully embed instructional alignment within a program’s philosophy. When teaching an APE course with field experiences at the college level, these tenants must be considered as they affect the motivation of TEs when teaching (Abrami et al., 2004). The Expectancy-Value Theory (EVT) was originally
sited by Wigfield and Eccles (2000) to understand the academic achievement of students. EVT has been adapted to look at the influences on teachers’ instructional decision making and motivation by Abrami et al. (2004) and by Day (2020). Abrami et al. (2004) found that having expectancy for success is important for motivation as TEs are more likely to engage in instructional alignment if their values and expectancy beliefs align with the instruction, but school contexts may inhibit their ability to implement some practices (Day, 2020). The purpose of the second chapter was to understand one Physical Education Teacher Educator’s motivations towards teaching Adapted Physical Education to preservice teachers within a field experience. Expectancy-Value Theory, now the Situated Expectancy-Value Theory, provided the theoretical underpinning to understand how the Physical Education Teacher Educator’s motivation influenced her choice, persistence, and performance to teach an Adapted Physical Education undergraduate course with a field experience to preservice teachers. One Physical Education Teacher Educator conducting an undergraduate Adapted Physical Education course with field experience participated in the qualitative study.
References


CHAPTER I:

A GENERAL PHYSICAL EDUCATION TEACHER’S PERCEPTIONS, TEACHING PRACTICES, AND NEEDS – A CASE STUDY

To be submitted to the Journal of Teaching in Physical Education

Authors:

Adriana Lucero, Karen Gaudreault, Carolyn Hushman, Glenn Hushman, & Victoria Shiver
Abstract

The purpose of this qualitative case study was to explore a current physical educator’s perceptions, teaching practices, and needs regarding inclusive practices when teaching students with disabilities in an integrated classroom. Central Tasks of Learning to Teach provided the theoretical framework for the study involving one in-service elementary general physical educator teaching integrated classes while reflecting on three major stages of the teacher’s career, (1) the preservice, (2) the induction, and (3) the continuing professional development periods. Data revealed the following four themes: (a) authentic field experiences in immersive environments; (b) practice teaching in integrated settings enhanced self-confidence; (c) comprehensive and in-depth knowledge of students; and (d) disposition toward support when teaching and professional work outside of the teaching space.


Introduction

The problem many educators face is a lack of self-efficacy and professional development learning opportunities related to including students with disabilities in the general classroom (Ko & Boswell, 2013). These beliefs may result in low effort, knowledge and attitudinal barriers, feelings of being overwhelmed linked to hefty administration expectations, feeling powerless and alone, and conflicts with colleagues (Alderman, 2004). Furthermore, when considering the Physical Education teacher’s role, other issues arise such as low status of subject matter and lack of respect, role conflict, isolation in the school settings, lack of appropriate resources and teaching spaces, and little collaboration from coworkers (Banville, 2015). Educational philosophy and reform for inclusion and have led to increased teacher fear and anxiety when working with individuals with disabilities in the general classroom. The perceptions, teaching practices, and needs of PE teachers are important to understand in integrated settings as beliefs influence teaching quality PE to all students in teachers’ early careers (Stewart & Shade, 2001; Hodge, et al., 2009), and schools offering inclusive practices in PE courses are shown to have positive impressions on students’ and teachers’ attitudes towards individuals with disabilities (Obrusnikova et al., 2010).

Research has indicated teachers have varying teaching styles, have concerns about student outcomes, express frustrations, and vary in inclusive practices when integrating students with disabilities in the general classroom (Hodge et al., 2009). Haegele (2019) defines integrated education as a “placement” or setting where all students with or without disabilities are placed in the same environment when educated. Inclusion, on the contrary, is a philosophy, the process that promotes successful learning for students with various learning and or educational needs. Researchers have identified integration as a “dumping ground” where students with disabilities
are enrolled in the same class as their typical developing peers with unchanged content and little accommodations and support provided, and these assumptions of integrated placements being the same as inclusion is a conflicting notion (Haegele, 2019). The first step in creating quality teaching environments for all students to feel safe and have a desire to work hard is teachers who enact a culturally relevant classroom. When teachers have a rich knowledge and understanding of their students and community dynamics, they can understand elements of students' reality and build their professional identity and inclusive strategies within their classrooms (Flory & McCaughtry, 2011). The process of building a professional identity, knowledge, and practices through continued professional learning is part of becoming a teacher (McCormack et al., 2006), and research shows it is necessary to understand PE teachers’ needs, beliefs and practices about inclusion when teaching students with disabilities in integrated settings (Ko & Boswell, 2013). Identifying PE teachers needs when including students with disabilities in integrated settings as they build their professional identity and understanding through experience, can help future teachers understand how to best implement the use of inclusive strategies to create an environment where individuals with and without disabilities feel accepted and equal (Harrower, 1999; Haegele, et al., 2021).

**Inclusive practices and policies in integrated physical education**

Properly designed PE programs are inclusive, enjoyable, active, dynamic, and supportive (SHAPE, 2014). Traditionally, educationally based inclusion involves teaching students with disabilities in the general Physical Education (GPE) classroom when appropriate, with their peers without disabilities, using proper supports and accommodations, but it has shifted to understanding the perspectives of students with disabilities in integrated classes (Alderman, 2004; Heagele, 2019; Haegele & Sutherland, 2015; Hodge et al., 2018). Individuals with
disabilities have an improved perception of PE when provided with meaningful opportunities to interact with their peers (Goodwin & Watkinson, 2000). In an integrated GPE classroom, teachers commonly use support from aids and APE specialists for success when working with students with special needs (Hodge et al., 2009). With introspection of students' values, feelings, and the local community, teachers can enact a culturally relevant inclusive teaching environment to establish a safe and respectful classroom for teachers and peers (Flory & McCaughtry, 2011). Communicating shared expectations with school staff and individual students help teachers to develop an understanding of students' diverse backgrounds and create inclusive strategies for a meaningful education class for all students (Flory & McCaughtry, 2011). In relation, there is not one simple solution to inclusion and students with disabilities have voiced their concern of being isolated, removed, or excluded when placed in integrated PE classes (Goodwin & Watkinson, 2000). Constraints leading to students with disabilities participation and learning in integrated settings have been noted to influence PE teachers' needs, practices, and motivation when creating inclusion for students with and without disabilities (Bredahl, 2013). Having an open mindset, reflecting on practices, modifying, and adapting pedagogies with a combination of differentiated instruction and universal design are strategies used by practitioners to plan appropriate curriculum to meet the needs of students with disabilities without positioning them in a place of helplessness or the one being helped in the classroom (Petrie et al, 2018, Haegele, 2019).

Teachers' willingness to invest time into learning all students’ backgrounds, creating ongoing positive relationships with students, understanding how to read student's IEPs, and working collaboratively with specialists and paraeducators daily may help to break an ableist and normative understanding of PE. While developing inclusive curriculums for individuals with disabilities in the integrated GPE classroom has become concerning, teachers must consider the
nature of the activity they are using, the use of adapted equipment, and how to group all students together with individuals with disabilities to provide an equal opportunity for all. A proper inclusion program has supported the idea that all students have an inherent right to PE with their peers (Kozub et al., 2014), but the nature of these programs may not provide appropriate curriculum or resources for students with disabilities (Haegele et al., 2021).

Individuals with disabilities desire a sense of belonging in the general classroom, and when supported, have adapted equipment, and willing partners to help, they are more likely to have a positive experience in integrated settings (Goodwin & Watkinson, 2000). When physical educators provide meaningful opportunities in skilled activities and modify equipment according to everyone’s needs, individuals with disabilities manage challenging tasks easier and inclusion may be possible. Despite arising trials when including individuals with special needs in GPE classes, PE can be the most successful when educators are given the proper support aids and adapted equipment (Block & Zeman, 1996).

A continual rise in the number of students with disabilities participating in the GPE classroom has become a direct result of social-educational policy and public law (Rizzo et al., 2010). The Education for All Handicapped Children Act and the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) have emphasized the inclusion of students with special needs in the general classroom (Block & Obrusnikova, 2007; Koh, 2018). The No Child Left Behind Act (NCLB, 2002) mandates highly qualified teacher educators and calls for all students, including those with special needs, to make quality yearly progress towards academic standards (Harvey et al, 2010; McCray & McHatton, 2011). Under the IDEIA (2004) and NCLB (2002) teachers have been pushed to shape a quality inclusive classroom setting with different types of learners spending increasingly more learning time in the
general education setting (McCray & McHatton, 2001). These educational policies and practices have created a primary setting in the general education classroom to educate youth with disabilities when appropriate and pushing quality education and equal access for students with disabilities (Koh, 2018; Shippen et al., 2005). In return students with disabilities have been placed in the same physical spaces with their typical developing peers, experiencing undesirable and unwanted experiences (Haegele et al., 2021). As a result of the many interpretations of inclusion, the word has now been framed as a subjective experience of how students with disabilities feel accepted, valued, and find belonging within an integrated setting (Spencer-Cavaliere and Watkinson, 2010).

**Physical education teachers’ beliefs and practices towards inclusive physical education**

History has revealed peoples’ attitudes towards individuals with disabilities and inclusion in mainstream society tend to be negative. Today in society and education, there are negative attitudes in educators, peers, and employers impacting inclusion for individuals with disabilities (Salih & Al-Kandari, 2007). The beliefs and attitudes of teachers are what influence inclusive practices and change for individuals with disabilities in the classroom and in society (Hodge et al., 2009).

Teachers’ practices have been assumed to have a notable impact on children’s educational experiences as quality PE depends on physical educators’ positive beliefs towards inclusion in integrated PE (Morley et al., 2005). Research implies GPE teachers have wavering beliefs when working with individuals with disabilities in their general class based on teacher-related and student-related variables (Ammah & Hodge, 2006). Teacher-related variables associated with positive beliefs towards inclusion have been interconnected with being a female instructor (Meegan & MacPhail, 2006), proper academic preparation, obtaining information
about the student’s disability, and higher levels of perceived competences (Obrusnikova, 2006; Tripp & Rizo, 2006). On the contrary, some teachers exhibit negative attitudes and low levels of self-confidence towards teaching students with disabilities. Hodge and colleagues (2009) indicate GPE teachers believe the difficulties they face when teaching students with disabilities are usually related to student-variables such as the severity of student’s disability and teacher variables linked to levels of professional preparedness and class sizes. Negative attitudes and concerns teachers have about inclusive practices in integrated PE have led to students with disabilities being generally “dumped” into regular PE class with little to no support resulting in negative experiences for everyone involved (Block & Zeman, 1996, Heck and Block, 2020).

Research from the United States and Turkey show less experienced teachers tend to have more positive attitudes concerning the inclusion of students with disabilities in the general education class compared to more experienced teachers (Hutzler et al., 2019). Likewise, when general education teachers are less anxious about including students with disabilities, they are more likely to find success with inclusive practices (Shippen et al., 2005). Teachers require support and proper preparation strategies to include and motivate all students to learn, even when they lack confidence in their abilities. When teachers have favorable attitudes towards inclusion, they are more likely to adapt their teaching methods to meet the needs of students with disabilities and quality programming can take place in integrated settings (Ajuwon et al., 2012), but students with disabilities may still be placed in small groups, removed, or given alternative or limited activities to find success (Haegele and Zhu, 2017).

The barriers many educators face is connected to the push towards educational policy and lack of beliefs in ability to include students with disabilities, resulting in low effort and increased teacher needs (Alderman, 2004). Knowledge barriers and attitudinal barriers of mainstreaming
all students in the same setting can increase fear and anxiety during teaching, especially when including students with emotional and behavioral problems in integrated settings (Ajuwon et al., 2012). With the continued movement toward inclusion in PE across the globe, negative teacher attitudes have resulted in limited professional preparation, lack of support from administration and the school, and modest resources to effectively teach students with severe disabilities in integrated settings (Hodge et al., 2009). Due to teachers' wavering beliefs and the push towards inclusion of individuals with disabilities, many teachers' needs are increasing but research has declined related to opportunities for professional development and planning in integrated PE settings (Haegele, Lee, and Porretta, 2015). Teachers are guided by favorable perceptions of students with disabilities in GPE classes, particularly when learned during teaching practices through experience (Ko & Boswell, 2013), and understanding the perceptions, practices, and needs towards the task of educating students with disabilities in integrated GPE is important and should be frequently observed to positively influence teaching quality PE to all students (Stewart & Shade, 2001).

**Theoretical Framework**

Central Tasks of Learning to Teach (CTLT) (Feiman-Nemser, 2001) provided the theoretical framework underpinning this study. This model has been used to explain teacher learning and needs by providing an outline of a professional learning continuum as an ongoing process. Ko and Boswell (2013) offer that teacher effectiveness and quality depend upon teacher knowledge and how they apply this knowledge with students throughout their careers. Examining how teachers learn to teach and how this learning progresses over time using CTLT can assist researchers in identifying what teachers need related to subject matter, inquiry, and professional development.
Due to the vast amount of information teachers need to know on the job, Feiman-Nemser (2001) shows even the highest quality preservice programs cannot prepare new teachers for all their potential learning needs and some skills need to be acquired on the job. To develop quality teaching skills, early career teachers must be given influential learning opportunities (Feiman-Nemser, 2001). Beginner teachers have dual jobs, to teach and to learn to teach, and many tasks are learned within the first few years of teaching. This framework is established to think about a curriculum for teaching and learning in inclusive settings over time to help suggest more powerful learning opportunities for teachers in their early years of their careers (Banville, 2015).

