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The Influence of Alternative Field Based Experiences on Preservice Teachers' Perceptions of Assessment in Physical Education: An Occupational Socialization Inquiry

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**The Influence of Alternative Field Based Experiences on Preservice
Teachers' Perceptions of Assessment in Physical Education: An
Occupational Socialization Inquiry**

by

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Dedication

There are many people who influenced me throughout my PhD journey, but a select few that really made it possible. I would first like to dedicate this dissertation to my mom and dad. They raised me with the mindset that I could accomplish anything that I set out to do, and because of that, I have accomplished numerous challenges, one of them being this dissertation. Both of them have supported me emotionally, mentally, and intellectually, in ways that not everyone is blessed to have as a daughter.

My own two daughters, Raely and Ardyn have spent the last 3.5 years with a mother who has continually had to juggle so many tasks and sacrifice a lot, including spending so much wanted time with them. I hope they both see that through hard work, passion, and love, all things are possible. In time I pray that the sacrifices I made as a mom pay off and allow these beautiful miracles a quality of life that any child could thrive in.

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Abstract

The Influence of Alternative Field Based Experiences on Preservice Teachers' Perceptions of Assessment in Physical Education: An Occupational Socialization Inquiry

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There have been recent developments of new approaches to assessment in physical education (PE), but due to an extensive history of assessment in PE as being an area of concern, there is still a high demand for research on the topic. The profession of PE needs to gain insight on how to better prepare assessment literate preservice teachers. This study employed Occupational Socialization Theory as a conceptual framework to explore three preservice PE teachers' perceptions of assessment during an alternative based field experience. The aims of the study were to investigate how the alternative based field experiences, along with how their socialization experiences, influenced their assessment perceptions.

A qualitative, phenomenological research design was utilized to gain an understanding of the participants lived experience of an alternative field based setting within a methods course. The participants were recruited through their course as a

convenience sample. All data were qualitative and collected through autobiographies, lesson plans, video recordings of teaches, and 3 rounds of interviews per participant. The data were examined with a collaborative qualitative analysis approach.

The findings from the study were described thematically. Results were categorized into three major themes: (a) out of sight out of mind: assessment disappears in actual teaching practices, (b) preservice teachers cognitively valued assessment, and (c) professional socialization impact PPETs assessment implementation in alternative field experiences. Within the first main theme there was one subtheme – disconnect from planning to implementation with four sub-subthemes. The second main was comprised of two subthemes: (a) value assessment to promote learning (two sub-subthemes), and (b) recognized the potential impact of assessment on student learning as a motivator or demotivator (one sub-subtheme). The third main theme had three subthemes that emerged: (a) recognition of assessment importance throughout PETE programming, (b) faculty and staff had negative and positive influences on PPETs' assessment perceptions, and (c) absence of assessment exposure and modeling. The results suggest that preservice PE teachers value assessment, and there are socialization factors that influence their perceptions. However, even with supports that existed at the alternative field based setting, there was still a lack of implementation of assessment.

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Chapter 1 – Introduction

As Gareis and Grant (2015) eloquently stated, “the assessment of student learning has always been part of the craft of teaching” (p. 5). When assessment is correctly practiced, it plays an integral role in driving instruction and informing pedagogical decisions – not only employed as a surveillance or accountability tool – but as a way to impact student learning and growth (Hay & Penney, 2009; Hay & Penney, 2013; Hay, Tinning, & Engstrom, 2015; Lorente-Catalan & Kirk, 2014; O’Sullivan, 2013). Within the context of all content areas of education, physical education (PE) continues to be an undervalued area of education, and one of the main reasons for this perception is due to the lack of assessment utilized within the field (Collier, 2011). Reform efforts in general education (GE) (NCLB, 2002; United States Department of Education [USDOE], 2010), and specifically in PE (NASPE, 1995; 2004; United States Department of Health and Human Services [USDHHS], 1996), have initiated an increased focus on assessment as an accountability tool, but also as a form of growth and feedback for educators and students alike. It is imperative that PE scholars and practitioners begin to embrace the implementation of assessment with a positive outlook, and an emphasis on the potential benefits it has for both students and teachers.

This introduction explores the way assessment is defined within the GE and PE settings, along with the purpose and intent of assessment, presented by current literature. The examination of assessment is conducted from a broader educational context as well as within teacher preparation. The importance and potential benefits of assessment are

also inspected to demonstrate why assessment is such a worthy topic for investigation. The intent and purpose of the introduction is to orient the reader to the current literature on assessment, and its impact on the educational processes of preservice teachers (PTs), in order to understand why assessment in PE is such a vital area to explore further in future research.

ASSESSMENT IN GE

Purpose and Definitions of Assessment in the GE Context

Within the GE literature, researchers have differing interpretations of the purpose of assessment and define assessment in a variety of ways. There are debates on the use of formative (ongoing or continuous), summative (culminating), and shared assessment (students are directly involved in the assessment of their own learning) that are implemented in the classroom (Hamodi, Lopez-Pastor, & Lopez-Pastor, 2017). Heafner (2004) stated that “assessment serves the dual purpose of evaluating student understanding and providing an opportunity for individual reflection” (p. 14). Gareis and Grant (2015) interpreted assessment as existing on a spectrum. On one end of the spectrum, the intent of assessment is used as an instructional tool. On the other end, the purpose of assessment is utilized as a means for holding educators accountable, as a surveillance instrument. These authors also stated there are a variety of assessment types consisting of: (a) external standardized testing, (b) assessments created and implemented by teachers of learning, and (c) assessment *for* learning. More precisely, assessment *for* learning is a current trend in education, in that assessment is viewed as a form of

feedback and utilized *as* learning instead of a measurement of solely the outcome or product (DeLuca & Bellara, 2013; Earl, 2003; William, 2008; 2011). In order for a teacher to reflect on the comprehension, ability to apply, interpret, and critically analyze these differing purposes and definitions of assessment, the hope is that an educator is assessment literate (Starck, Richards, & O'Neil, 2018).

Assessment Literacy

Similar to the variation in proposed purposes and definitions of assessment, there are an array of descriptions of assessment literacy. Gareis and Grant (2015) defined assessment literacy as “a teacher’s knowledge, skills, and wherewithal to construct and use relevant and dependable assessment instruments and techniques as part of the teaching process in order to progress students’ learning” (p. 11). Popham (2011a) delineated that “assessment literacy consists of an individual’s understandings of fundamental assessment concepts and procedures deemed likely to influence educational decisions” (p. 267). DeLuca and Bellara (2013) claimed that “assessment literacy involves integrating assessment practices, theories, and philosophies to support teaching and learning within a standards-based framework of education” (p. 356). Stiggins (1991) claimed that those who are considered assessment literate, comprehend what qualifies as high and low quality assessment, and are then capable of applying that understanding to a variety of evaluation and measurements of student accomplishment. Preparing PTs with an appropriate understanding of assessment practices can be one avenue to ensure a larger percentage of the teaching population are assessment literate.

Assessment in GE Teacher Preparation

In alignment with this statement, Hill and colleagues (2010) recommended that in order to guarantee educators are provided adequate assessment education, there needs to be further investigation of how PTs are learning about assessment within teacher preparation programs. Wilson, Rieg, and Brewer (2013) stated “it is readily apparent that providing effective education to public school students hinges on well trained K-12 teachers and that university faculty in teacher education programs are significant contributors to a quality teacher force” (p. 5). There are different approaches that teacher preparation programs offer in order to prepare teachers in assessment to embody the principles of effective assessment practices. DeLuca and Bellara (2013) described three avenues employed by teacher preparation programs: (a) explicit – specific courses dedicated solely to assessment, (b) integrated – assessment weaved into the broader curriculum and professional studies, and (c) blended – a combination of the explicit and integrated approaches. Within these three styles of teacher preparation programming, these courses lack standardization and the content covered is predominantly decided by the individual programs and instructors of such courses (DeLuca, Klinger, Searle, & Shulha, 2010). A study conducted by Greenberg and Walsh (2012) discovered assessment courses in teacher preparation were not reflective of the current assessment practice needs within schools, which were communicated by school district employees and teachers.