Central tasks for learning to teach (CTLT)

The CTLT framework includes three stages, the preservice stage, the induction stage, and the continuing professional development stage, and each stage is grouped on a continuum related to essential teaching practices and learning (Ko & Boswell, 2013). The idea of central tasks suggests each phase on the continuum as fundamentals shown to prepare and develop teachers’ practices to enrich teacher quality.

Preservice stage

The first stage of Feiman-Nemser’s (2001) framework is the preservice stage. In this beginning stage, preservice teachers’ beliefs of teaching are developed by examining others’ beliefs related to quality teaching practices, attaining knowledge of critical elements, contexts, pedagogies, curriculums, different learners, and learning to use assessments in the classroom to monitor teaching and learning. This stage is the foundation for learning theories in the field, as developing teachers are shaping a beginning repertoire and strategies to study teaching and undergoing hands-on field experience to build teacher efficacy (Feiman-Nemser, 2001).

Induction stage
The second stage, induction, encompasses the first three years of teaching. During this stage, teachers start to build their professional identity and professional practices, as it sets the route for the type of teacher they will become. According to the CTLT framework, this stage involves understanding the nature of the school and the classroom contexts in which novice teachers are placed, creating a responsive instructional program, building a classroom learning community, and enduring through many influences in the early career of teachers as their development enacts a beginning repertoire and teachers build a professional identity.

McCormack et al. (2006) previously used the induction stage as the theoretical framework to analyze data of the type and extent of professional learning of graduates during their first year of teaching. Results indicate early career teachers need support and encouragement to create classrooms and environments where their knowledge of quality teaching and professional learning is ongoing and supported. Many teachers are assigned to places where integrated learning is necessary, with insufficient knowledge of the students’ backgrounds, abilities, sociocultural factors, and the community they work in (McCormack et al., 2006). New teachers are required to demonstrate skills and abilities they have not developed and will start to learn on the job (Feiman-Nemser, 2001). It is important during this stage for novice teachers to have mentors and experienced teachers to demonstrate appropriate standard-based teaching practices for their specific students, school type, and environment.

A strong mentoring program, suggested by Feiman-Nemser (2001), can build a knowledgeable and skilled teacher (Ko & Boswell, 2013). Novice teachers need to know what is expected in their classroom by their administration, embracing goals and outcomes for all students, including those with disabilities. Induction can be a quick and lonely process and occurs with or without a formal program. Support and assigning experienced teachers to assist
novice teachers helps reduce stress and understanding of new responsibilities (Feiman-Nemser, 2001).

**Professional Development Stage**

The third stage, continuing professional development, embraces early professional development between three and five years, and later professional development after seven years of teaching. In this stage the CTLT involves the teacher extending, deepening, and refining knowledge through experimentation and merging of teaching practices, as this phase focuses on mastery and stabilization of teaching and building confidence (Feiman-Nemser, 2001). As the teacher progresses through this stage, their ability to engage with colleagues about opportunities, ideas, and reflecting on teaching helps to refine practices and deepen understanding of context and expand responsibilities to build leadership skills (Ko & Boswell, 2013). Physical Education classrooms are ever changing and include varying types of students with different learning needs and abilities. Teachers require sustained and quality learning opportunities that are ongoing and relate to teachers’ questions and concerns in the classroom (Feiman-Nemser, 2001).

Many teachers report having limited meaningful learning experiences related to building inclusion when teaching students with disabilities (Hodge et al., 2004; Lieberman et al., 2002). Ongoing professional learning opportunities and providing teachers flexibility to create their curriculum according to the unique situational needs framing their classrooms is critical. Offering professional development grounded in inquiry-oriented conversation and classroom experimentation delivers opportunities for teacher learning situated in the tasks of teaching (i.e., planning, enacting instruction, assessing student understanding, reflecting on teaching) and helps teachers learn from the experience of others (Feiman-Nemser, 2001). The key mission of this
model is to build on what teachers need to know, care about, and be able to accomplish to promote quality inclusive learning for all students (Feiman-Nemser, 2001).

More than ever GPE teachers are providing services for students with disabilities in their classes, and the quality of teachers depends on what teachers learn to teach and how they apply their learning into their classes throughout their profession (Ko & Boswell, 2013). The purpose of this study is to examine a physical educator’s perceptions, teaching practices, and needs regarding inclusion when teaching students with disabilities in an integrated classroom using Feiman-Nemser’s (2001) framework of CTLT. This study follows a similar design to Ko and Boswell (2013) using a participating elementary GPE teacher teaching inclusive GPE classes while reflecting on three major stages of the teacher’s career, (1) the preservice, (2) the induction, and (3) the continuing professional development periods, all linked to important teaching practices and learning.

**Research Questions**

The research questions guiding this study are:

1. What are the perceptions of PE teachers regarding teaching students with disabilities in their integrated GPE classes?
2. What are the teaching practices developed by PE teachers to create inclusion in the PE class?
3. How was the PE teacher’s practice developed for the integrated PE classes?
4. What are the PE teacher’s professional development needs around inclusion?

**Method**

This study employed a single case study (Stake, 2005) approach to detail the behaviors and beliefs of a selected GPE teacher with respect to inclusive practices. The researcher’s goal is
to understand and document real-life phenomena as they naturally occur with no outside control or manipulations from the researcher (Hodge, 2004). With the use of a case study qualitative design, this study provides real life content from the insight of a GPE teacher who educates students with disabilities in their GPE classes (Ko & Boswell, 2013; Merriam & Tisdell, 2016; Willig, 2013).

Purposeful selection with specific criteria was used for selecting one GPE teacher. Purposeful sampling is commonly used to discover, understand, and gain insight of a similar situation by selecting information-rich cases for an in-depth study (Merriam, 2009). An informed consent and permission from the school’s administrator and IRB was obtained by the researcher before data collection.

**Participant and Setting**

One GPE teacher working at a public charter school, Sign New Mexico (Pseudonym), in a large urban area in the Southwest United States participated in the study. Data collection took place during the fall semester of 2022. A criterion-based selection with a list of attributes related to the study was created and then proceeded to locate the subject matching the list (Merriam, 2009). Purposeful sampling was used to select a participant (Hodge, 2004; Ko & Boswell, 2013), using the following criteria (a) teaching PE, (b) teaching in inclusive settings for a minimum of one year, and (c) currently teaching children with disabilities.

**Data Collection**

Data sources for this study included: semi-structured interviews, observations, teacher artifacts, and a researcher journal to gather data considering the GPE teachers’ perceptions of teaching students with disabilities in the GPE class. Data were collected over the course of one semester. Data collection began at the beginning of the academic year and included obtaining
consent, conducting semi-structured interviews, observations three times per week, and teacher and researcher reflections.

**Semi-structured interviews.** Three semi-structured interviews for the GPE were conducted by the researcher during the study. The interview used a predetermined list of questions with flexible wording to guide the processes for each respondent and explored the purpose of the study at hand (Merriam & Tisdell, 2016). The verbal interviews collected qualitative data online about the participating teacher using a face-to-face video component. The semi-structured interview guides were grounded in the CTLT framework and literature in inclusive PE. The semi-structured interviews focused on perceptions of GPE teachers when teaching students with disabilities in integrated settings, what and how teaching practices are developed for inclusion, and what professional development needs GPE teachers have for creating successful inclusion. The first semi-structured interview was completed in week two and focused on the preservice stage. Then in week four, the second semi-structured interview was conducted on the induction stage. The third semi-structured interview was conducted in week five over the continuing development stage. The semi-structured interviews were audio recorded and transcribed verbatim for analysis.

**Observations, artifacts, and documents.** The six sets of observations were conducted by the lead researcher in a series of six weeks. The lead researcher made a detailed journal of notes during the observations and the interviews. The journal included details about the interview timeline, noted reflections of what was said each day, future ideas to ask new teacher participants, and any further thoughts related to themes developing from the data. During the observed lessons the researcher noted activities delivered during integrated classes, reflections of lessons linked to success and areas of improvement regarding inclusion, special equipment used,
supports, and training needed relating to inclusion in their class (Ko & Boswell, 2013). After each observation, teacher artifact data was collected, such as documents of lesson plans and any resources the teacher used.

Teacher reflection journal. To collect data about the GPE teacher’s demographics, background, and experience, the lead researcher emailed the GPE teacher a questionnaire each week. The questionnaires were given during the start of the week and collected at the end of each week to provide the researcher with a better understanding of the GPE teacher’s perception of teaching experiences.

Subjectivity statement and role of the researcher. The researcher was a current doctoral student enrolled in the Curriculum and Instruction/Physical Education Teacher Education (PETE) program at the University of New Mexico. This project was organized with the researcher’s background and interest in APE in mind, specifically within PE. Adriana has completed past research looking at credit hour analysis of APE courses in higher education, preservice teachers’ interpretations of the early field experience at the secondary level, and assessment in PE. However, this was her first qualitative study involving a GPE teacher teaching in an integrated setting. This study also met the requirements of Adriana’s dissertation obligations needed to graduate. Adriana was a graduate assistant and had both teaching and research duties for the Department of Health, Exercise, and Sports Sciences. Adriana personally conducted all the interviews. Adriana had no impact on the teachers’ lessons, and she collected all artifacts and field notes without interrupting the course being taught.

Data Analysis

Data were analyzed inductively following Merriam & Tisdell’s (2016) four stage process involving: open coding, axial coding, categorization, and theme development. The first and
second authors met every other week to analyze the data and engage in peer debriefing. During these meetings, the authors discussed the data and the second author asked probing questions to allow the first author to identify and articulate her interpretations of the data. In the first stage of analysis, the authors conducted open coding on the entire data set by reading passages of text and applying a code or phrase that best captured the essence of the piece of data. For example, the passage “Because of my training, I believe I have more of a focus and consideration for utilizing the principles of Adapted Physical Education” was coded “experience”; and the passage “Even the principal would say how was recess, today? I was like I don’t know, I wasn’t here for recess, but PE went good” was given the label of “feeling marginalized.” Codes were documented in the margins of documents (i.e., interview transcripts, teacher journal entries).

Axial-coding was completed next by examining the codes provided during open coding and identifying similarities and differences across the codes. Following this, pieces of data with similar codes were grouped together and were coded again with the objective of providing clarity and specificity to the codes and emerging trends in the data.

In the third stage, categorization, the authors discussed similarities and differences identified through axial-coding and created categories that best described groups of like codes and pieces of data. For example, the codes of “experience” and “lack of support” were grouped together and labeled “Practice teaching in integrated settings enhances self-confidence.”

Finally, theme development occurred as the researchers’ examined codes and raw data within each category to make meaning of the essence of each category. Following this, they engaged in substantive discussion to describe the categories more thoroughly with respect to the purpose of the study and the specific research questions. The final step involved consideration of the themes with respect to the CTLT framework (Merriam & Tisdell, 2016) to describe the GPE
teachers’ perceptions and practices of delivering PE more fully to students with disabilities within a GPE context.

**Trustworthiness and Credibility**

Trustworthiness and credibility of the data was ensured through the following strategies: use of multiple researchers, triangulation, a peer debriefer, member checking, an audit trail, and a subjectivity statement (Ko and Boswell, 2013). The researcher used peer review and debriefing with her advisor to discuss accuracy of new thoughts and interpretations that surfaced to avoid researcher biases. Additionally, triangulation of data and an audit trail was completed. Triangulation of data occurred by use of different data sources such as, teacher demographics and background, semi-structured interviews, observations and fieldnotes, all observed jointly. The GPE teacher was given the transcripts of the interviews to verify their words were expressed and captured accurately by the researcher. To track the research process, an audit trail was applied for documentation of inquiry. The researcher made a list of personal assumptions from past experiences with individuals with disabilities to offset the curb of influences of preconceived ideas that could influence the research findings. Trustworthiness was captured with the use of a subjectivity statement and role of the researcher for ethical and political considerations of the author (Creswell, 2016).

**Findings**

Four themes emerged from the data: (a) authentic field experiences in immersive environments; (b) practice teaching in integrated settings enhanced self-confidence; (c) comprehensive and in-depth knowledge of students; and (d) disposition toward support when teaching and professional work outside of the teaching space. Data indicate that authentic and immersive experiences prior to entering the profession resulted in the GPE teacher’s comfort
working with a variety of student abilities in inclusive classrooms at SNM in his first year of teaching PE. The GPE teacher found spending more time teaching in inclusive settings significantly improved feelings of being overwhelmed as a new teacher in unfamiliar and unpredictable PE environments. The GPE teacher believed his personal disposition is continually growing as he strives to learn and understand students with disabilities through daily teaching, attending professional learning communities, conducting research, networking, and attending local and national conferences.