ASSESSMENT IN PE

There is much overlap from the GE literature with regard to assessment, as well as teacher preparation, in comparison to the PE literature, however, there are also distinct components that make the realm of PE unique. In order to orient the reader to these differences, the assessment in PE portion provides the ways assessment is referenced and interpreted. Further, the presence of assessment within physical education teacher education (PETE) is discussed.

Definitions of Assessment in PE

Utilizing the broad terminology of assessment in PE, scholars in the literature have defined assessment in multiple ways. Rink (2010) described assessment as an evaluation that involves applying judgment about the outcomes and processes of the institutional practices. Lund and Tannehill (2010) portrayed assessment as the process of collecting information from a variety of sources to make educational conclusions about students. Brockbank and McGill (1999) took on a different approach by dissecting the term to its literal translation in Latin of ‘assessment’ as ‘sitting by,’ which they interpreted as displaying a sense of helping or cooperating – not as a surveillance or control tool, which was commonly understood as the reason for assessment. Hay and Penney (2009) defined assessment as the “collection and interpretation of information about students’ learning in PE” (p. 391). Similar to the multiple definitions of assessment, the field of PE also has many forms or styles of assessment. This could partially be due to how PE teachers (PETs) vary greatly with the forms of assessment they implement, such

as fitness testing, skill development, enjoyment or effort, learning, or a mixture of variables (Baghurst, 2014).

Types and Intent of Assessment in PE

The traditional terminology of formative and summative assessments is used consistently through the various assessment descriptions. Summative assessments are “information collected to evaluate students’ learning for grading, comparing, or sorting students [...whereas formative assessments] provide information or feedback about progress toward learning goals.” (Doolittle, 1996, p. 37). Summative assessment is the practice of obtaining information with the intent to summarize the extent to which learning has occurred (Yan & Cheng, 2015). Formative assessments can be interpreted as examples of assessment *for* learning, since learning is the focus (Hay & Penney, 2009). Formal and informal assessment are also both woven within the broader assessment context, and a couple scholars even categorize PE as always incorporating both types (Tousignant & Siedentop, 1983). Over the last few decades, terms such as alternative and authentic assessment have gained the attention of scholars and practitioners alike. Scholars have used these terms interchangeably and some regard the two as synonyms (Hay, 2006; Hay & Penney, 2009; Herman, Aschbacher, & Winters, 1992; Mintah, 2003). The “concept of authentic assessment is used to counteract artificial [or traditional] assessment situations, which do not reflect real-life practice or implementation of knowledge” (Lopez-Pastor, Kirk, Lorente-Catalan, MacPhail, & Macdonald, 2013). Hurley (2018) utilized the term *in vivo* to represent authentic

assessment, in which she described it as “assessment [that] is conducted with actual people (i.e., peer-teachers), and the data collected represents authentic human skill or fitness performance versus working with instructor-generated data” (p. 25).

The most recent trend in assessment is within the discussion behind assessment *of* learning verses assessment *for* learning (Hay, 2006; Hay & Penney, 2009; Dinan Thompson & Penney, 2015; MacPhail & Murphy 2017). Hay (2006) suggested the idea of a constructivist approach to assessment, that has existed in education since the 1970s and 1980s, but to now be adapted in the PE realm. This type of learning “occurs as a result of interactions between learners and within contexts, and [...] students actively appropriate and adapt new knowledge in relation to former understanding and cognitive structures” (Hay, 2006, p. 316). Using assessment *for* learning as a platform, Lorente-Catalan and Kirk (2014) called for a democratic and critical pedagogical approach to assessment grounded in the belief that “effective pedagogy consists in teachers facilitating the learning of their students towards particular learning outcomes consistent with specific bodies of knowledge” (p. 105). Also stemming from the assessment *for* learning paradigm, Tolgfors (2018) pushed for a transformative style of assessment that was defined as a process through “critical engagement and student influence, [where] the assessment practice can be adapted to the different needs and circumstances of students in heterogeneous groups” (p. 4). The current approaches to assessment are viewed as a social, cultural, and pedagogical process (Hay & Penney, 2013; Tolgfors, 2018).

By interpreting measurement and evaluation as assessment *for* learning, or from a critical or transformative mindset, scholars are making a case to employ assessment *as*

pedagogy instead of a surveillance or accountability tool (Hay & Penney, 2009; Hay & Penney, 2013; Hay, Tinning, & Engstrom, 2015; Lorente-Catalan & Kirk, 2014; O’Sullivan, 2013). Assessment needs to be viewed as a pedagogical process that is the premise to empowering and allowing student learning, and attaining outcomes depicted within the curriculum (Hay & Penney, 2013). Incorporating assessment *as* pedagogy also allows for “alignment between pedagogical intent and pedagogical consequences” (Hay et al., 2015, p. 37). As a way to ensure PETs are aware of all of these aspects of assessment practices, assessment literacy is now transitioning its way into the PE arena, just as shown above in GE (Dinan Thompson & Penney, 2015; Hay & Penney, 2013; Leirhaug, MacPhail, & Annerstedt, 2016; Park, 2017; Starck et al., 2018; Tolgfors, 2018).

Assessment in PETE

PETE is the prime place for assessment training and support to take place in order to ensure PETs out in the field have the confidence and skillsets to incorporate assessment effectively into everyday instruction. Similar to the reform responses in K-12 PE, teacher education programs also need to react to reform efforts and policy. Preservice physical education teachers (PPETs) need to be proficient in assessment of student learning (Council of Chief State School Officers, 1992; Karp & Woods, 2008; NASPE, 2003).

Many claims have been made in research that highly trained and supported PETs, within the domain of assessment, are necessary in order to effectively incorporate these

practices into their instruction and provide quality experiences for students. Hastie (2017) suggested that “if our goal is to ultimately change practice, we need to give serious consideration as to how we can best serve teachers in terms of their professional learning,” specifically during teacher preparation (p. 14). MacPhail and Murphy (2017) recommended that when PETs have little exposure to assessment practices, it is essential for support mechanisms to be in place to aide in the PETs understanding and enactment of the new content and skillsets, starting with PETs teacher preparation. Scholars highlighted the necessity of assessor training to increase the credibility of student-led assessment, which could take place within PETE (Freeman, 1995; Brennan, 2011). Research also indicated highly trained PE specialists are more effective at preparing and delivering lessons (Jurak, Strel, Lekosek, & Kova, 2011; Kriemler, et al., 2010; Starc & Strel, 2012), which could include assessment training during PETE. Varol (2016) suggested “proper and successful fulfillment of assessment and evaluation is only possible with quali[ty] teachers in the field,” which would begin with teacher preparation experiences (p.1458).

Research specifically calls out the teacher preparation programs to ensure the necessary quality and knowledge acquisition commence in the K-12 schools. Lund (1992) stated that even though some PETE programs incorporate units of evaluation and measurement, PETs in the field were still being critiqued on implementing assessment tools that were not valid or reliable. Varol (2016) proposed that in order to increase PETs self-efficacy with assessment utilization, the undergraduate period of time was most impactful with developing the teacher’s professional lives, knowledge, and skills with

assessment. A study conducted by Hay and colleagues (2015) exposed the role of PETE faculty. These authors believed assessing students, explicitly in the cognitive and psychomotor domains, during PPETs own collegiate experiences, developed an important aspect of assessment that transfers over to the experience of student teachers in the field. As these authors have validated the need for assessment training in teacher preparation, there is current literature to suggest there are issues that exist in this realm as well.

IMPORTANCE AND BENEFITS OF ASSESSMENT IN TEACHER PREPARATION

Importance and Potential Impact of Assessment in Teacher Education

Stiggins (1991) believed that educators “who care about their students either make or demand changes in unsound assessment” (p. 535). He also proposed that students depend on their teachers to provide effective and meaningful assessment. Although assessment may have been suggested to be the weakest domain of teaching, scholars insisted it is a critical component of instruction (Heafner, 2004; Moon, 2002; Nelson, 1993). To further that proclamation, other scholars showcased that assessment is a common priority for many PTs, in addition to being a vital component to effective instruction (Grant & Salinas, 2008; Heafner, 2004; McGee & Colby, 2014; Mertler, 2003; Mertler & Campbell, 2005; Sigel & Wissehr, 2011). A benefit of assessing is that it has the ability to serve the dual purpose of measuring student learning, along with lending an opportunity for each student to self-reflect (Heafner, 2004). A byproduct of a teacher understanding this dual purpose furthers their assessment literacy, and allows the teacher to incorporate a wider range of assessment tools, which reflect in student

accomplishments and increases effectiveness of instruction (Brookhart, 1999). The task of ensuring teachers implement assessment appropriately, and reap the potential benefits of these instructional practices then falls on the shoulders of teacher preparation programs.