**Kai (pseudonym)**

Kai, the participating GPE teacher, described himself as a “34-year-old, single male from Denver, Colorado in the first year of my doctoral program and in my first year of teaching (teacher journal).” Resilient mentors during his schooling have nurtured his views towards teaching students with all abilities. He described his current teaching placement, SNM as “a public charter school located in the Southwest. It is a school for students that are deaf, hard of hearing, or have family members that are deaf. 50% of the students are deaf or hard of hearing (Interview #1).” The inclusive school incorporates American Sign Language and English for hearing and deaf students to learn together in an inclusive environment, with the use of knowledgeable teachers, interpreters, and Educational Assistants to help students achieve their highest potential.

Kai is a PhD student and Teaching Assistant in a PETE program in the Southwest United States. He has experience teaching PE in college and K-12 settings, specializing in teaching Adventure Education and Adapted Physical Education (APE). Kai received his master’s degree from a respected and high-quality PETE program in the Midwest United States with an emphasis in APE. He received his undergraduate degree in Exercise Science at a public university in the
Mountain West, with a minor in K-12 teaching. During his schooling experience two classes had a major impact on his life and shaped his views and teaching practices as a teacher, an outdoor adventure class, and an APE class. During his outdoor adventure class, he had a graduate teaching assistantship and received experience teaching the elementary methods course as he assisted the professor running the program.

Kai has a student-centered holistic approach to teaching, helping him inform his decisions when adapting and modifying for all his students. Kai makes it a priority to check in with his students daily and takes the time to understand how his students feel mentally and physically. He believes in the importance of his students making relationships with their teachers and peers because they feel supported and become more confident and comfortable in the classroom. The following quote from Kai during our first unstructured interview describes how he builds a positive atmosphere when he begins his classes as a PE teacher:

We sit and chat in a circle first. I have them walk and talk around the perimeter of the playground, they walk and talk with a friend about what they did over the weekend. Then I have their friends introduce them. These are a couple of methods I use where students are talking to one another, they feel much more comfortable talking to each other, when introducing their friend instead of themselves. They feel safer. They feel a lot more emotional support. That affective, holistic approach. (Interview #1)

Kai believes his experiences in his outdoor adventure class and as a graduate assistant have influenced his decisions to use APE in his inclusive settings as a PE teacher. Kai expressed how his training, principles, and learning pedagogy have helped him to focus on his students' needs in all classes:
My teaching is student-centered because I am creating an environment for my students to grow in, as I am a facilitator. That probably comes from my experiences in adventure education, and my grad, Adapted PE experiences really changed the way that I view teaching. (Interview #1)

Having the confidence to modify for students with and without disabilities is an important aspect of teaching quality inclusive PE and his extensive experience working with children with disabilities has helped him understand how to build a student-centered approach and an environment for all his students to feel considered and valued in his integrated classrooms.

**Authentic field experience within immersive learning environments**

Authentic and immersive experiences during Kai’s undergraduate and graduate teacher preparation programs provided important knowledge and pedagogical skills that resulted in his comfort working with a variety of student abilities. Kai described how numerous field experiences, including those when he had the opportunity to observe and teach students with various disabilities, developed his ability to provide appropriate modifications to all learners based on student performance. His immersive experiences in authentic environments included summer camp, APE sports in the community, and working with a mentor with specific knowledge and experience in APE:

The person who taught my APE class was in a wheelchair. He had a horrible skiing accident when he was 17 and ended up becoming a medalist in the Paralympics for tennis. He’s a beast at tennis. It was insane. It was interesting because the very first day he came in was for my outdoor adventure class. My first semester in my undergrad. I thought to myself, I can’t believe this guy is going to somehow teach this class. We’re going to go on hikes. How is he going to hike in a wheelchair? That was my original
thoughts. He has come to be one of my favorite teachers I’ve ever had in my life.

(Interview #1)

Kai described during our first unstructured interview how one immersive experience during his undergraduate program influenced his awareness of working with students and the importance of taking a student-centered approach:

I’ve had extensive experience working with students that have dyslexia and ADHD. I was the Junior boys group leader. This was during my undergrad program in my junior year summer. It was an 8-week program, and I had the junior boys, the 11- and 12-year-olds. They lived with me in the dorms. All the experiences I got there helped me to think, to constantly consider all the different levels of people thinking about things holistically. Whether it’s nutrition, mood, attitude, feelings, energy, all these things that I care about, and health vitality. I just bring that into my teaching and that goes along with adapting. It all comes down to student-centered teaching. (Interview #1)

Data revealed that previous experiences provided important confidence and competence that Kai needed to be an effective practitioner developing his personal disposition:

He taught me the most out of everyone else because he did both the Adapted PE and the adventure education classes. I think the number one thing is experience working with students with disabilities and seeing what they are like, seeing what they do, seeing what they can do. I think that giving undergrad preservice teachers experiences working directly with students with disabilities is the best-case scenario. (Interview #1)

Enhanced knowledge of students and their varying abilities allowed him to make effective decisions about adaptations and to anticipate student performance when teaching in integrated settings. Specific experiences in classes with students with severe disabilities have contributed to
his views and comfort when teaching students with disabilities. The following quote from Kai during our unstructured interview expressed the knowledge gained from his authentic field experiences during his master’s program:

I’ve done adventure education and I’ve done outdoor pursuits with students with disabilities, and I’ve learned how to do it. So, we’ve gotten to do all that stuff with students with severe disabilities, even having them go up in the flying squirrel, a full contraption. (Interview # 1)

Witnessing ineffective teaching practices and learning about best practices in APE provided Kai with additional foundational content and pedagogical knowledge necessary to appropriately teach individual students with different disabilities. He described how gaining more experience and volunteer time with children resulted in increased comfort and confidence teaching diverse learners. During our unstructured interview, Kai commented on the importance of his experience in his PETE program, saying:

The number one thing is experience working with students with disabilities and seeing what they are like, seeing what they do, seeing what they can do. I think that no matter how many PowerPoints and things you can watch and books you can read, that doesn’t really matter if you don't have the experience. I think that giving undergrad pre-service teachers experiences working directly with students with disabilities is the best-case scenario. (Interview #1)

Kai strongly believes his college APE course and undergraduate classes in APE were necessary for learning the pedagogy and knowledge of different disabilities. He articulated how an effective practitioner must have hands-on experience volunteering and teaching students with
disabilities to fully develop the competence to feel comfortable instructing students in integrated settings. He commented on the importance of learning through hands on experience:

I learned the most about working with students with disabilities by just doing it. I think the most important part was during my undergraduate program in my Adapted PE class we had to get 15 hours of volunteer time working with students with disabilities. I went to special meets, and various other school events. (Interview #1)

He spoke frequently about the importance of his experiences working directly with students with disabilities in authentic settings, and how APE courses without field experience are not sufficient for building the knowledge and confidence to work with students with disabilities in integrated environments.

**Practice teaching in integrated settings enhances self-confidence**

Spending time teaching in integrated settings significantly improved Kai’s feelings of being overwhelmed as a new teacher in an unfamiliar environment. When he first started teaching at SNM, he felt as if he was swimming in a “full fish tank,” filled with a million different species of fish and unrealistic expectations. Teaching was uncomfortable, overwhelming, and the environment was unpredictable. Overwhelmed with multiple children with disabilities, some in wheelchairs, emotional, and learning disorders, and some with hearing impairments integrated into the same classroom with typical able-bodied students. Most of his PE classes had a sign language interpreter for communication for the hard of hearing children and Educational Assistants (EAs) for assistance with the students with severe disabilities. Kai’s first interaction with the students felt defeating. One quote from the research journal indicated on May 13th, “He asked EAs to help students follow directions (EAs aren’t very helpful). A girl was off task and EA just watched.” He constantly felt a sense of frustration, pressure, and lack of
respect from the school staff. He expressed feeling like an outsider, isolated, terrified, and unimportant. Kai commented in our second unstructured interview on how he was uncomfortable as a new teacher at his school and had little resources:

   It’s also my first year. I didn’t feel comfortable going to ask the principal or the EAs for equipment or for things that I could use. I don’t have much equipment at all. So, in all the school, there’s probably seven balls. There’s maybe a couple soccer balls, a couple of basketballs and foursquare balls. They’re almost all flat or old. (Interview #2)

Kai commented on a time he felt unimportant when the school staff did not understand the purpose of his job and PE, “even the principal would say, “how was recess today?” And I felt I was just here for recess, but I said, PE went good, and she just said, right…” (Interview #2).

Trying to navigate his way around feelings of marginalization and powerlessness, his daily consistency and persistence teaching led to increased success teaching in integrated settings.

   Daily practice teaching in the classroom with students with multiple disabilities helped Kai to work around language barriers. Communicating with interpreters for deaf and hard of hearing children became a daily habit with practice, and with time building relationships with school staff became possible. The more he worked with the children in integrated settings the more he learned about a variety of limitations and how to adapt the little equipment he had for all his students. Further field not entries indicated this, “the teacher takes away noodles and cones to keep the students from getting distracted. He starts the students moving right away. He keeps the cones as a border and demonstrates with the students as they go, using sign language interpreters to connect with the students with hearing impairments (May 6th, 2022).” Even when a lesson did not go as planned, he developed the confidence to stop the students and adjust or wait if needed to get their attention. With time, he learned to work around challenges in his environment such as
little equipment, lack of support from EAs, few or unfinished IEPs, and inappropriate teaching space. During our second unstructured interview, Kai explained how practice teaching in integrated settings helped slow down time and his mind cleared as he gained experience and became more comfortable and relaxed:

Now it’s full calm water where I’m just fully able to do and say whatever I need. I remember being absolutely terrified to stop the kids when they were coming, which is a classic concept of busy, happy good. I was so terrified to stop them and start them again. Whereas now, I see everything stopping and starting. For instance, management is a tool to increase my students' learning and adapting and modifying is the same in everything I do. It’s all a bunch of different tools and teaching my students is where I’m getting the most growth. When I was a preservice teacher, I was thinking, oh my God, there’s kids!

Now it’s just a tank full of water and I can do whatever I need to do. (Interview #2)

Daily practice and listening to others, asking students for help, and reflecting on his lessons changed Kai's perceptions, and his feelings of powerlessness and isolation started to fade. The fish tank started to clear as he learned management strategies, the students' disabilities, and developed routines and relationships.

**Comprehensive and in-depth knowledge of students**

Over time Kai has built a library of theoretical knowledge and abilities to articulate inclusion in his lessons in a way to meet all students' needs in ever changing environments. The theoretical knowledge gained through teaching and his past education has led to a student-centered approach when teaching students, focusing on the affective domain and student standards. Kai explained in our first unstructured interview how his past training provided him with the experience and confidence to work and understand all his students when teaching:
I have more of a focus on the affective domain because of my training in my undergraduate program, and then my master’s program, and now in my PETE program. I got a minor in PE and a minor in adventure education. All the classes I took were helpful, even the classes teaching students with disabilities. (Interview #1)

Taking time to carefully understand and prepare for his students through reading their IEPs, asking students and other staff questions, and communicating with other faculty has helped Kai build inclusion in his integrated PE classrooms. For example, a field note entry from April 7th, 2022, noted, “Kai sets up options for the students with disabilities to have choice and is constantly asking questions.” During our unstructured interview Kai articulated the importance of communication and collaboration with school staff and the students with disabilities to fully understand his students needs and disabilities:

I would say it all comes down to communication and the ability to work with others. I am constantly talking to all the other faculty members on how the students are doing, what’s going on with them whenever anything happens, or if they are not feeling good for a plethora of reasons. Some students will let you know. I ask about what's on their IEPs, what types of things do the students need, or what are their goals. (Interview 2)

Listening to students' needs and his willingness to learn about each of his students has helped Kai build an inclusive setting in his integrated PE classrooms. Having an open mind, asking students questions, and understanding all students are unique individuals is why Kai continues to grow and develop as a teacher. He has a desire to learn about new disabilities and create plans and options as he prepares for possible changes when teaching. Kai mentioned the importance of modifying according to his knowledge and the individual needs of the students', “you must modify according to what you know, the motor needs of each young individual. Elaborate a little
bit more for some students than you do with others (Interview #2).” Through daily practice and working in integrated settings with children with various disabilities, Kai elaborates on how he continues to accumulate theoretical knowledge and confidence for building inclusion in integrated settings:

I need them to stand in line or I need them to stand in the “freeze” position and have voices off so I can tell them the next thing we’re going to do. That came with practice, and I just felt more comfortable with practice… Now I have enough knowledge to be able to ask the questions, to know what I need to do to adapt. (Interview 2)

Kai describes how reflecting on his successes and challenges helped him to create inclusion and adapt lessons, objects, and parameters to meet the needs of all his students:

Reflective teaching where I would do something, think about what went well, what didn’t go well, and I would try something else. I constantly did that for the entire first three or four months. And sometimes challenges will happen, but I know the kids well now that I feel comfortable, and I can think about a solution. (Interview #2)

Teaching pedagogies and inclusive strategies used in his integrated classes included listening and understanding all students’ needs, reflecting on students’ moods and behaviors, planning (i.e., developing multiple lessons with options), using small-sided games, focusing on student management skills, and using various types of equipment.

**Disposition toward support when teaching and professional work outside of the teaching space**

Lack of support and professional development from other teachers left Kai feeling frustrated as a new teacher in his integrated PE classes. Data revealed Kai’s needs were not met to develop his teaching more fully in ways that he needed and wanted. Kai described a
significant lack of resources, help, and respect needed to effectively teach children in alignment with students' specific disabilities. Equipment, EAs, teaching space were all challenging barriers leading to Kai’s desire to build teacher connections and network with others:

It’s been challenging because I’ve had to figure it out my own way. I think it would be much easier to just see everybody’s disabilities from the beginning, see what is on their IEPs, see what their actions plans are, see what all these things are, because it’s not just physical disabilities, there’s emotional disabilities going on. There’s delayed processing, different levels of deaf and hard of hearing. Some are just hard of hearing, some have a hearing aid, or an implant, some need to use a mic and sometimes they will give me a mic, but usually they don’t. (Interview #2)

Lack of appropriate resources and support has led Kai to constantly ask the EAs and other people in the school questions about his students. The PE teacher teaching in integrated settings is a bridge creating inclusion, relationships, teamwork, and communication among other faculty and students. A direct quote from a teacher journal presented this: “Asking to read the IEPs of each student to understand what their needs were led to the discovery of a lack of proper support at the school. Many students had only one line of information on their IEPs.” Kai expressed in our second semi structured interview how he was grateful and felt respected when there was support from one EA and when she was willing to answer questions and help with the students during his PE lesson:

She was the most thankful EA and the most respectful. She would talk about disabilities. We would talk about adapting and modifying. I would get ideas from her; she’d get ideas from me. She was helpful, but also nice. She made me feel like I knew what I was talking about. (Interview #2)
Communication with EAs and the willingness to work as a team led to Kai’s success in the classroom and active participation of all children, but this was rare. In addition, lack of professional development left the EAs unsure of how to help when the PE teacher was teaching in integrated settings. Communication and staff training in APE and grant writing for better equipment are all expressed needs of Kai’s to help with feelings of marginalization and disposition towards support as a teacher. The lack of resources and negative stigma towards PE not only negatively impacted his ability to effectively meet the needs of students, but it left him feeling marginalized. Kai expressed feeling powerless as a new PE teacher in his integrated PE classrooms, and he had a hard time gaining respect or even attention from other school staff:

It was like a stressful scarring experience. Having a principal feel negatively about PE is not great. Even though she’s been in there for a bunch of my lessons. She’s never told me any feedback about anything. She’s just there and it’s more so she’s there to make sure the EAs are on task. (Interview #2)

Teaching PE in an environment with little resources, support, and adequate space increased his desire to pursue more professional development opportunities. Data during our unstructured interview demonstrate Kai has a strong desire to learn more about different disabilities, grade levels, ages, and schools after teaching at SNM:

I think the best way to grow, that I know, are professional development opportunities, whether it’s local or national SHAPE America, SHAPE Colorado, New Mexico. I’m really interested in going to an exercise conference. Furthering my education, creating more connections that will lead to more professional development opportunities and help guide me to people that can help me get there. (Interview #3)
Kai feels directly immersing himself into local and national professional development opportunities, research, and continuing to teach students with disabilities will further extend his motivation and ability to teach in integrated settings.

Kai explains how his experience during his training and teaching in the classroom has led to his understanding of how to adapt for different learners, and the importance of asking students questions and having support from the school and other staff to create inclusion in integrated PE settings for all the children to succeed and become healthy lifelong movers, “the only way you’re going to be able to know the individual students is by working with them, talking with them, getting to know them, being around them, talking to EAs and other teachers and being in that setting” (Interview #3). Understanding students' desires and needs as a teacher and creating the tools necessary to teach comes down to asking the students questions and understanding all students learn differently. “Leadership skills come from good communication skills… whether it’s verbal, nonverbal… everybody can grow as a better leader… and it's about having more experiences” (Interview #3). Kai believes the only way you will truly know what students can do or what they enjoy is by asking and working with them directly, getting to know their different disabilities, behaviors, needs, limitations, and who they are as individuals.

Discussion

The purpose of this study was to examine one in-service general PE (GPE) teacher’s perceptions, teaching practices, and needs regarding inclusion when teaching students with disabilities in integrated GPE. The Central Tasks for Learning to Teach (CTLT) by Feiman-Nemser (2001) provided the theoretical framework underpinning this study and provides us with a lens through which to make meaning of Kai’s perceptions, practices, and needs when delivering PE in integrated settings.
Preservice

The initial stage of the CTLT framework is the preservice stage. During this foundational stage of learning, the preservice teacher’s beliefs of teaching are being shaped by examining other teachers’ beliefs related to quality teaching practices as they attain the knowledge of critical elements, contexts, pedagogies, curriculums, learners, and assessments in the classroom to monitor teaching and learning (Feiman-Nemser, 2001). During Kai’s preservice stage of teaching, authentic field experiences helped him develop his beliefs of teaching by examining other teachers’ beliefs and teaching practices, asking questions, and reflecting on outcomes. He was able to attain the subject matter knowledge for teaching in integrated settings by immersing himself in different teaching contents, volunteering at adapted sports camps, and working with his APE instructor as a master’s level teaching assistant, learning different pedagogies and curriculums established for different learners and issues of diversity.

Feiman-Nemser’s (2001) framework illustrates how the preservice stage facilitates a preservice teacher’s beginning repertoire and the tools and dispositions to study teaching. Kai provided specific examples from his undergraduate program and graduate program, where he had a positive role model with a disability who taught his APE class, extensive APE experiences, practice teaching adapted sports, and working directly with children with disabilities, all helping him to develop his views and his inclusive practices in integrated settings. His experiences reinforced his consideration for APE and students as he began to develop a mindset, striving to listen and understand the needs of all people. The finding of authentic field experiences extends this notion as Kai constructed his confidence in inclusive settings, believing he was able to build the necessary tools and dispositions to study teaching through experiences, observing his teachers, and volunteering with students with disabilities.
Kai explained in our first interview how he was able to examine his past teachers’ beliefs critically in relation to a vision of good teaching, and discovered how necessary it is to be reflective, have hands on experiences, plan and prepare for changes, and have a willingness to learn about new disabilities. Reserving a clear understanding of all students, reflecting on practices, and using a universal design are necessary tools to catalyze inclusion in integrated settings, as each student is unique (Petrie et al., 2018), and his past volunteer and college experiences refined his dispositions to adapt and modify for students with disabilities.

**Induction**

The second stage of the CTLT framework is the induction stage and encompasses the first three years of teaching. This stage involves understanding the school’s nature and classroom contexts in which novice teachers are placed, creating a responsive instructional program, building a classroom learning community, and enduring through many influences in the early career of teachers as they develop a professional identity and beginning repertoire (Feiman-Nemser, 2001). During Kai’s first year of teaching PE at SNM, he began to build his professional identity and professional practices as he established an understanding of the school’s nature he was placed and the classroom contexts by asking questions, planning, and constant trial and error. Kai initially faced feelings of isolation and minimum support from school administration when teaching in his current placement at SNM. He lacked professional development learning opportunities provided by the school and current EAs at the start of his placement to properly integrate the students with disabilities in his classroom (Goodwin & Watkisnon, 2000: Ko & Boswell, 2013). He discerned knowledge barriers and attitudinal barriers connected to students and EAs, feelings of distress linked to hefty administration expectations, and powerlessness and loneliness trying to connect with the supporting staff at his school.
(Alderman, 2004). When considering his role as a PE teacher, other issues arose such as low status of subject matter, a lack of respect from other teachers, role conflict, isolation in the school setting, and lack of appropriate resources and teaching space (Banville, 2015). His confidence working with students with disabilities and typical developing students when creating inclusion in his integrated settings, however, heightened with daily teaching practice.

On his first day of school he was intimidated, overwhelmed, and felt his mind was drowned with an overabundance of information to successfully accomplish his goals. As Feiman-Nemser’s (2001) framework explains, during the induction stage, early career teachers need support and encouragement to create classrooms and environments where their knowledge of quality teaching and professional learning is ongoing and supported. Our findings illustrate the significance of this as Kai was placed in an environment with insignificant amounts of support from school staff, EAs, and administration, leaving him feeling secluded and segregated.

During the induction stage, beginning teachers are required to demonstrate skills and abilities they have not yet developed and will acquire on the job. As McCormack et al. (2006) explains, early career teachers need support and encouragement to create classrooms and environments where their knowledge of quality teaching and professional learning is ongoing. Many teachers are placed in new schools where integrated learning is necessary, with insufficient knowledge of students’ backgrounds, abilities, sociocultural factors, and community. The more Kai taught lessons at the school, he began to develop his own inclusive strategies to improve his teaching and create a learning environment for all his students. Feiman-Nemser (2001) suggests a strong mentoring program can build a knowledgeable and skilled teacher. Despite having little support, he used his past knowledge and advice from his college PETE program and his advisor to implement appropriate standard-based teaching practices for the students, school type, and
new environment he was teaching in. He believed in the importance of adapting in every class for the skill level of each individual student. By asking students questions and reflecting during and after each lesson he taught, he began to build an enhanced knowledge bank of teaching strategies to build inclusion in his integrated classes. Though it was difficult at times for him to build relationships with the school staff and he was frustrated with the lack of appropriate teaching space and equipment, he persisted and met with the school administration for advice. Through constant trial and error, asking students and EA’s questions about different students, assessing student progress, and adjusting his lessons as needed, he cultivated the knowledge to modify his lessons for each student according to their needs.

Kai’s perceptions, teaching practices, and needs as a PE teacher in integrated settings are important to understand as his beliefs influence how he builds inclusion and teaches quality PE to all students in his early career (Hodge, et al., 2009; Stewart & Shade, 2001). Integrated schools offering PE courses, such as SNM, are shown to have positive impressions on students’ and teachers’ attitudes towards including individuals with disabilities in the general classroom (Obrusnikova et al., 2010). Research indicates teachers have varying teaching styles, have concerns about student outcomes, express frustrations, and vary in inclusive practices when integrating students with disabilities in the classroom (Hodge et al., 2009). Our findings are consistent with this as Kai began to build his professional identity and knowledge of students with disabilities through extensive practice. He learned how to adjust when students had specific limitations and found ways to create inclusion and active movers in all his classes. By assessing students and asking students specific questions about what they needed and enjoyed, he started to create new games, so all students were able to participate. He learned words in American Sign Language for students who were hard of hearing to feel included and valued, and he created
appropriate options and appropriate rules for all the students. His patience matured each day as he would continue to think of different ways to adapt for all students' individual needs. Using typical developing students as peer supporters, showing students full demonstrations, providing visuals, and taking advantage of teachable moments, Kai was able to find success and design a responsive instructional program, enacting a beginning repertoire.

His process of building a professional identity, knowledge, and practice through continued professional learning was all part of creating inclusive strategies as a PE teacher shown by McCormack et al. (2006), and it is necessary to understand Kai’s needs, beliefs, and practices about inclusion when he is teaching students with disabilities (Ko & Boswell, 2013). Though he felt a lack of support on most days from the EA’s, interpreters, and school staff, his feelings of being overwhelmed evaporated as he continued to ask his college colleagues and mentors for guidance. He noticed the more opportunities he had working in integrated settings, the more knowledge he gained about his students and their disabilities, and his professional identity slowly developed through experience. He established an understanding of how to best implement the use of inclusive strategies to include all students by having an open mindset, asking students questions about their needs, daily practice adapting lessons, and operating different types of equipment. With practice he began to build confidence and a positive attitude in his abilities and developed different goals and specific outcomes for all his students to feel accepted and equal (Horower, 1999).

**Continuing professional development**

The final stage of the CTLT framework is continuing professional development. This stage is between years three and five, and later professional development after seven years of teaching. This stage involves teachers extending, deepening, and refining their knowledge
through experimentation and merging teaching practices as they build confidence and focus on mastery and stabilization of their teaching (Feiman-Nemser, 2001). Although Kai will not be in this stage of his career for a few more years, his daily exposure teaching students with and without disabilities in integrated classrooms reformed his feelings of disconnect and deepened his subject matter knowledge for teaching in integrated settings, helping him properly design PE lessons that were inclusive, enjoyable, active, dynamic, and supportive (SHAPE, 2014). As teachers progress in this stage, their ability to engage with colleagues about opportunities, ideas, and reflecting on teaching reinforces and refines practices and helps to deepen understanding of context, expanding responsibilities to build leadership skills (Ko & Boswell, 2013). He began to plan his future lessons in relation to his past lessons with little support and created more conceptualization of his students' needs. His actions created a primary space in the classroom to educate youth with disabilities when appropriate and demonstrated the importance of providing quality education and equal access for students with disabilities (Koh, 2018; Shippen et al., 2005).

According to Feiman-Nemser (2001) teachers need sustained and quality learning opportunities that are ongoing and relate to questions and concerns in the classroom. Kai expressed how he had not developed an understanding of the classroom environment when first placed in the school but with practice and training he became more comfortable adapting his lessons. According to the CTLT framework, during the continuing professional development stage, offering professional development grounded in inquiry-oriented conversation and classroom experimentation delivers opportunities for acquiring the task of planning, enacting instruction, assessing student understanding, and reflecting on teaching (Feiman-Nemser, 2001). Through ongoing teaching practice at SNM and his professional development opportunities at
national conferences (i.e., SHAPE America, SHAPE Colorado), Kai continues to learn appropriate inclusive strategies for integrated settings. Constructing meaningful connections and learning from other teachers and professionals in the field, he continues to advance his understanding of best practices and current teaching styles.