Importance and Benefits of Assessment in PETE

Even though there are numerous issues with assessment training within PETE (Brookhart, 1993; Campbell & Evans, 2000), there are also benefits of current practices that denote why the continuation of assessment in teacher preparation is extremely important. Lorente-Catalan and Kirk (2016) conducted a study that discovered the alignment of assessment practices at a particular university with the national and university policy, student teachers believed assessment content was legitimate and important to learn. Lander and colleagues (2015) suggested a higher frequency of assessment integration was a consequence of increased training (i.e., during teacher preparation). These authors also discovered by increased assessment training during PETE, PPETs' confidence of assessment implementation was enhanced. These benefits, provide a perspective of the current literature on assessment in PETE. Although literature is present in this area, it is not exhaustive nor comprehensive of all aspects of PETE in the assessment domain.

IMPORTANCE AND BENEFITS OF ASSESSMENT IN PE

While there is ample evidence indicating a lack of assessment practices and it is currently in an overall dire state in PE (Dinan Thompson & Penney, 2015; Matanin &

Tannehill, 1994), there is literature to support why assessment is vital to the function and existence of the field. These benefits can be from a broader context of the field as a whole, or more specific to particular aspects of instructional pursuits. Wiggins (1993) proclaimed that “good teaching is inseparable from good assessing” (p.21). If that is the case, assessment is an inseparable, embedded function to instruction, and an essential aspect of PE.

The Benefits of Assessment

Incorporating assessment and evaluation practices within PE are a critical component to the teaching-learning experience and successful educational process (Anderson et al., 2005; Ebel, 1980; Safrit, 1986; Varol, 2016; Veal, 1988; Hensley et al., 1989; Hensley, 1990). Assessment has the ability to provide a shared language for stakeholders to see the benefits for student learning (Lopez-Pastor et al., 2013), provide feedback and drive instruction (Wright & van de Mars, 2004), and enable future lessons to be more interesting and challenging for all stakeholders (Gallo, Sheehy, Patton, & Griffin, 2006).

Fisette and Franck (2012) stressed that assessment provided purpose and meaning to instruction with the byproduct of informing students, teachers, parents, and administrators about student progress and needs. Frequent, objective, assessment can serve as a way to improve student engagement, resulting in the maximized student ability for mastery of skills (Black & Harrison, 2001; Doolittle, 1996; Shepard, 2008). From an affective perspective, assessment can alter student behavior, be implemented as a

motivational construct, and support psychological growth of students (Martin, Kulina, & Cothran, 2002). Other potential benefits for students include high student satisfaction, improved learning, increased student involvement in their own learning, self-regulatory behaviors, increased student effort, support enhanced student achievement, higher reliability of students' self-assessment skills, and higher grades within PE (James, Griffin, & Dodds, 2009; Lopez-Pastor, 1999; 2006; Lorente, 2005; 2008; Lorente & Joven, 2009; Matanin & Tannehill, 1994; Perez-Pueyo, 2004). With these potential benefits in mind, researchers believe further exploration is necessary in the domain of assessment in PE (James et al., 2009).

SUMMARY

There are debates on how to define assessment, within GE (Hamodi et al., 2017), as well as within PE (Baghurst, 2014). There are also multiple purposes that assessment plays in the educational setting, such as feedback, surveillance, accountability, and instruction (Brockbank & McGill, 1999; DeLuca & Bellara, 2013; Gareis & Grant; 2015). Regardless of the definition or purpose of the assessment, the hope is all educators, generalists and specialists alike, become assessment literate. Those who meet the standard of being assessment literate master the ability to understand what constitutes high and low assessment quality, and are able to implement these comprehensions in an array of measurements and evaluations of student achievements (Stiggins, 1991).

All of these variables within the assessment context need to be addressed in teacher preparation (NASPE, 2003), which is currently lacking within PETE

programming (Lund, 1992). Assessment is a common focus for PTs, as well as a key factor in successful instruction (Grant & Salinas, 2008), which enhances student learning and self-reflection (Heafner, 2004), and places emphasis on the need for adequate teacher preparation. As outlined previously, there are many benefits to providing PPETs with effective teacher preparation opportunities with assessment (Lorente-Catalan & Kirk, 2016).

Assessment provides all stakeholders in education valuable information to support student learning and growth (Fisette & Franck, 2012). There are many potential encouraging outcomes to positive assessment practices such as feedback, planning, shared language, and student growth (Gallo et al., 2006; Lopez-Pastor et al., 2013; Martin et al., 2002; Wright & van de Mars, 2004). The benefits for increased student learning and achievement (James et al., 2005; Lopez-Pastor, 1999; 2006; Lorente 2005; 2008) are motive enough to place more attention on assessment practices. For all of these outlined reasons, it is necessary to further investigate assessment within the PE context.

NEED FOR THE RESEARCH

Research has shown there are inherent issues that exist within educational practices with regard to assessment. Scholars claim that for nearly three decades, all teachers – novice and veteran teachers alike – demonstrate the weakest abilities in the domain of assessment (DeLuca & Bellara, 2013; Gareis & Grant, 2015; Tucker, Strong, Gareis, & Beers, 2013). This is not only the case within GE from a larger scope, but an extensive history of issues with assessment also come to the forefront in the specialized

content area of PE (James, Griffin, & Frances, 2005). In PE, many concerns have been cited for instruction practices with assessment (Park, 2017), as well as many barriers that inhibit the success of assessment implementation (Collier, 2011, Gallo et al., 2006; Hay & Penney, 2013). Scholars have also deemed that there has been a lack of adequate preparation for PTs, whether these PTs are generalists (Deneen & Brown, 2016), or specialized PETs (Campbell & Evans, 2000). With the insufficient teacher preparation experiences occurring, PTs are lacking what is necessary to be assessment literate (DeLuca & Klinger, 2010; Mertler, 2004).

While there has been an increase in attention around assessment in education in response to the ongoing concerns with teachers' abilities with assessment, and reactions to recent reform efforts (Pae, Freeman, & Wash, 2015; Lopez-Pastor et al., 2013), there are many scholars calling for further investigations (Dinan Thompson & Penney, 2015; Faulkner, Reeves, & Chedzoy, 2004; Hastie, 2017; Lund & Veal, 2008; MacPhail & Murphy, 2017). Along with the suppositions that warrant future investigation, there are other gaps present in the literature. Assessment is an understudied area within PE in that there are few scholars who have dedicated much research on the topic in the past (e.g., Brookhart, 1993; Lund, 1992; Veal, 1988), and in current times (e.g., Corbin, 2007; Hay & Penney, 2013; Lorente-Catalan & Kirk, 2016). Employing the conceptual framework of Occupational Socialization Theory in particular, there are no empirical studies investigating assessment within the population of PPETs. The empirical research that does exist within the Occupational Socialization framework with PPETs is highly lacking

in quantitative studies, and there are minimal longitudinal studies. These deficits will be further explored within the literature review.

RESEARCH AIMS

The study focuses on assessment perceptions that were influenced by an alternative field based experience during one of the students' methods courses. For the purpose of this study, the alternative field based experience was held at a Boys and Girls Club facility in Central Texas. This is referenced as an alternative field based experience due to the fact that it is not experienced within the traditional k-12 school setting. The topic investigated is assessment in PE from a broader scope, where the researcher defined assessment as any form of evaluation, measurement, or assessment of student learning. Occupational Socialization Theory is utilized as the conceptual framework. The intent of the research is to investigate whether PTs K-12 experiences, or their time within professional socialization – particularly during their alternative field based experiences, have any impact on their perceptions of assessment.