He demonstrated daily a strong desire to continue learning to deepen and extend his subject matter for teaching students with disabilities in integrated settings. He plans to continue reflecting on past experiences and have an open mindset as he continues to learn about different disabilities. To enhance his leadership abilities, he explained how experiences are the best way to feel confident and strengthen his skills and dispositions in the classroom. Cultivating opportunities to reflect after lessons, working with cooperating teachers, teaching preservice teachers, having an open line of communication with local schools, and teaching in diverse settings continues to help strengthen his skills and dispositions and expand his responsibilities.

Conclusion and Implications for Practice

Findings presented here provide several implications for PETE programming. First, the importance of PETE faculty who identify as an individual with a disability cannot be overstated. Our findings indicate that the opportunity to be mentored by someone with personal lived experience as an individual with a disability brought additional power and emphasis to the APE experiences for the PST teacher in this study. APE instructors and faculty with extensive experience delivering content to PSTs is necessary to effectively prepare GPE teachers for teaching in APE or integrated PE environments.

We recommend that schools, administrators, and districts provide formalized support for newly hired teachers or teachers entering a school for the first time as our findings indicate that acquisition of the knowledge of the educational context and community are paramount in a
GPE/APE teachers’ ability to effectively meet students’ with and without disabilities needs. GPE teachers require initial training and formalized support with specialized school staff (i.e., nurses, EAs, and counselors) who know and understand student-variables to help with the difficulties faced when teaching students with disabilities (Hodge et al., 2009). With this early formalized support, teachers will be able to properly support and design responsive instructional programs and create inclusion in integrated classroom communities. With continual practice working with children in integrated settings, building relationships with EAs and support staff when entering a new school, and working with children with disabilities in integrated settings, new teachers have an opportunity to enact a beginning repertoire and develop a professional identity.

The second implication we offer is the significance of disposition toward teaching that places greatest priority on student interest and enjoyment should be taken by in-service GPE teachers in inclusive settings. This means that decisions around curriculum and instruction emanate not from teachers’ knowledge, experience, or preference, but from what speaks most to students. Flory and McCaughtry (2011) affirms these notions of creating a quality teaching environment for all students, teachers must have a rich understanding of their students’ needs, community dynamics, and particular elements of the students’ reality to build a professional identity and inclusion in their classrooms. Following this, professional development in the strategies and techniques required to facilitate a student-directed teaching style are critical and should be provided to support teachers in being able to approach teaching in this way.

The CTLT framework by Feiman-Nemser (2001) has helped lay the foundation for these significant implications and findings we offer as GPE teachers move from the preservice, induction, and professional development stages of their career. Preservice teachers require authentic hands-on experiences with students and teachers with disabilities and is critical for
learning and increasing teaching efficacy to engage and work with students with disabilities in integrated PE settings. Daily practice teaching in diverse settings and attaining knowledge of the nature of their classrooms, community, and students enhances confidence, builds a classroom learning community, and shapes new teachers’ professional identity. Conclusively, ongoing professional learning opportunities grounded in inquiry-oriented conversations and providing teachers with autonomy to build their curriculum according to unique situational needs is critical for teachers advancing through their teaching career.
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CHAPTER II:

A PHYSICAL EDUCATION TEACHER EDUCATOR’S BELIEFS, EXPECTANICES, AND VALUES WHEN TEACHING APE WITH FIELD EXPERIENCE – A CASE STUDY

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Abstract

The purpose of this study was to understand one Physical Education Teacher Educator’s motivations towards teaching Adapted Physical Education to preservice teachers within a field experience. Expectancy-Value Theory, now the Situated Expectancy-Value Theory, provided the theoretical underpinning to understand how the Physical Education Teacher Educator’s motivation influenced her choice, persistence, and performance to teach an Adapted Physical Education undergraduate course with a field experience to preservice teachers. One Physical Education Teacher Educator conducting an undergraduate Adapted Physical Education course with field experience participated in the qualitative study. All data were transcribed and analyzed inductively following Merriam & Tisdell’s (2016) four stage process involving: open coding, axial coding, categorization, and theme development. Three themes emerged from the data: (a) significance of K-12 experiences for delivering appropriate pedagogy; (b) educational preparation influenced competence to teach college courses; and (c) strong desire to share her knowledge and experiences.
Introduction

Research reflects how variables impacting instructional decision-making fluctuate from teacher to teacher, as some TEs may hold low expectations of students and their success (Green, 2002). PSTs require and generally appreciate their TEs to implement instructional alignment through best practices such as flexible grouping, peer learning, concrete examples for conceptual understanding, and lessons addressing whole concepts when learning in the classroom (Day, 2020). Previous research indicates TEs influence students’ success when they provide relevant learning experiences and communicate their beliefs and expectancies (Green, 2002). The EVT shows to be a relevant framework investigating TE’s beliefs and practices. Future research is needed looking at TEs in various school settings to identify factors that help successfully promote instructional alignment in subjects that inhibit TEs’ motivation, such as teaching an undergraduate APE course to PSTs in integrated Physical Education (PE) settings (Day, 2020).

Theoretical Framework

TEs’ motivation is a key factor influencing PSTs’ academic outcomes and engagement in the classroom and should be understood to design educational environments that promote success, especially when teaching students with disabilities in integrated PE settings (Getty et al., 2017). In order to more fully understand the motivation of TEs when teaching an undergraduate APE course with field experience to PSTs, the EVT of achievement motivation was used to guide this study (Eccles et al. 1983; Wigfield & Cambria, 2010). An individual’s decision-making process includes a cost-benefit analysis involving the three tenets of EVT: the ability beliefs and expectancy of succeeding in a particular task, the personal value attributed to the task, and anticipated costs linked with pursuing the task (Day, 2020). According to EVT an individual’s choice, persistence, and performance can be justified by their beliefs about how successful they
will be at taking on a task and the degree of value they hold towards the activity (Wigfield & Eccles, 2000), specifically TEs’ beliefs in their own ability and their expectancies for success, values, and costs for teaching PSTs how to include students with disabilities in a PE classroom through an APE course with field experience at an integrated school. More recently Eccles & Wigfield, (2020) updated the EVT’s original name to Situated Expectancy-Value Theory because it is both situationally and culturally bound. This means that motivation is dependent on context and individual (Eccles & Wigfield, 2020). The SEVT state that both an individual’s expectancies for success and subjective task values are most proximal psychological determinants of task and activity choice, performance, and engagement in the chosen activity. Additional research is needed using the EVT to look at the impact of TEs’ beliefs and motivations of their instructional choices and if their expectancy of success continues to be the most important decision-making factor in an education setting (Day, 2020).

**Ability beliefs and expectancy for success**

Ability beliefs are defined as the individual’s perception of his or her current competence at a given task (Wigfield & Eccles, 2000). Expectancies for success include individuals’ beliefs about outcomes on upcoming tasks in the future (Wigfield & Eccles, 2000). Specifically, TEs ability beliefs and expectancy for success about PSTs and about themselves when teaching an undergraduate APE course with field experience. These constructs are empirically related and can be compared to those of Bandura’s (1997) discussion of self-efficacy expectancies or individual beliefs of predictions of performance and choice. TEs may hold low expectations for their PSTs (i.e., believe their students are incapable of engaging in the instruction) or may feel the PSTs are incapable of teaching successful oriented instruction, diverting to direct instruction or diverging from appropriate instruction. TEs who can successfully provide the instruction
needed to teach an APE course, are shown to hold higher expectations of their PSTs and themselves and tend to enjoy support from others more (Day, 2020). Expectancies and values are assumed to directly influence achievement choices, performance, effort, and persistence, and are known to be influenced by task-specific beliefs such as ability beliefs, perceived difficulty of different tasks, individual goals, self-schema, and affective memories (Wigfield & Eccles, 2000). These social cognitive variables are affected by individual perceptions of their own previous experience and social influences (i.e., teachers, peers, parents) (Wigfield & Eccles, 2000).

**Achievement values/subjective task values**

Achievement values involve attainment value, intrinsic value, and utility value (Eccles et al., 1983). Attainment value relates to the importance of doing well on a given task. Intrinsic value is known as the enjoyment one gets from doing a task that leads to important psychological consequences (i.e., usefulness). Utility value refers to how a task fits into a person’s future and is the more extrinsic reason for doing a task (i.e., not doing a task for your own sake but to reach a desired end goal) (Wigfield & Eccles, 2000). Achievement values or personal values are demonstrated with the TEs use or non-use of quality APE instruction. Those with a more fixed mindset tend to believe their role is having control over the classroom knowledge. However, TEs with a growth mindset will likely use a more supportive role towards their PSTs’ autonomy and learning in the classroom. TEs with a learning (growth) mindset versus a fixed mindset have been seen to find more success at implementing instructional alignment (Day, 2020).

**Costs**

The costs construct of the SEVT is now part of the subjective task values tenet and include how the decision to do an activity limits access to other activities, assessments of how much effort is needed, and emotional costs involved (Eccles & Wigfield, 2020; Wigfield &
Eccles, 2000). Costs may involve the disciplinary and professional constraints, such as keeping up with school practices and guidelines, the preparation of lessons and content of APE for students to become future teachers, and the need to ensure fluency of APE instruction in integrated settings to PSTs (Day, 2020).

The beliefs of TEs concerning teaching an undergraduate APE course with field experience to PSTs are important to understand as beliefs influence future practice and actions of PSTs. Understanding the motivation of TEs towards teaching APE to PSTs is essential to prepare and professionally develop future TEs in the profession. EVT provides a useful framework for analyzing motivational strategies of TEs and how they influence PSTs’ perceptions and achievement towards teaching APE (Green, 2002).

**Purpose**

It is believed that TEs expectations, values, and practices will affect the PSTs’ and their own future success using APE, and costs might impact their ability to teach an undergraduate APE course with field experience (Day, 2020). The purpose of this study was to understand a TE’s motivation towards teaching APE to PSTs with field experience.

**Research questions**

The research questions guiding this study were:

1. What specific components motivate the Physical Education Teacher Educator to educate PSTs in an undergraduate APE course with field experience?
2. Does the Physical Education Teacher Educator express reasons for falling short of teaching APE instruction aligned with the domains of situated expectancy-value theory?
3. Which of the domains appears to weigh most heavily on the Physical Education Teacher Educator’s instructional decision-making?
4. How might these domains be explained within a conceptual model to best reflect the ability beliefs and values associated with a Physical Education Teacher Educator’s teaching APE to PSTs?

**Method**

The current study used a case study qualitative interpretive design focused on a TE teaching APE to PSTs taking a required undergraduate course with field experience (Ko & Boswell, 2013; Willig, 2013). Case studies anchored in real-life situations result in a rich and holistic account of a phenomenon and provide insights to enhance meanings that expand its readers’ experiences constructed as a tentative hypothesis helping structure the research and plays an important role in advancing a field’s knowledge base. Readers can learn vicariously from reading a case through the researcher’s narrative (Merriam, 2009).

**Participant and Setting**

The research participant included a TE conducting a three-credit hour undergraduate APE course to PSTs at a large Southwestern university with an associated field experience at a local elementary charter school. The TE also taught integrated PE classes as the cooperating teacher at the same charter school while being the university supervisor of the undergraduate APE course with field experience. The structure of the APE class involved asynchronous PowerPoint lectures, weekly quizzes and reflections, and field experience observing the TE teach and eventually teaching partial integrated PE lessons at the local elementary charter school. The local charter school, Sign New Mexico (pseudonym), was an inclusive school for students that are deaf, have a hearing impairment, or have a disability, and/or have family members or siblings that are deaf or have hearing impairments. The inclusive school incorporates American Sign Language and English for hearing and deaf students to learn together in an inclusive
environment, with the use of knowledgeable teachers, interpreters, and Educational Assistants. A criterion-based selection with a list of the attributes related to the study was created before the researcher proceeded to locate the subject matching the list (Merriam, 2009). Purposeful sampling was used for selecting one Physical Education TE (Patton, 1990), using the following criteria: (a) teaching an undergraduate APE course to PSTs with field experience, (b) is a doctoral student pursuing a degree in Physical Education Teacher Education, and (c) and has experience teaching children with disabilities in PE classes (Hodge, 2004; Ko & Boswell, 2013). The use of convenience sampling was based on time, location, and availability of teachers and sites (Mirriam, 2009). An informed consent and permission from the school’s administrator and IRB was obtained by the researcher before data collection.

**Data Collection**

Data sources included autobiographical essays, three semi-structured interviews, field observations and fieldnotes, and artifact data (Merriam, 2009). Data collection occurred over the course of one sixteen-week semester. Data collection continued until saturation was reached (Patton, 2007).

**Autobiographical Essays.** To gather data concerning the TE’s previous knowledge, views, and use of APE, autobiographies were completed. This form of narrative captures the individual’s self and experiences and represent the moments where the TE is interconnected with the ideas that the researchers’ care about (Bullough & Pinnegar, 2001). The TE was instructed to reflect on experiences teaching the undergraduate APE course or similar settings and to provide previous knowledge learned and views about students with disabilities in the classroom. Example prompts included: “What factors have influenced your decision to teach an undergraduate APE course?” and “How much and in what ways did your previous experiences
working and learning about students with disabilities influence your lesson today teaching APE to PSTs in college?” The autobiographical essays were assigned to the instructor each week of the course and provided the researcher with a more in-depth understanding of the TE’s practices, background, and past knowledge around best practices when teaching APE.

**Semi-structured interviews.** Three semi-structured interviews were conducted during the 16-week undergraduate APE course using a predetermined list of questions with flexible wording to guide the processes for the respondent and explored the purpose of the current study (Merriam & Tisdell, 2016). The lead researcher made a thorough journal of notes during each interview. The journal included details about the interview timeline, noted reflections, future ideas to ask new participants, and any additional thoughts regarding trends developing related to the data. The interviews were completed via Zoom. The semi-structured interview guides were grounded in the SEVT and literature related to TE’s ability beliefs, expectancies, values, and costs when teaching APE with field experience. The interviews were conducted with the TE during weeks two, four, and six of the undergraduate APE course while the students engaged in field experience. The semi-structured interviews were audio recorded and transcribed verbatim for analysis.

**Observations and Field Notes.** During the first week of the course the TE assigned the PSTs their field experience assignment for their APE course at the integrated charter school. During the field experience, PSTs practiced using APE strategies and knowledge learned from the TE in the classroom, while the TE filled out informal observation forms and provided reflections and feedback after each lesson. The researcher conducted seven observations on the TE to collect data in relation to her ability to teach an undergraduate APE course with field experience.
Observations were focused on the TE’s ability beliefs, expectancies for success, values, and costs for using best practices when teaching PSTs an undergraduate APE course with field experience. Emphasis was made on observing the TE’s teaching behaviors with a specific focus on her use of appropriate teaching methods, APE strategies and language, and general classroom organization strategies. Extensive field notes were conducted by the researcher during each observation to document the TE’s ability to implement appropriate teaching skills with PSTs. This written account of information, corresponding to the interview transcripts, was a basis for data upon the current study, and were reviewed soon after each observation to capture verbal aspects of the inspected lessons, helping the researcher find desired information easily (Merriam & Tisdell, 2016).

**Artifacts.** Artifact data include a researcher journal of activities delivered during the APE classes, reflections of the TE’s lessons related to their success and areas for improvement regarding teaching APE to PSTs, special equipment used, lesson plans, the syllabi and block plan, and support and training needed relating to teaching APE with field experience at a local inclusive school (Ko & Boswell, 2013).

**Subjectivity Statement and Role of the Researcher**

The first author was a doctoral student enrolled in the Curriculum and Instruction/PETE PhD program at the University of New Mexico. This project was arranged with the researcher’s background and interest in APE within PE. She was a graduate teaching assistant and due to her experience, the first author had previously taught the APE course that was the focus of the study but was not the instructor due to her role as lead researcher on this project. She conducted all the interviews and had no involvement on the Physical Education TE’s role during the time of the
study, nor the participants, and she collected all the documents, artifacts, and field notes during the 16-week undergraduate APE course.

**Data Analysis**

Data were analyzed inductively following Merriam & Tisdell’s (2016) four stage process involving: open coding, axial coding, categorization, and theme development. The first and second authors met every other week to analyze the data and engage in peer debriefing. During these meetings, the authors discussed the data and the second author asked probing questions to allow the first author to identify and articulate her interpretations of the data. In the first stage of analysis, the authors conducted open coding on the entire data set by reading passages of text and applying a code or phrase that best captured the essence of the piece of data. For example, the passage “The bulk of my training came from my master’s program and then again just like teaching in the field” was coded “MS and PhD programs influenced development of knowledge”; and the passage “I understand not everyone teaches K-12 PE but for me personally, I would not have the fire behind this and I would not have the competence or confidence if I didn’t teach K12” was given the label of “K-12 teaching increased competence.” Codes were documented in the margins of documents (i.e., interview transcripts).

Axial-coding was completed next by examining the codes provided during open coding and identifying similarities and differences across the codes. Following this, pieces of data with similar codes were grouped together and were coded again with the objective of providing clarity and specificity to the codes and emerging trends in the data.

In the third stage, categorization, the authors discussed similarities and differences identified through axial-coding and created categories that best described groups of like codes and pieces of data. For example, the codes of “K-12 experience provides perspectives on
students with disabilities” and “K-12 practical experiences viewed essential to ability to provide PSTs APE knowledge” were grouped together and labeled “Significance of K-12 experiences for delivering appropriate pedagogy.”

Finally, theme development occurred as the researchers’ examined codes and raw data within each category to make meaning of the essence of each category. Following this, they engaged in substantive discussion to describe the categories more thoroughly with respect to the purpose of the study and the specific research questions. The final step involved consideration of the themes with respect to the EVT tenets (Merriam & Tisdell, 2016) to describe the Physical Education TE’s ability beliefs and expectancy for success, values, and costs linked to pursuing the task of teaching an undergraduate APE course with field experiences to PSTs.

**Trustworthiness and Credibility**

Trustworthiness and credibility of the data was ensured through the following strategies: use of multiple researchers, triangulation, a peer debriefer, member checking, an audit trail, and a subjectivity statement (Merriam & Tisdell, 2016). The researcher used peer review and debriefing with her advisor to discuss accuracy of new thoughts and interpretations that surfaced to avoid researcher biases. Additionally, triangulation of data and an audit trail was completed. Triangulation of data occurred by use of different data sources such as, autobiographies, semi-structured interviews, observations and fieldnotes, and class artifacts, all observed jointly. The Physical Education TE was given the transcripts of the interviews to verify her words were expressed and captured accurately by the researcher. To track the research process, an audit trail was applied for documentation of inquiry. The researcher made a list of personal assumptions from past experiences with TEs and individuals with disabilities to offset the curb of influences of preconceived ideas that could influence the research findings. Trustworthiness was captured
with the use of a subjectivity statement and role of the researcher for ethical and political considerations of the author (Creswell, 2016).

**Findings**

The purpose of this study was to understand a Physical Education TE’s ability beliefs, expectancies for success, values, and costs when teaching an undergraduate APE course with field experience to PSTs. Three themes emerged from the data: (a) significance of K-12 experiences for delivering appropriate pedagogy; (b) educational preparation influenced competence to teach college courses; and (c) strong desire to share her knowledge and experiences. The TE’s educational preparation and her K-12 teaching experience provided her with the competence and self-assurance to deliver APE in college settings. Her teaching style displayed her values and ability to create inclusion in integrated PE settings. She now has a strong desire to share her knowledge and experiences gained during her educational preparation and K-12 experiences and is drawn to pursue a career in higher education out of a passion to help others learn to value and appreciate individuals with disabilities.

**Emmy Lou (pseudonym)**

Emmy Lou, the TE, was a 32-year-old female with a passion for teaching and learning. She described herself as a doctoral student that grew up in Texas but was presently in her second year living in the Southwest. She emphasized during the first interview that she was a K-12 Physical Educator teaching various grade levels for six years in Texas before entering her PhD program:

I started out teaching K-12 PE in 2014 as an elementary PE teacher, and I was there for two years… After two years in elementary, I moved up to the middle school to teach PE and coach soccer. I was there a year and then our feeder high school had a soccer position
open with a PE teaching assignment. I got bumped up one year after middle school to our feeder high school, and then I was in high school for two years teaching PE and coaching soccer. (Interview #1)

After transitioning through multiple school settings, Emmy Lou mentioned in our first interview that she quickly felt the realities and unrealistic expectations of teaching PE and coaching during her high school experience: “I learned quickly I did not like secondary PE and the responsibilities of coaching because the hours were so long. We had worked 12-hour days, six days a week and weren’t paid for the time we were doing.” She explained how she loved working with high school aged students, but the expectations, little pay, and long hours left her feeling discouraged, and she quickly went back to teaching elementary PE. High school teaching initially sparked her curiosity to work at the college level and then her PE coordinator when she was a K-12 teacher had a profound impact on her decision to advance in the field:

Part of the reason why I wanted to come back to school is I had an amazing PE coordinator when I was a K-12 teacher, and he was the PE administrator over the whole district. He was amazing, and I pretty much use everything I learned from him, and I would love to be that person and that influence for another PE teacher. (Interview #1)

Emmy Lou was ready for a change. She had a desire to influence others the way her PE coordinator influenced her, so she moved to the Southwest to pursue her PhD in Physical Education Teacher Education (PETE).

**Significance of K-12 Experiences for delivering appropriate pedagogy**

K-12 experiences were overwhelmingly significant and powerful in providing Emmy Lou with the understanding of students with disabilities, practicing and learning classroom management, and in providing her knowledge and confidence to deliver APE with field
experience in college to preservice PE teachers. Her K-12 practical experiences, such as teaching at the regional day school for the deaf, teaching large class sizes with students with multiple disabilities, and watching other PE teachers teach were essential to her ability to provide her PSTs the knowledge, skills, and dispositions needed to effectively teach APE in college with field experience at Sign New Mexico (SNM), her current teaching placement. For example, documentation from a Life Skills APE lesson plan at SNM described her understanding of how she prepares for students with disabilities from past experiences: “Start with a consistent routine and implement it each day. Greet each student by name and begin with locomotor movements for the instant activity. Assign a poly spot to students. Use students to demonstrate or choose dances for the day. This motivates students with disabilities as they easily get distracted.”

Her knowledge and understanding of working with students with disabilities and being inclusive came from being a secondary PE teacher and observing other PE teachers teaching styles. She explained how she was able to watch other PE teachers teaching large PE classes, providing her with the knowledge and confidence needed to teach integrated classes with diverse learners:

One thing I loved about teaching secondary PE in my district is we team taught because you have so many kids and there’s several PE coaches, you’re not the only one, and we would share the gym. There would be two to three classes with two to three coaches in the gym at a time. I liked that because it allowed me to see other people’s teaching styles and what works for them. A lot of what I do, I got from being that secondary PE teacher and just observing other PE teachers. (Interview #1)

During her K-12 PE teaching experience she had the opportunity to work with the Life Skills students with multiple disabilities in the general PE classroom, and the teachers were continually
open to finding ways to create inclusion for the students with disabilities in the most appropriate ways possible, using proper accommodations and modifications. Emmy Lou stated that she gained the experience working with Educational Assistants (EAs) at the high school level, how to make extensions and refinements, and how she used other students in her classrooms as extensions of her through a buddy system for students with disabilities:

I always went to the buddy system, and I wouldn’t just turn them over to that kid, but I would say that they were an extension of me. I had this big class, and I can’t be one-on-one with this kid with the disability, but I would check in with them and if I noticed they’ve got that down, I would say, let me add an extension to it, or if that’s too hard, let me refine it. (Interview #1)

She understands how creating inclusion for students with disabilities in a General Physical Education (GPE) setting is a challenging task but dislikes when teachers do not put in the effort to help diverse learners succeed. Due to her K-12 experiences, Emmy Lou explained how she despises when other PE teachers place kids out on the side-line, excluded from the lesson, because of fear or lack of understanding of including students with disabilities:

I want to show students and teachers that there are ways, and it is a lot easier than we think. It’s just super intimidating initially and it's a challenging task, but there’s so many ways to get them involved and it's so much easier than we feel. That is my goal to step in and turn those fears and those issues and those problems upside down and be like you can do this. (Interview #1)

K-12 practical experiences were essential to Emmy Lou’s ability to provide PSTs the knowledge, skills, and dispositions needed to effectively teach APE within GPE settings. She described herself having specific knowledge and solutions to share with PSTs at the college setting because
of her teaching background, and an increased desire to help PSTs working with students with disabilities learn how to read IEPs, use modifications, and collaborate with EAs:

I understand not everyone teaches K-12 PE [before entering into teaching in PETE], but for me personally, I would not have the fire behind this, and I would not have the competence or the confidence if I didn’t teach K-12. I had to get my hands dirty because if I don’t know what I’m talking about, I am not going to be able to sell it. (Interview #1)

She needed the hands-on experiences as a K-12 teacher to have the ability beliefs and confidence to teach PSTs the realities she faced as a PE teacher and to sell what she teaches at the college level. Emmy Lou explained that she valued having the opportunity to teach PE at a regional day school for the deaf where she was exposed to a mixture of students with disabilities and typical developing children:

I got thrown into exposure with students with all kinds of disabilities and that is how I started out. My whole teaching career was just being surrounded by severe and mild disabilities and now I’m fortunate to have that experience because it just showed me early on how to be flexible, how to be adaptable, how to make multiple modifications.