SIGNIFICANCE

Findings from the proposed study has the potential to provide important information to further the profession of PE. One possibility is that PETE faculty can gain an understanding of why there is a disconnect between K-12 experiences, teacher preparation exposures, and the actual integration of assessment in the gymnasium during field experiences or when PTs transition into inservice teaching positions. Due to the nature of the data collection methods (e.g., interviewing, autobiography writing,

stimulated recall through lesson plans and video recordings), there are natural reflective properties these methods lend to study participants (Alder, 1991; Collier, 2009), allowing individuals to possibly go through their own internal growth changes by evaluating their beliefs on their own assessment practices. By gaining these insights, PETE programs have the ability to cater their coursework, missions and goals, and instructional strategies towards supporting growth in ways the PTs need, in order to be successful with assessment practices. Given that the participants in the study are of a diverse population (i.e., at different types of K-12 PE experiences [private vs. public, domestic vs. international, etc.], differing ethnic backgrounds, representation of more than one gender, etc.), the findings may lead to discoveries in how social and cultural backgrounds impact teacher assessment practices. The results of the studies can also provide policy makers and governmental bodies more data on how wording of mandates and legislature should be written to promote assessment usage within education, specifically in PE. Implementing these changes in the teacher preparation training phase can increase the confidence and comfortability levels of PPETs, which may lead to transfer over into inservice teaching and develop healthy perspectives on their abilities to implement assessment within their instruction. The findings from this research can also bring further attention to the necessity of research on this topic and stimulate future investigations.

Chapter 2 – Literature Review

INTRODUCTION

This section is a review of literature regarding assessment in GE and PE, and serves as a means to expose the current status, issues, and context of assessment, specifically in teacher preparation, and the need for future research in this area. The section begins with an overview of the status and issues of assessment in GE, and GE teacher preparation in order to situate assessment within the broader trends of education. Following the exploration of literature within GE, the same logical flow is then applied to the context of PE. An examination of the conceptual framework chosen for the dissertation – Occupational Socialization Theory – is conducted to describe the theory, as well as reveal gaps in the literature and future directions for research.

Reform and Policy Efforts with Assessment in Education

Reform and Policy with Assessment in GE

National legislation and directives have caused a movement for more accountability and standards-based education within the K-12 system in the US (DeBray, 2006, Fitzpatrick, Sanders, & Worthen, 2004; Popham 2011b). The No Child Left Behind policy (NCLB, 2002), as well as the Blueprint for Reform (United States Department of Education [USDOE], 2010), are two of the more current national legislatures impacting accountability measures in education. A shift in assessment philosophy has ensued, as there is an emphasis on purposeful, competent assessment, specifically with the intent to respond to data-driven outcomes in evaluation of teachers that are tied to student-learning

outcomes (Koretz, 2015; Pae et al., 2015). Local, state, and national organizations expect educators to correctly assess student accomplishments, even though many novice teachers do not feel prepared to do so upon exiting their teacher preparation programs (Mertler & Campbell, 2005; Otero, 2006; Sigel & Wissner, 2011). Even though educators lack the support and training to respond to these reform movements, Popham (2011a) proclaimed that public scrutiny of assessment in education will last longer than ‘nuclear waste,’ and isn’t going away anytime soon.

Reform and Policy with Assessment in PE

As demonstrated within GE, governmental and local reforms and policies have initiated a heightened awareness of accountability measures within PE as well. This raised public attention of assessment in education, and has impacted all areas, including PE (Anderson, Blanksby, & Whipp, 2005; Hensley, et al., 1989; Hensley 1990; Frazier & Holland, 1991; Veal, 1992). With this in mind, the significance of assessment in and for PE has been increasingly acknowledged at the international level within PE (Hay, 2006; Hay & Penney, 2009; Hardman & Marshall, 2000b; Looney, 2006; MacPhail & Murphy, 2017; Redelius, Fagrell, & Larsson 2009; Rink & Mitchell, 2002, Thorburn, 2007).

Within the US, *Moving into the Future: National Standards for Physical Education* (NASPE, 1995) and the Surgeon General’s report on PA and health (USDHHS, 1996) were the first governmental documents developed to assist local and state standards with assessment in PE (Gallo et al, 2006; Patton et al., 2005; Wright & van de Mars, 2004). Martin and colleagues (2002) stated some reformers asked for

“increased use of standardized tests, while others suggest[ed] the use of more authentic, alternative assessment” (p. 18). Due to the blurriness of accountability expectations, it is not surprising that as mentioned earlier, there are a variety of assessments being employed within PE. Reform efforts have increased attention to what assessment is actually providing for students within the US (Lopez-Pastor et al., 2013). While interpretation of, and responses to, these reforms and policies have been taking place for over 20 years, there is still a shortage of research with regard to accountability (Hastie, 2017).

ISSUES WITH ASSESSMENT AND GENERAL EDUCATION TEACHERS

Issues with Assessment in General Education

National and state legislature may demand for teachers to respond and fulfill these outlined reform expectations, however, unfortunately there are a slew of concerns with current assessment practices. Shown over the past 25 years, within the populations of novice and veteran teachers alike, assessment is the weakest domain of teaching (DeLuca & Bellara, 2013; Gareis & Grant, 2015, Good et al., 2006; Stiggins & Conklin, 1992; Tucker et al., 2013). Popham (2011a) stated that one of the largest issues in today’s education profession is that the level of assessment literacy (understanding and implementation of assessment) is dreadfully low. Stiggins (1991) outlined barriers to the spread of assessment literacy that might have existed consisting of: (a) traditionally valuing process over product, (b) assessment training focused on a narrow vision, (c) measurement and evaluation courses in the universities had too high of technical

expectations for PTs, therefore disliked and eliminated, (d) administrators fear systematic assessment of their students, and (e) the perception that teachers don't need any assessment training. As the research suggests, assessment practices are in a dire state, and there is a "need for a new perspective for assessment in education, otherwise the intensifying assessment crisis in education will continue – harming students through current assessment practices" (Stiggins, 2002, p. 758). Along the same lines, Popham (2004) made the strong claim that "teachers must be assessment literate; this is so important that it is 'professional suicide' for teachers to ignore it" (p. 2). Not only is assessment preparation and usage an issue within GE, but there are also specific claims pertaining to assessment practice within PE.

Problematic Issues with Assessment in Physical Education

James and colleagues (2005) stated historically there has been a deficit of assessment in PE. To support this notion, over 25 years ago, Veal (1990) pointed out that "due to a vast array of problems, many physical educators today find themselves facing an intolerable situation with regard to pupil assessment" (p. 36). While this claim was made almost three decades ago, there is research suggesting that little change has been made in PE assessment practices (Anderson et al., 2005; Dinan Thompson & Penney, 2015; Matanin & Tannehill, 1994). The absence of change within the field, specifically with the inability to align curriculum, pedagogy, and assessment, raises important concerns for the achievement of quality learning in PE (Penney, Brooker, Hay, & Gillespie, 2009). Lopez-Pastor and colleagues (2013) suggested that some changes may

have occurred thus far, but are not “complacent about the place of assessment in school PE” (p. 70).

There are assertions that assessment is largely missing within the PE context. Wright and van de Mars (2005) declared that “formal assessment on student performance, and the accountability that comes with it, is largely a missing component in PE” (p. 29). Lund (1993) made a strong statement that assessment as an overarching concept is absent in many PE classes. From a review of literature, Lopez-Pastor and colleagues (2013) noted there are still improvements to be made with the current types and status of assessment in PE. Dinan Thompson (2013) believed assessment is the missing ingredient in PE pedagogy and curriculum knowledge. The lack of change and missing components of assessment within the field could be due to challenges practitioners encounter out in the K-12 school setting.

Challenges in the Current Context of Assessment in PE

From an international perspective, Lopez-Pastor and colleagues (2013) pointed out “assessment is one of the most fraught and troublesome issues [PETs] have had to deal with over the past forty years or so” (p. 57). Controversy within the profession about how to respond to the continuous changes and advancements within society, that impact the field, have brought to the forefront that out of the dynamic of curriculum, instruction and assessment, assessment proves to be the greatest challenge for PE (Evans & Penney, 2008). And while there is debate on how exactly to respond, Anderson and colleagues (2005) deemed it necessary for PETs to be reactive to these evolving values and needs

within society concerning assessment. An array of recommendations conveyed thus far with regard to evaluation within PE have been disjointed and lack clarity “about knowledge, techniques, abilities, and attitudes that are necessary for appropriately evaluating [students]” (Park, 2017, p. 207).