(Interview #2)

Her experience as a K-12 teacher taught her early on how to work with students with disabilities in integrated settings. When she taught GPE with large class sizes she was exposed to students with diverse motivations, interests, strengths, and weaknesses. She described her realization of the importance to meet her students where they were and learned to provide autonomy in all her lessons:

My first year of teaching, I had a school for the deaf. Those students were integrated within my general PE classes, and then in high school, my two years of high school
teaching, I had Life Skills kiddos integrated within my PE class, and then teaching elementary PE last year, it was all typical developing students…Now at SNM, I’ve got all kinds of disabilities we’re juggling with from deafness, to Down Syndrome, and a girl who is labeled emotionally disturbed. (Interview #3)

Her diverse K-12 teaching experiences have taught her to be patient when building lessons and have increased her confidence in her abilities to show her students in her APE college class how to adapt for diverse learners, and how to provide solutions, modifications, and flexibility as she teaches PSTs. Emmy Lou explained how she spends additional time preparing for lessons involving students with disabilities to ensure fluency of PE instruction in integrated settings:

It just takes me a little longer to plan for my Life Skills compared to my GPE classes because it is so diverse, the competence levels are very different. My Life Skills class takes me a while to plan for because my other ones, I’ve been doing this so long. I have to sit down and think about the students, think about where they are at, think about their motivation levels. That one I am not fast at, but I know with time I will get better.

(Interview #3)

She has felt limited in her ability to implement some practices at her current PE placement because the school lacks a proper gym space and adequate equipment, but she continues to learn new strategies and constantly thinks about the students’ needs as she develops lessons.

Ultimately, the school context Emmy Lou has been placed in is a unique placement and provides good examples for her PSTs to witness the realities of being a PE teacher.

Educational preparation influenced competence to teach college courses

Emmy Lou’s master’s program and her PhD program influenced her development of essential knowledge and experiences needed to be confident in her abilities to teach PSTs and
deliver undergraduate courses. Emmy Lou was apprehensive returning to the higher education setting after being out of graduate school for over six years. During her first year as a PhD student, she was assigned to be the Teaching Assistant (TA) of the APE class in her new PETE graduate program. During an interview she expressed that she was fearful and overwhelmed, feeling she did not have the understanding to teach a college class because of its differences compared to K-12 teaching:

I was so scared and overwhelmed because it was my second semester in the program. Higher Ed was still foreign to me because I was out of Higher Ed for six years teaching K-12. I was having to warm up to grad school again. I am so lucky I was able to learn as a TA because I didn't know how to teach a real college class. It’s so different from teaching K-12 PE and a lot of that was just my anxiety. (Interview #1)

Having the opportunity to be a TA helped her to gain the confidence needed to teach in college settings and helped her to overcome her fears and anxieties of a new population. As a TA she was able to learn from the previous TE of the undergraduate APE course to acquire the knowledge of appropriate pedagogy and structuring of a college class.

After a few years in her PhD program, Emmy Lou described her initial fears beginning to dissolve when she was finally assigned to teach APE for the first time to undergraduate students. She was still fearful but had a strong desire to learn more and continued to be grateful for the opportunity she had as a TA during her second semester in her PhD program for the APE class because it provided her with the competence and confidence to teach a college class. It is apparent in her APE class syllabus and block plan (collected artifacts) how she understands how to use best practices and took the time to prepare for her class. For example, in her APE syllabus she highlighted important details the PSTs needed to be aware of, provided the students with a
required textbook grounded in APE and inclusive strategies for teaching PE to students with disabilities, added relevant resources for PE, and provided a detailed tentative schedule of what will take place each day. Upon being assigned the course, she said she felt slightly overwhelmed, but as the time came, she felt comfortable in her abilities to teach the course:

I was just scared because I just was so unfamiliar with teaching a college course. When I was teaching the APE class as a TA, the only experience I had was my time in K-12 PE and teaching Physical Education Non-Professional (PENP) college classes, which is still beneficial because it’s something. But at the same time, I still felt like PENP and our PE courses are different… I just remember feeling super overwhelmed because I was so new to the program… I am thankful that I got that TA experience early because when it was my turn to teach it this semester I felt fine. (Interview #1)

With each additional year in the PhD program, her anxiety and fears decreased as she learned the content, research, and skills to teach at the college level. She learned the necessary skills when she was a TA for the APE course at the university during her first year, and her lack of confidence working with a new population faded when she was given the opportunity to teach APE by herself.

Emmy Lou had some initial anxiety teaching APE in person due to the class previously being conducted over Zoom due to COVID. She was nervous to conduct face-to-face lectures in front of college students. Emmy Lou showed her flexibility in her teaching style as she explained in a semi-structured interview how, at the beginning of the semester, her teaching arrangements for APE suddenly changed. Instead of a face-to-face lecture style, she conducted her class in the field every day at Sign New Mexico (SNM) with her PSTs, utilizing a flipped classroom approach and posting her lectures she prepared on Canvas for her students to read:
The class was supposed to be lecture style until the last second. It was past August, and I already knew I was teaching this class, but then at the last second, I found out I was teaching at SNM. It’s not a bad thing. I just wanted to lecture them and now my lectures are just on Canvas, and they just look at them in the form of PowerPoints. I think they are still following and they’re going to be fine. If I could just change one thing, it would be that they get the field-experiences in addition to me getting to lecture. (Interview #3)

Emmy Lou expressed how she desired to have more experience with face-to-face lectures in the college setting and felt she lacked the confidence to teach lecture courses in future college settings because of her absence of experience. She described how she did not think SNM was a bad placement, it was great for exposing her PSTs to the realities of being a PE teacher experiencing things they do not see until they are first year teachers navigating through new territory:

   Regarding PE, I think the placement at SNM was such a unique placement. I think it fits the class well because APE is so different and it’s so diverse. Even for general PE purposes, I tell them this is a great place to learn because wherever you go, you’re probably going to have your own gym. You’re going to have your own equipment storage; your classes are not going to be so diverse. It’s showing them the possible realities in general of being a PE teacher. You don’t have your own gym. You don’t have equipment storage; you've got a unique bunch of kids. You don’t really have a meeting place. I just think as far as the realities of being a PE teacher, SNM is a great place.

   (Interview #3)

Emmy Lou was adaptable as she borrowed equipment from her current PETE program’s university and conducted her PE classes at SNM in the parking lot and neighboring school’s
playground, making it hard for some of the kids in wheelchairs to access the area. At times kids would misbehave, scream, throw rocks at each other from the parking lot or slip on the loose gravel and injure themselves during her class. Despite the shortage of space and equipment, Emmy Lou remained extremely flexible during her teaching. A field note journal entry documented this: “Emmy Lou prompted her PSTs how to express to the students with intellectual disabilities to do the activity slower if they need and to make good choices, keeping their hands to themselves. She addressed all the students as “friends” and is comfortable addressing off task behaviors or moves forward in the lesson when appropriate” (September 22).

When the weather was bad, she would adapt by going inside SNM to conduct PE in their cafeteria room, adjusting as needed. Her current research and past experiences working hands on with students with disabilities as a K-12 teacher helped boost her confidence and motivation despite any difficulties she faced when working at SNM teaching PE in integrated settings as a cooperating teacher and teaching APE to her college PSTs.

**Strong desire to share her knowledge and experiences**

Emmy Lou’s past experiences as a K-12 PE teacher motivated her to share the realities she faced as a past PE teacher and knowledge of working with students with disabilities to PSTs who are preparing to become PE teachers. A field note entry describes Emmy Lou’s use of previous K-12 teaching experience to demonstrate effective pedagogy and modifications: “Emmy Lou prepped the environment before classes began and explained to her PSTs the plan, rules, and expectations. She demonstrated proper positioning, using countdowns for behavior management, and uses visual boundaries and start and stop signals in sign language for all kids to understand” (August 31). Additionally, her PhD program provided her with experiences such as being a TA of the APE course before becoming the instructor of record, conducting research,
and being involved in professional learning communities with in-service teachers, all contributing to the development of her confidence when working with PSTs, understanding teacher education best practices, and increasing her desire to share her passion of APE with her PSTs at the college level.

She expressed during a semi structured interview her personal interest and enjoyment in the task of teaching APE in the future and providing PSTs with the knowledge and skills she has personally developed over time from being a K-12 PE teacher, in her master’s program, and as a PhD student:

I feel every stage you’re at or every experience you’re at is great. I’m going to use this in the future. Just taking from my own master’s program and then from my PhD Program, I love how in our program our undergrads have so much exposure to not only APE but general PE as well. Our advisor does a great job with reaching out and finding schools to be community partners with. I want to expose my students and give them a lot of hours and a lot of opportunity. By the time they graduate they will have a good grasp of how to handle students with disabilities and feel confident and have a toolbox when approaching challenges. Sending my students out and giving them opportunities to be exposed.

(Interview #2)

She articulated how she now has a desire to share her knowledge and her experiences as she has been drawn to pursue a career in higher education out of her passion and value to help other PSTs learn to value and appreciate learners with disabilities the way she does:

What if I worked with college students who also wanted to be PE teachers? That’s it, that’s what I need to do with my life. It took me a while to figure it out, but APE is where my heart is because number one, it’s just a cool topic. Number two, not enough people
know enough about it. Number three, I’m very passionate about working with pre-service teachers and in-service teachers and I find all the time they more often than not are super intimidated when it comes to working with students with disabilities. All I want to do is be their knight and shining armor. I want to let them know I’ve been there, I know what you’re feeling, I know what it’s like, this is not how it is forever. There are tools to help you and the students be successful. That’s what I want to be for these teachers. (Interview #1)

She feels compelled to share her knowledge with PSTs at a teaching institute upon graduating with her PhD so they may be less intimidated about APE and more open to embracing students with disabilities and create inclusive practices within the GPE classroom. During a semi structured interview, Emmy Lou described how her experiences observing during her master’s program and during her PhD program exposed her to undergraduate students, lesson planning, and hands on experiences with students with disabilities through her many hours of volunteer work, requirements to attain an APE certification, and research, and it was a big factor leading to her success and confidence today teaching APE in college:

Even today I am still working with students with disabilities, I would not be confident in what I’m doing and would be scared, and I would not be successful if I did not have that exposure and that field work. Those observation hours, even the observation hours alone just do so much because you’re physically there and you’re just taking it all in. Even in my own dissertation now, I’m looking at literature with PSTs and what contributes to their teacher efficacy and the literature shows that they need that experience. That hits home for me too. (Interview #2)
Emmy Lou had a strong desire to show PSTs the tools and strategies to help students with disabilities feel included in the integrated GPE classroom. This is apparent as Emmy Lou instructional style elaborated in her autobiographical essay on October 12th:

I demonstrate the use of modifications and give tips on how to incorporate all the students in the lesson by using imagery and visuals, slow, medium, and fast demonstrations, and thanking the kids for listening. I use thumbs up for assessing the students’ progress and understanding. I then watch my PSTs teach full lessons, allowing full autonomy, choice, and voice, providing feedback as needed.

Emmy Lou strongly believed in the importance of teaching her PSTs through hands-on experiences and education. She described how the education of teaching students with disabilities is beneficial for everyone regardless of subjects:

It just benefits everybody to have education on what it is to work with students with disabilities, what it is to make a modification, what it is to utilize EAs. I just try to approach it from that end. Regardless of subjects, we’re all making modifications even if you’re a math teacher, but everybody has a different learning style, and nobody learns the same. It’s so crucial that we learn how to be flexible in what we do. My education and my work experience combined make me want to work with pre-service and in-service teachers. (Interview #1)

She expressed how she wants to provide resources to help her PSTs become proficient and confident PE teachers when they get into their careers after graduating:

That’s why I’m here. I want to save the day for these teachers. I want to show up and make them feel relieved and provide them with resources and tools and let them know
I’ve literally been where you’ve been, but we’re going to get through it and you’re going to be okay. (Interview #1)

Emmy Lou was able to successfully provide the instruction needed to teach APE after being a TA in a previous semester, her experience in her master’s program, and her K-12 teaching experience. She described how the support from her advisor, peers, and previous teachers has helped build her confidence and high expectations of her students and herself:

I’ve gained confidence in being back in grad school and gained confidence as a teacher educator and I’ve just accepted I am cut out for this, and I do have the background for this. My advisor has me doing this for a reason. She sees that I have what it takes to deliver this course effectively. I would say ultimately my advisor, all those learning gaps, and other stuff I would say just finally accepting and seeing this is what I’m supposed to do. I am so thankful for my experience being a TA, and I come from an APE masters, I was trained to integrate and provide good PE for all students. A lot of what I do I got from being that secondary PE teacher and just observing other PE teachers. (Interview #1)

When her advisor assigned her to teach the APE course, she felt appreciated and confident in her abilities to instruct a college course to undergraduate students. Emmy Lou was initially nervous in her abilities to teach lectures face-to-face in a college classroom for the APE course, but because of changes in her teaching arrangement she was able to teach her undergraduate APE class asynchronously with field experience at SNM and teach PE at SNM as a cooperating teacher where she felt most confident in her abilities. She displayed a growth mindset each day, showing a more supportive role towards her PSTs’ autonomy, allowing them to teach mini-PE lessons at SNM. During an observation on September 7, the researcher’s field notes indicate,
“Emmy Lou listens to the PSTs’ ideas for future lessons, reflects after lessons, and provides strategies and modification ideas to her PSTs when teaching lessons with students with disabilities. She talks slowly and stands next to the interpreter, waiting for the kids with hearing impairments to understand her instructions.” She elaborated on the various reasons she uses different tactics because of the realities she has faced, and she desires to help PSTs understand these retaliates of teaching before they enter the field and get burned out, like her experience as a K-12 teacher.