Greenwood and Maheady (1997) indicated tracking growth with student performance have become a lost benchmark for PETs. This is extremely troublesome due to the notion that assessment is considered one of the most important factors for the survival of our field (Collier, 2011; Hensley, Lambert, Baumgartner, & Stillwell, 1987). Due to an increase of public scrutiny and demand of accountability, PE as a field needs to be more cognizant of assessment development and integration (Hensley et al., 1987). If PETs can provide monumental data of student progress, there is potential to draw attention and support for the contributions and value of the profession of PE (Lund, 1992; Gallo et al., 2006; Mustain, 1995; Rink & Mitchell, 2003). PE as a field faces grave challenges broadly with assessment, and specifically within instructional practices.

Assessment Issues within Instructional Practices

Gallo and colleagues (2006) asserted “one of the greatest challenges that physical educators face in their work is the assessment of student learning” (p. 46). Assessment practices as a contribution within instruction to student learning, seem to be weak (Dinan Thompson & Penny, 2015). This might manifest within instruction due to measurement and evaluation being the “least understood and most abused part of the typical [PE] class” (Hensley et al., 1987, p. 59). Within a study reported by Anderson and colleagues (2005),

numerous PETs were unclear on what assessment was required and how those assessment practices were best achieved. Wright and van de Mars (2004) claimed a misuse of assessment, by stating that PETs are holding students accountable for social and managerial behaviors instead of content. Results of a study conducted by Park (2017) also raised concerns with implementation of assessment such as: (a) the lack of understanding of the performance of the assessment, (b) recycling of previous assessments, (c) an absence of feedback to the students, and (d) inability of teachers' to critically think about pedagogy. These deficits in instruction could potentially occur due to barriers present in the systemic existence of PE.

Barriers to Assessing

The evolution and history of assessment practices “has not been a stellar one and significant barriers still remain” (Collier, 2011, p. 39). Gallo and colleagues (2006) suggested there were multiple barriers present with assessing in PE consisting of: (a) issues such as a wide range of skillfulness of students, (b) a lack of time, and (c) large class sizes. Other studies delineated low teacher knowledge and confidence as major barriers to assessment instruction (DeCorby, Halas, Dixon, Wintrup, & Janzen, 2005; Lander, Barnett, Brown, & Telford, 2015; Robinson & Goodway, 2009). Scholars have also cited a barrier to assessment practices, along with their lack of knowledge, as an indifference with assessment implementation (Annerstedt & Larsson, 2010; Hay & Penney, 2013; Matanin & Tennehill, 1994; Park, 2017). Morgan and Hansen (2007) showed teachers avoided assessment integration based on beliefs that the enjoyment of

PE would be lost by assessing, and implementing assessment is too difficult of a task. Another study was conducted suggesting PETs have minimal autonomy within their content area combined with a low priority in designing assessment practices (Otedal, Gamlem, Kleivenes, Ryslett, & Vasset, 2016). These issues and concerns within the PE context with regard to assessment practices may stem from the inability of properly preparing PTs within teacher education.

CONCERNS AND ISSUES WITH ASSESSMENT IN TEACHER PREPARATION

General Education

Current literature indicates that while assessment education efforts are occurring, novice teachers continue to feel unprepared with assessing students (Campbell & Evans, 2000; MacLellan, 2004; Mertler, 2004), and could be a result of insufficient teacher preparation experiences. A study conducted by Deneen and Brown (2016) revealed that even though teacher preparation coursework intended to instill a positive pedagogical view within PTs, negative dispositions were actually held due to assessment becoming highly accountability-oriented. Campbell and Evans (2000), found that teacher candidates had a low level of understanding of the role of assessment in teaching. This could be due to findings from scholars indicating that PTs are inadequately trained in assessment practices due to a lack of attention of assessment procedures (Campbell & Evans, 2000; Stiggins, 2002). Stiggins (2002) furthers this concept by pointedly stating few teachers are provided the opportunity to be trained in facing the actual classroom challenges of assessment, placing blame on the teacher preparation programs. Within teacher education

programs, it has been found that there is a lack of time and effort spent on preparing PTs' understanding of assessment and evaluation (Heafner, 2004; Stiggins, 2002). Clark (2015) claimed "with limited time and an abundance of possible content to cover, curricular and instructional methodology is often given priority over assessment strategies in teacher education courses" (p. 91). Pae and colleagues (2014) stated that an increased effort to display student learning achievements, assessment skills are critical in preparing preservice educators to be successful. Volante and Fazio (2007) conducted a study that found those PTs who had graduated had a low level of assessment literacy in that they were unable to prove their knowledge of aspects such as validity and reliability of assessments, as well as embodied a low self-efficacy with assessment. There needs to be an increased awareness of the issues present in teacher preparation programs and responses to reform movements in the assessment domain, by supporting the growth of assessment literate PTs.

Training Assessment Literate PTs

Similar to the national and state legislature calling for changes in assessment efforts, there is also current literature, professional standards, and professional organizations mandating teachers are being trained during teacher preparation to be assessment literate (Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, 2010; Council for the Accreditation of Educator Preparation [CAEP], 2013; Council of Chief of State School Officers [CCSSO], 2008; 2011; 2012; DeLuca & Bellara, 2013; Gareis & Grant, 2015; Interstate Teacher Assessment and

Support Consortium [InTASC], 2011; National Council for Accreditation of Teacher Education [NCATE], 2008). Recent studies were conducted that examined teacher candidates assessment literacy in aspects of PTs abilities and knowledge levels of assessment, as well as to gain a better understanding of the assessment decisions they enact as a result from those abilities and knowledge levels (DeLuca & Klinger, 2010; Mertler, 2004; Mertler & Campbell, 2005; Sigel & Wissehr, 2011; Sloan, 2009; Volante & Fazio, 2007). Deneen and Brown (2016) proposed a set of goals for preservice programs to implement in order to produce assessment literate PTs. These goals included: (a) better understanding of innovative assessment practices, (b) attention to assessment *as, for, and of* learning, and (c) a variety of skills in developing and employing various assessment tools. These authors embodied the notion that teacher preparation programs are the most prominent route to train PTs, and therefore, assessment literacy needs to be of utmost importance within this process.

Physical Education and Assessment

While research previously discussed has suggested that teacher preparation is effective to expose PETs to assessment practices, and has the potential to increase quality implementation and instruction of this domain, other research exposes issues that currently exist with assessment in PETE. Veal and Campbell (1997) executed a study that investigated PPETs beliefs about assessment, and the results displayed there was a disconnect as to what the role of assessment actually was. Lorente-Catalan and Kirk (2016) also found student teachers had a challenging time defining assessment *for*

learning specifically, and could not decipher between different types of assessment. Multiple authors discovered the self-efficacy of PPETs perceptions and implementation of assessment was low (Celik, & Arslan, 2012; Arslan, Erturan-Ilker, & Demirhan, 2013; Evin-Gencel, & Ozbasi, 2013; Sahin, & Uysal, 2013; Varol, 2016). Research blatantly stated that between in-service and preservice PETs, the perceived measurement and evaluation classes in teacher preparation programs were inadequate (Brookhart, 1993; Campbell & Evans, 2000; Wise, Lukin, & Roos, 1991). To further this perspective, other researchers believed that these insufficient educational experiences then produced unsatisfactory perceptions related to measurement, evaluation, and alternative assessment (Arslan et al., 2013; Daniel & King, 1998). These overarching issues with teacher preparation provide a big picture emphasizing areas of improvement. Research exists to further provide a narrower perspective regarding concerns specifically within field experiences throughout teacher preparation.

Issues with Assessment in Field Experiences

Shown through literature earlier on, there are multiple types of assessment, some of which have been more recently introduced and incorporated. Researchers found it is possible student teachers face barriers out in the field implementing alternative assessment (more recently introduced in PE), as a result of this style of assessment not being widely applied (Hay & Penney, 2013; Lopez-Pastor et al., 2013). Another challenge within field experiences are the placement of student teachers in particular locations where the cooperating teachers, or other experienced PETs, do not incorporate

assessment into their instruction (Veal, 1990). Veal (1990) also pointed out that measurement knowledge has to be put to practical use (i.e., applied during field based experiences), in order to be effective in the teacher preparation experience.

BEST ASSESSMENT PRACTICES IN PHYSICAL EDUCATION

While attention regarding assessment in physical education has increased recently, studies on effective assessment practices are fairly scarce (Borghouts, Singlernad, & Haerens, 2017). An effective physical educator, within a quality physical education program, is one who incorporates assessment into the teaching-learning process as a means to support and promote learning (Hay & Penney, 2009). Assessment should be a natural aspect of teaching physical education (Collier, 2011). Stiggins and colleagues (2004) delineated five dimensions of strong assessment practices: (a) clear purpose, (b) clear targets, (c) sound design, (d) effective communication, and (e) student involvement. In order to apply these assessment literate behaviors, researchers suggest integrating formative assessment as a means to accomplish the best support for student learning (Lund & Veal, 2008, Yan & Cheng, 2015). While the focus of the assessment varies from learning to skill development to enjoyment, it is imperative that the assessment is clear and measurable (Baghurst, 2014). More importantly, the assessment is aligned with curriculum goals, and the conversation of assessment be more prevalent within meetings both departmentally and school wide (Borghouts et al., 2017).

Within PETE programming, best assessment practices entail providing field-based opportunities, in order to allow PPETs extensive time to experience assessment in

authentic teaching situations (Curtner-Smith, Hastie, & Kinchin, 2008; Richards, Templin, & Gaudreault, 2013). These field experiences afford PPETs with “opportunities to practice skills learned through on-campus methods courses in an authentic environment” (Starck, Richards, & O’Neil, 2018, p. 4). It is critical when integrating the outcomes of assessment that was utilized to collect, analyze, and reflect on student data in order to aide in student learning, as well as teacher effectiveness (Dina-Thompson & Penney, 2015). Training PPETs in this manner have been shown to assists in overcoming challenges surrounding assessment implementation as an inservice teacher (Stroot, 2017). PPETs must be given the necessary tools and experiences to practice assessment in order to increase their assessment literacy (Starck et al., 2018).

OCCUPATIONAL SOCIALIZATION THEORY

Occupational Socialization Theory has been a valuable framework to further the understanding of various areas of teaching and learning in a broader educational context (Haller, 1967; Isbell, 2008; Pugach, 1992; Stroot & Williamson, 1993). The theory has been more frequently used within the field of PE, and been applied for an extensive period of time by many scholars (Pike & Fletcher, 2014), beginning with the attention drawn to the theory by Lawson (1983). Due to its extensive history, as well as its current relevance within literature, it is an appropriate means to highlight the implementation and perceptions of assessment within PETE. This section will begin with an explanation of the theory, concentrating on the first two phases of the framework (acculturation and professional socialization), and the focus on the target population of PPETs specifically.

Following, an analysis of the current literature of Occupational Socialization within PETE will be presented, illustrating gaps that presently exist. The section will conclude with a need for further investigations in this area, with a concentration of assessment in PETE.

Theoretical Orientations for Assessment in the Literature

Within the PETE assessment literature there is an inherent lack of theory within empirical studies. Many of the studies on assessment in PE do not employ any type of theory or conceptual framework (e.g., Arslan et al., 2013; Karp & Woods, 2008; Lander et al., 2015; Morgan & Hansen, 2007; Park, 2017). Veal and Campbell (1997) studied PTs' beliefs about assessment through the theoretical model of belief systems. Otedal and colleagues (2016) conducted a study using the practical-aesthetic subjects (PAS) theory. Varol (2016) incorporated self-efficacy belief into his study on PPETs' attitudes towards assessment. Overall, within the field of PE, targeting the topic of assessment, there is no consistency with frameworks applied to empirical research, and an apparent lack of theory in general. The study in this dissertation employed the Occupational Socialization Theory to explore PPETs' perceptions on assessment in PE.

Description of the Occupational Socialization Theory

Lawson (1986) provided a description of the theory in that it “includes all kinds of socialization that initially influence persons to enter the field of [PE] and that later are responsible for their perceptions and actions as teacher educators and teachers” (p. 107). Zeichner and Gore (1990) portrayed the theory as seeking a way to “understand the

process whereby the individual becomes a participating member of the society of teachers” (p. 329). Within this process, it is viewed as a dialectical exchange, whereby teachers have the ability to overtly and covertly succumb to, or resist, social variables (individuals or institutions) that attempt to socialize them (Schempp & Graber, 1992). The theory has materialized as a way to interpret recruitment, education, and ongoing socialization of PETs from a theoretical standpoint, as well as a method to investigate PETE programs as a conceptual framework (Richards & Gaudreault, 2017). The theory consists of three temporally oriented phases: (a) acculturation, (b) professional socialization, and (c) organizational socialization (Richards, Templin, & Graber, 2014). For the purposes of this literature review, acculturation and professional socialization will be explored, based on the socialization of the target population occurring with PPETs, since they have not yet experienced the third phase of organizational socialization (inservice teaching).

Acculturation

Lawson (1983) referred to this phase as the pre-training socialization that initiates the birth and endures until the point in which an individual chooses to enroll in a PETE program. Within this phase, individuals develop subjective theories about the field of PE by engaging with a variety of stakeholders (e.g., teachers, coaches, counselors, or parents), through the apprenticeship of observation (Lortie, 1975). Grotjahn (1991) indicated that subjective theories are “complex cognitive structures that are highly individual, relatively stable, and relatively enduring, and that fulfill the task of explaining

and predicting such human phenomena as action, reaction, thinking, emotion and perception” (p. 188). These subjective theories are essential to understanding recruit’s openness to PETE programming and their future dispositions as PETs (Richards & Ressler, 2016).

Professional Socialization

This phase commences when a PE recruit “makes the formal decision to pursue a career in [PE] by enrolling in a PETE program” (Richards & Ressler, 2016, p. 37).

Professional socialization is deemed the weakest phase of the theory for PETs (Richards et al., 2014). Due to the discourse exchange between PPETs and other stakeholders in this phase, it cannot be expected that PPETs will submissively adopt the views of the PETE faculty (Graber, Killian, & Woods, 2017), nor does it indicate the preconceived notions will exist over time (Richards & Templin, 2019). Through studentship (Graber, 1991), PPETs are more likely to be compliant with adopting the expected beliefs of the PETE program (Lacey, 1977). Richards and Templin (2019) claimed that during teacher preparation, “field experiences can, however, become problematic when they reproduce, rather than challenge [PT]s’ acculturation” (p. 16). Current literature has examined some of these aspects, among other areas within this phase, as well as the acculturation phase.

Organizational Socialization

Organizational Socialization is the third phase of the Occupational Socialization Theory. This phase of the theory is the “process by which physical educators learn the knowledge, values, and skills required by the work organization” (Lawson, 1988, p. 267).

PETs begin this phase when they transition out of their teacher training and enter the workforce. As PTs become novice teachers within the school setting, it is possible they might battle with differences that exist between what they learned in their PETE programming and what exists within the actual school context (Curtner-Smith et al. 2008). Certain PETs may strategically conform to the expectations within the school context, while others may push back and try to reconceptualize their environment (Lacey, 1977). In this phase, the “socialization process is ongoing and continues to shape one’s experience throughout the organizational career” (Richards et al., 2014, p. 120).

Variables that might influence socialization in this phase could include: micropolitical and organizational context, institutional press, individuals around them (e.g., colleagues, principals, students, parents), marginality and isolation, state and federal policies, and professional development (Richards et al., 2014).

Need for Research on Occupational Socialization with Assessment in PETE

Although no current literature on the theory of Occupational Socialization of PPETs and their assessment practices (explored further in the methodology section), exist from a global perspective, research does support the necessity for these types of studies. Teacher preparation programs are the prime space for assessment practices to be instilled, altered, and enhanced. Employing the two phases of the theory that are of most concern for this investigation (acculturation and professional socialization), the following literature is presented to support why teacher preparation is such an essential experience for teacher socialization with assessment practices.