Discussion

The SEVT provided the theoretical framework underpinning this study and provides us with a lens through which to make meaning of: (a) the TE’s motivational strategies when teaching PSTs in an undergraduate APE course with field experience; (b) reasons for falling short of teaching APE instruction aligned with the tenants of SEVT; (c) which of the domains of SEVT appears to weigh most heavily on TEs instructional decision-making; and (d) how might these domains be explained within a conceptual model to reflect the ability beliefs, values and costs associated with a Physical Education TE teaching APE to PSTs. An individual’s decision-making process involves a consideration of cost and benefits with three major factors: the ability beliefs and expectancy of succeeding in a particular task, the personal value attributed to the task, and anticipated costs linked with pursuing the task (Day, 2020). According to SEVT, an individual’s choice, persistence, and performance can be justified by their beliefs about how successful they will be at taking on a task and the degree of value they hold towards the activity (Eccles & Wigfield, 2020; Wigfield & Eccles, 2000). Our findings indicate that Emmy Lou’s ability beliefs and expectancies for success, values, and costs for teaching PSTs to include students with disabilities in an integrated PE classroom through an undergraduate APE course
with field experience at an inclusive school involved: (a) the significance of her K-12 experiences that motivated her to deliver appropriate pedagogy; (b) her various settings of educational preparation influenced her competence to teach college courses; and (c) her increased confidence led to her desire to share her knowledge and experiences to future teachers because of her previous experiences.

**Ability beliefs and expectancy for success**

Ability beliefs and expectancy for success included Emmy Lou’s beliefs about her students and about how well she believed she would do when teaching APE to PSTs, either now or in the future (Wigfield & Eccles, 2000). Two findings significantly contributed to her ability beliefs and expectancy for success when teaching an undergraduate APE course with field experience: (1) K-12 experiences and her various settings of educational preparation, and (2) her increased confidence and previous experiences led to her desire to share her knowledge and experiences to future teachers. This provides the answer to research question number one identifying the specific components motivating the Physical Education TE to educate PSTs in an undergraduate APE course with field experience. Specific components motivating the TE to educate PSTs in the APE course included gaining the knowledge of students with disabilities, understanding appropriate instructional strategies, and classroom management learned from her K-12 teaching experiences, other teachers, and her education. For example, Emmy Lou described how her experiences observing during her master’s program and during her PhD program exposed her to undergraduate students, lesson planning, and hands on experiences with students with disabilities through her many hours of volunteer work, requirements to attain an APE certification, and research, and it was a big factor leading to her success and confidence today teaching APE in college. Her K-12 practical experiences, such as teaching at the regional day
school for the deaf, teaching large class sizes with students with multiple disabilities, and watching other PE teachers teach were essential to her ability to provide her PSTs the knowledge, skills, and dispositions needed to effectively teach the APE course. She needed the hands-on experiences as a K-12 teacher to have the ability beliefs and confidence to teach PSTs the realities she faced as a PE teacher and to sell what she teaches at the college level.

Further it also provide insights into research question two, which sought to identify factors that may contribute to Physical Education TE’s reasons for falling short of teaching APE instruction aligned with the domains of SEVT. These factors included Emmy Lou’s low levels of confidence in her ability beliefs and expectancy for success to conduct future face-to-face APE lecture courses at the college level, attributed to unanticipated changes in her teaching placement and her desire to have more face-to-face lecture practice in college settings. Also, she has felt limited in her ability to implement some practices at her current PE placement because the school lacked a proper gym space and adequate equipment to make appropriate modifications for students with disabilities in her integrated classes.

Ability beliefs and expectancies for success were clearly identified when she successfully provided the instruction needed to teach APE by developing an asynchronous platform for her APE course lecture materials and using daily field-experiences to demonstrate to her PSTs appropriate teaching strategies and practices when teaching her integrated PE classes at SNM (i.e., borrowing equipment from the local university, prepping the environment before classes began, explaining to her PSTs the plan, rules, and expectations, demonstrating proper positioning, using countdowns for behavior management, and using visual boundaries and start and stop signals in sign language for all kids to understand).
Emmy Lou displayed her ability beliefs and expectancies for success through her open-minded attitude, student centered teaching, and understood how to create inclusion in integrated PE settings when teaching APE because of her individual perceptions of her own previous experiences and social influences (Wigfield & Eccles, 2000). She conveyed how her expectancies for success of working with students with disabilities and being inclusive came from being a secondary PE teacher, observing other teachers teaching styles, and the teaching responsibilities and support given to her by her PhD advisor, which directly influenced her achievement choices, performance, effort, and persistence as a TE (Day, 2020; Wigfield & Eccles, 2000). Her PhD program provided her with experiences such as being a TA of the APE course before becoming the instructor of record, conducting research, and being involved in professional learning communities with in-service teachers, all contributing to the development of her confidence when working with PSTs, understanding teacher education best practices, and increasing her desire to share her passion of APE with her PSTs at the college level.

**Achievement Values/ Subjective Task Values**

Emmy Lou’s achievement values included her attainment values, intrinsic values, and utility values when teaching her undergraduate APE course (Eccles et al., 1983). Attainment values related to the importance of doing well at teaching APE with field experience. Intrinsic value was shown in the enjoyment Emmy Lou had when teaching APE that led to important psychological consequences. Utility value refers to how teaching APE fit into her future (Eccles & Wigfield, 2020; Wigfield & Eccles, 2000). Emmy Lou’s achievement values were found to significantly contribute to the findings of her K-12 experiences and various settings of educational preparation motivating her to deliver appropriate pedagogy and have the competence to teach college courses in the future. This provides additional support for research question one,
involving specific components motivating the Physical Education TE to educate PSTs in an undergraduate APE course with field experience and question three, which of the three domains appears to weigh most heavily on the Physical Education Teacher Educator’s instructional decision-making.

In Emmy Lou's case, her attainment values for teaching APE were motivated because showing PSTs appropriate pedagogical knowledge and ways to include students with varying abilities in the classroom was important to her. For example, she displayed a growth mindset each day, showing a more supportive role towards her PSTs’ autonomy, allowing them to teach mini-PE lessons at SNM. Her intrinsic value was shown through the enjoyment she had when she taught APE and the understanding of instructional alignment to effectively teach PSTs the skills needed to design inclusive curricula (MacPhail et al., 2023). She displayed a passion and value to help other PSTs learn to value and appreciate learners with disabilities the way she does, shown through her personal interest and satisfaction in the task of teaching APE and providing PSTs with the knowledge and skills she has personally developed over time from being a K-12 PE teacher, in her master’s program, and as a PhD student (i.e., working with EAs at the high school level, how to make extensions and refinements, and how she used other students in her classrooms for demonstrations).

Achievement values appear to weigh most heavily on the current Physical Education Teacher Educator’s instructional decision-making. Due to her past experiences as a K-12 PE teacher, and her education, Emmy Lou valued using best practices (i.e., flexible grouping, peer leaning, autonomy, concrete examples for conceptual understanding, and appropriate lessons) when teaching her APE course because she did not want her students to have the same negative experiences she had as a K-12 teacher (Day, 2020). Additionally, her utility values were
articulated by her desire to teach as a faculty member after graduating and how the task of
teaching APE in college settings to PSTs fit into her future career goal. Emmy Lou was teaching
while working towards her PhD. This required her to balance research, take classes alongside
leading courses and prioritize responsibilities, all transferring to later roles as a PETE faculty
member (Mitchell et al., 2021). Emmy Lou consistently demonstrated flexibility to meet all her
students' needs and effectively teach in a variety of contexts, engaging with their PSTs as she
allowed them to learn and educate each other with respect to the extent of instructional alignment
(MacPhail et al., 2023).

Costs

The costs construct of the SEVT includes how the decision to do an activity limits access
to other activities, assessments of how much effort is needed, and emotional costs involved
(Wigfield & Eccles, 2000, Eccles & Wigfield, 2000), and may include the disciplinary and
professional constraints (Day, 2020). Our findings indicate costs were far less significant than
ability beliefs, expectancies for success, and achievement values, because of the TEs continued
success and confidence, but Emmy Lou still expressed several costs to teaching APE in college.
For example, her instructional decision making took some additional flexibility and time to
prepare for the lessons and teach K-12 PE at SNM and an undergraduate APE course with field
experience simultaneously. Emmy Lou was juggling various roles, like many other PETE
instructors, such as taking classes as a doctoral student, balancing research, and teaching
(Mitchell et al., 2021). At times her teaching requirements as a TE and cooperating teacher at
SNM limited some access to other activities, such as time spent on her dissertation, research, and
extracurricular activities.
Emotional costs Emmy Lou faced included disciplinary and professional constraints such as keeping up with school practices, staying self-regulated, and being organized as she prepared for lessons to teach PE and the content of APE for her PSTs learning to be future PE teachers. Emmy Lou spends additional time preparing for lessons involving students with disabilities to ensure fluency of APE instruction in integrated settings and occasionally felt limited in her ability to implement some practices because of her school placement did not have an appropriate gym space and minimal equipment. Her current research and past experiences working hands on with students with disabilities as a K-12 teacher and TA helped to boost her confidence and motivation despite any difficulties she faced when working at SNM teaching PE in integrated settings as a cooperating teacher and teaching APE to her college PSTs.

**Conclusion and Implications for Practice**

Findings presented here provide several implications for future Physical Education TEs teaching an undergraduate APE course with field experience in integrated settings. First, TEs and new faculty desire experience delivering face-to-face lectures in the college setting in addition to field-experience, and K-12 teaching in order to have the confidence and competence to teach at the college level.

Theoretical reflection and observations were used to understand how a Physical Education TE’s attitudes towards teaching APE to PSTs with field experience was understood in the context of university education (Lautenbach & Heyder, 2019). Emmy Lou held many responsibilities as a TE, including teaching elementary PE at SNM and teaching the undergraduate APE course simultaneously, inhibiting her ability to implement some practices, such as teaching face-to-face lectures at the college level (Day, 2020). The current TE desired face-to-face lecture experience, in addition to field-experience and K-12 teaching experience to
feel confident in her ability to teach undergraduate college courses to PSTs. As expressed, she had low ability beliefs expressed by her perception of her current competence in her abilities to conduct future lectures in college (Wigfield & Eccles, 2000). Early formalized lecture practice and experience teaching face-to-face college classes can provide new TEs with greater ability beliefs and expectancies for success as they have an opportunity to practice before becoming future faculty members at the university setting. K-12 practical experiences were also viewed as essential to Emmy Lou’s ability to provide PSTs the knowledge, skills, and dispositions needed to effectively teach APE with field experience. K-12 practical experiences, such as working with students with disabilities, teaching large class sizes with students with multiple disabilities, and watching other PE teachers teach were essential factors influencing the TE’s ability to provide PSTs the knowledge, skills, and dispositions needed to effectively teach APE in college with field experience. Wigfield & Eccles (2000) confirms these notions as social cognitive variables are affected by individual perceptions of their own previous experiences and social influences.

The second implication we offer is the amount of value TEs hold in their support and opportunities given from PhD mentors and colleagues. Wigfield & Eccles (2000) show values are assumed to directly influence achievement choices, performance, effort, and persistence in the classroom. Emmy Lou valued the support and opportunities to teach as a TA and as the instructor of record of the undergraduate APE course given by her PhD advisor which motivated her choices, persistence, and practices.

Reflecting on the tenants of SEVT and understanding achievement motivation (Eccles and Wigfield, 2020; Wigfield and Eccles, 2000;) has helped us lay the foundation for these significant implications we offer as Physical Education TEs teach an undergraduate APE course with field experience to PSTs. Physical Education TEs who are also doctoral students, require
authentic opportunities to teach college courses to learn, prioritize, and transfer to later roles as PETE faculty members (Mitchell et al., 2021). Opportunities assigned to novice TEs to teach at the college level is critical for improving competence and dissolving fears and anxieties when emerging into a new PhD program as a previous K-12 PE teacher. Conclusively, Physical Education TEs value diverse K-12 practical experiences, and the support and responsibilities given to them by their PhD mentors and colleagues to successfully embed instructional alignment within a program’s philosophy.
References


Ko, B., & Boswell, B. (2013). Teachers’ perceptions, teaching practices, and learning


Conclusion

In considering these two studies, my estimation tells us these three things: First and most importantly, the more authentic teaching experiences we can provide novice PE teachers and PETE faculty, the more comfortable and knowledgeable they will feel when unexpected things come up in the classroom. Teaching in authentic K-12 environments is critical to understand the realities for GPE teachers teaching in integrated settings and for PETE professionals to feel competent and have the skills necessary to be effective. Secondly, college and university learning and teaching is important to articulate theoretical knowledge and transfer to later roles as GPE teachers or PETE faculty. Lastly, a GPE teacher’s professional disposition, such as Kai working in integrated settings, has led him to seek professional development opportunities to advance in his career. A Teacher Educator’s professional disposition, such as Emmy Lou’s value and enjoyment teaching in college, caused her to seek career opportunities as a future PETE faculty to impart her knowledge and passion to teach PSTs. And it is their professional dispositions that is the impetus to engage in these additional opportunities.