Acculturation

PTs come into teacher preparation programs with preconceived notions of what assessment is and how it is supposed to be implemented. Recruits K-12 PE experiences as students impact their views of assessment (Matanin & Collier, 2003; Starck et al., 2018). These conceptions – attitudes, perceptions, dispositions, and other terminology suggesting beliefs or values of a phenomenon (Deneen & Brown, 2016) – about the purposes of assessment, then impact the utilization of assessment at all levels of education (Barnes, Fives, & Dacey, 2015; Brookhart, 2011; Deneen & Boud, 2014; Fulmer, Lee, & Tan, 2015). Accordingly, this becomes a significant implication for teacher education, with the necessity to address these acculturated conceptions within their professional socialization (Deneen & Brown, 2016). Brookhart (2011) and Shepard (2006) believed within teacher education curriculum, assessment courses, more than any other topic within teacher education, need to address conceptions and beliefs. While teacher preparation programs may place emphasis on assessment training, Lund and Veal (2008) stated that it “depends upon the ability and willingness of teacher candidates to integrate their existing conceptions about assessment with the theoretical assessment concepts they encounter in teacher education programs” (p. 488). Karp and Woods (2008) supported this perspective by accentuating that PPETs personal K-12 experiences as PE students are likely inconsistent with the learning expectations in PETE programs in the way of assessment. PPETs beliefs are likely to have formed due to a lack of exposure to assessment (Matanin & Collier, 2003), and there are barriers to change such beliefs (Pajares, 1992). Hammerness and colleagues (2005) suggested that in order for a PETE

program to be effective in overcoming these perceptions, teacher educators need to use the PPETs' "apprenticeship of observation as a springboard from which to begin the process of conceptual and behavioral change" (p. 370). For PPETs to be able to overcome acculturation influences, scholars have suggested for the PPETs to be provided the opportunity to experiment with new ideas and practices, along with discourse and examination of their own existing theories (Bullough & Gitlin, 1995; Buschner, Hutchinson, Himberg, & Patton, 1999; Posner, Strike, Hewson, & Gertzog, 1982). It becomes the responsibility of the teacher preparation programs to assist in supporting PPETs integration of assessment practices (Richard, Templin, & Gaudreault, 2013; Starck, et al., 2018). Teacher educators must find ways to help PPETs assimilate and accommodate new assessment practice information (Matanin & Collier, 2003; Pajares, 1992). Research needs to be executed to investigate all of the recommendations and highlighted issues with acculturation of assessment in PE and PETE in order to gain a thorough understanding of how teacher preparation can overcome preconceived conceptions.

Professional Socialization

Deneen and Brown (2016) concluded while PTs gained knowledge in assessment, their teacher preparation experiences did not significantly change their preexisting conceptions of assessment as being a positive tool for student learning. Fernandes and colleagues (2002) discovered that although PTs valued innovation with assessment, they did not fully implement these innovations as a result of the inability to develop beyond a

beginning level of professional development within the teacher preparation program. The inability for PPETs to overcome previous conceptions about assessment, then impact their transition from teacher preparation into the school setting. Findings validate this unfortunate outcome showcasing that teachers incorporate assessment in their instruction, but not consistently nor frequently – the value of assessment was present, but implementation was lacking (Hamodi, Lopez-Pastor, & Lopez-Pastor, 2017). These results of this inability to transfer the value into practice might be due to the disconnect of what is learned in teacher preparation experiences, and what actually occurs out in the K-12 school setting (Lorente-Catalan & Kirk, 2016). Veal (1990) claimed PETs’ “widely held beliefs about student learning and the assessment of that learning in [PE] result in conflict between what they are taught in professional preparation programs and what they encounter in schools” (p. 36).

Analysis of current Occupational Socialization PETE literature

Empirical research within the Occupational Socialization Theory in PETE does exist, but these studies are not in abundance. Moreover, no studies on assessment using Occupational Socialization Theory have been available. Therefore, the following literature review focused on how such a theory has been used in the field of PE to shed new light on using it in the current study.

Overall, there are a few authors who have investigated notions that could fall within the framework such as beliefs, perspectives, and value orientations with PPETs, but no formal framework or theory was applied (e.g., Doolittle, Dodds, & Placek, 1993;

Li, 2007; Timken & McNamee; 2012; Timken & van de Mars, 2009). Studies internationally, as well as in the US, have been conducted that implement the Occupational Socialization Theory within PETE.

On the international level, scholars in Australia (Moy, Renshaw, & Davids, 2014), along with Finland and Sweden (Romar, Astrom, & Ferry; 2018), conducted studies that explored the acculturation phase of the theory with PPETs. Moy and colleagues (2014) found that traditional approaches to PE curriculum were utilized by participants' PETs and coaches, but after experiencing the Tactical Games Model approach, the participants were receptive to possibly employing the new model within their own teaching. Romar and colleagues (2018) discovered that acculturation and professional socialization experiences are dissimilar for PTs, and there is a multi-layered interaction between the structure of teacher education, various stages, and content. In Ireland, scholars applied the theory to PPETs application of the Sport Education Model (Deenihan & MacPhail 2013; 2017). In their 2013 study, Deenihan and MacPhail indicated PTs faced challenges with instructing through the Sport Education Model at their teaching placement, and their cooperating teacher had a large role in their teaching of the model. In a case study conducted by the same authors in 2017, they found the single participant was influenced by his teaching orientation, sporting experiences, PETE program, and school context when employing the Sport Education Model. From the broader lens of employing the theory in its totality, a study from Sweden by Ferry (2018), and a co-authored study in Greece by Adamakis and Zounhia (2015), examined PPETs beliefs and perceptions of the field of PE. Ferry (2018) suggested that PPETs believed characteristics that indicate an

effective PET include subject knowledge, pedagogical competence, have goals to support student character, promote healthy behavior, and be considerate. This participant pool also thought an adequate PE lesson needed to be fun and inspiring and incorporate physical activity that can be modified for all students. Adamakis and Zounhia (2015) uncovered that teaching and coaching orientations for PTs do impact their outcome goals in PE.

Within the US context, similar to the two studies conducted in Ireland, scholars have examined the theory when being applied to particular curricular models such as the Sport Education Model (Schwamberger & Curtner-Smith, 2018; Stran & Curtner-Smith, 2009), and the Tactical Games Model (Vollmer & Curtner-Smith, 2016). Schwamberger and Curtner-Smith (2018) conducted a case study that found instructing a pure form of the Sport Education Model is an effective mode to increase proper sporting behavior and fair play. Stran and Curtner-Smith (2009) in another case study on the Sport Education Model indicated that a PETE program with an emphasis on the model enabled a commitment to the model whether the PT comes from a teaching or coaching orientation. Vollmer and Curtner-Smith (2016) found that PTs understood the Tactical Games Model, however instructional struggles, misunderstandings of the model, and socialization factors mediated the ability to actually implement the model to its entirety. Other US scholars utilized the theory to hone in on the experiences of PPETs during early field experiences of teacher preparation (Curtner-Smith, 1996), and the student teaching process (Hushman, 2013; Templin, 1979). Curtner-Smith (1996) suggested during early field experiences, PTs were focused on student learning, starting with teaching technique,

and the belief that knowledge of sports and games were vital components of teaching effectiveness, and the participants felt they were unprepared in that area. Hushman (2013) indicated positive and negative socialization experiences occur within student teaching, specifically with regard to the cooperating teachers. Templin's (1979) study denoted PTs became significantly more custodial in their teaching orientation, especially with their pupil control ideology, during their student teaching practicum. As shown through this analysis, there is an apparent lack of empirical studies within PETE regarding Occupational Socialization, and there is no current empirical literature that exists pertaining to assessment in PETE, nor specifically looking at alternative field based experiences during a methods course in PETE.

CALLS FOR FUTURE RESEARCH

Assessment Broadly in PE

Hastie (2017) believed there is a strong need for research within the domain of assessment in PE, due to a shortage of research in the realm of accountability. In the general realm of assessment in PE, it is weakly conceptualized and there is an inherent lack of empirical research (Lopez-Pastor et al., 2013). Dinan Thompson and Penney (2015) conducted a study that highlighted a gap in the knowledge of assessment, and lack of balance of assessment and student involvement. Lund & Veal (2008) claimed research to discover innovative ways to improve the quality and quantity of assessment needs to commence. PETs need more research that provides guidance on how to respond to the current high-stakes, standards-based educational environment with more clarity in ways

to articulate and measure student outcomes (Collier, 2011). In response to a lack of clarity, usage of assessment, and call for more research in PE as a profession, further examination of the status of assessment in teacher preparation in the literature is presented.

Assessment Training in GE Programs

Afflerbach (2007) suggested that minimal research exists to describe how teachers become assessment experts or explore what type of classroom assessment training is most beneficial to teachers and their students alike. In alignment with this statement, DeLuca and Bellara (2013) identified a gap in literature that suggested that “the content of preservice assessment courses is not meeting the assessment literacy needs of teacher candidates or that they align with policies and standards aimed at developing teacher competency in assessment” (p. 357). These authors call for research that examine these issues, specifically to explore how PTs navigate the unclear messages about assessment in their teacher preparation programs. There is also an inherent lack of evidence on how to support PTs with their assessment literacy growth within teacher preparation programs, and how this transfers into novice teachers’ assessment abilities (DeLuca & Klinger, 2010; Gareis & Grant, 2015; Odo, 2016; Quilter & Gallini, 2000).

Assessment Training in PETE

As shown above, future research in GE teacher preparation with regard to assessment is warranted. Researchers have also proposed further investigation of assessment within PETE. From a broad perspective, MacPhail and Murphy (2017) stated

there is a “lack of research on how PETE programmes effectively deliver and instill pre-service teacher’s assessment practices” (p. 248). Another study called for further research on how student teachers understand and apply assessment concepts within their instruction (Lorente-Catalan & Kirk, 2016). Dinan Thompson and Penney (2015) completed a study providing evidence that PETE programs need to build teacher capacities in all aspects of assessment literacy. Hay and colleagues (2015) laid out a proposal for PETE faculty in that a comprehensive understanding of the assessment processes within teacher preparation is missing. These authors explicitly stated “at this point in time the distinct absence of literature concerning assessment in [PE] highlights the need for ongoing discussion and research concerning assessment [...] in [PETE] courses” (Hay & Penney, 2015, p. 41). Arslan and colleagues (2013) stated little is known regarding PPETs’ perceptions regarding measurement and evaluation. In congruence with these pleas, Occupational Socialization Theory itself has its own support in the literature for further investigation with regard to assessment in PETE.

The Occupational Socialization Framework with Assessment in PETE

The experiences and conceptions acquired during the acculturation phase have a huge impact on what transpires during the professional socialization phase. Due to this phenomenon, researchers have alluded to specific topics for future investigations with regard to PPETs assessment practices within the framework. Specifically highlighting the impact of acculturation, research claimed assessment is troublesome for PETE due to the continuous exposure of assessment issues PPETs were exposed to by their own K-12

PETs instructional practices (Hay & Penney, 2013; Lopez-Pastor et al., 2013). With regard to PETE faculty, Lund and Veal (2008) claimed if teacher educators expect to alter PPETs conceptions of assessment, there is abundant evidence more work needs to commence. These authors contended very little research has been conducted around PPETs conceptual frameworks for assessment. Researchers have also pointed out there is a lack of research on perceptions, beliefs, and knowledge of PPETs, along with the socialization of beginning teachers in the profession (Karp & Woods, 2008; Veal & Taylor, 1995). As shown above, there is an inherent lack, a mere nonexistence, of literature regarding assessment in PETE within the Occupational Socialization Framework. In response to this gap, as well as the literature supporting the necessity of studies on this topic, it is essential empirical studies are executed.

SUMMARY

Although assessment has a long history in GE and PE as being an area of concern, with reform efforts (CAEP, 2013; CCSSO, 2008; 2011; 2012; InTASC, 2011; NASPE, 1995; 2004; NCATE, 2008; NCLB, 2002; USDHHS, 1996; USDOE, 2010) and new types of assessments (DeLuca & Bellara, 2013; Dinan Thompson & Penney, 2015; Gareis & Grant, 2015; Hay, 2006; Lorente-Catalan & Kirk, 2014; MacPhail & Murphy 2017; O'Sullivan, 2013; Popham, 2011a; Stiggins, 1991; Tolgfors, 2018) coming to the forefront, there is potential to increase the understanding and implementation within instructional practices. Teacher preparation programs are currently under the microscope for their inability to prepare assessment literate teachers out in the field. Therefore,

applying the Occupational Socialization Theory as a conceptual framework to this targeted population (PPETs), researchers have the ability to gain a more thorough understanding of the perceptions and beliefs PTs' hold when they enter the teacher preparation programs (Doolittle et al., 1993; Lund & Veal, 2008; Veal, 1990; Placek & Dodds, 1988; Veal & Campbell, 1997). With this information, PETE programs can navigate how to either utilize these perceptions and beliefs as scaffolding measures (Matanin & Collier, 2003; Pajares, 1992), or overcome them (Bullough & Gitlin, 1995; Buschner, Hutchinson, Himberg, & Patton, 1999; Karp & Woods, 2008; Posner, Strike, Hewson, & Gertzog, 1982). The potential findings from these inquiries can then support teacher educators and PETE programs with preparing assessment literate PETs.

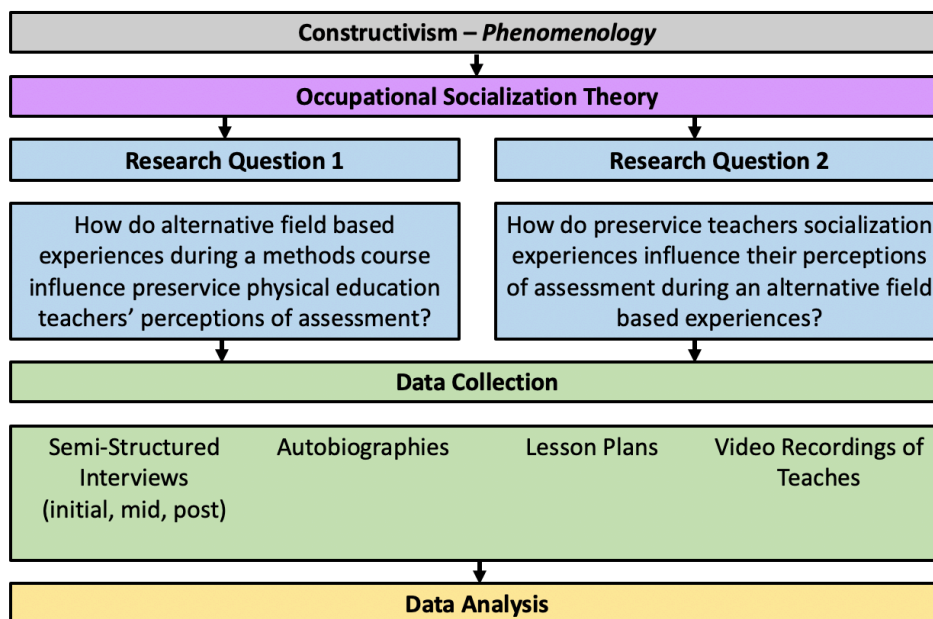
Researchers have made pleas for further investigation in order to support the growth and development of assessment in GE (DeLuca & Bellara, 2013; Heafner, 2004) and PE (Collier, 2011; Hastie, 2017; Lopez-Pastor et al., 2013), as well as within their respective teacher preparation programs (DeLuca & Klinger, 2010; Dinan Thompson & Penney, 2015; Gareis & Grant, 2015; Lorente-Catalan & Kirk, 2016; MacPhail & Murphy, 2017; Odo, 2016; Quilter & Gallini, 2000).

Chapter 3 – Methodology

INTRODUCTION

In order to address the gaps in the literature, the study investigated assessment within the PE preservice teaching population, utilizing Occupational Socialization Theory as a conceptual framework, employing a qualitative approach. The study focuses on 3 PPETs whom are experiencing an alternative field based setting for their methods course, taken over the summer term. Below is a visual representation of the overall research design of the study including the theoretical framework, conceptual framework, research questions, data collection methods, and data analysis employed throughout the study (Figure 1). Each section will be described thoroughly throughout the chapter.

Figure 1. Overview of Research Design



RESEARCH DESIGN

Theoretical Framework

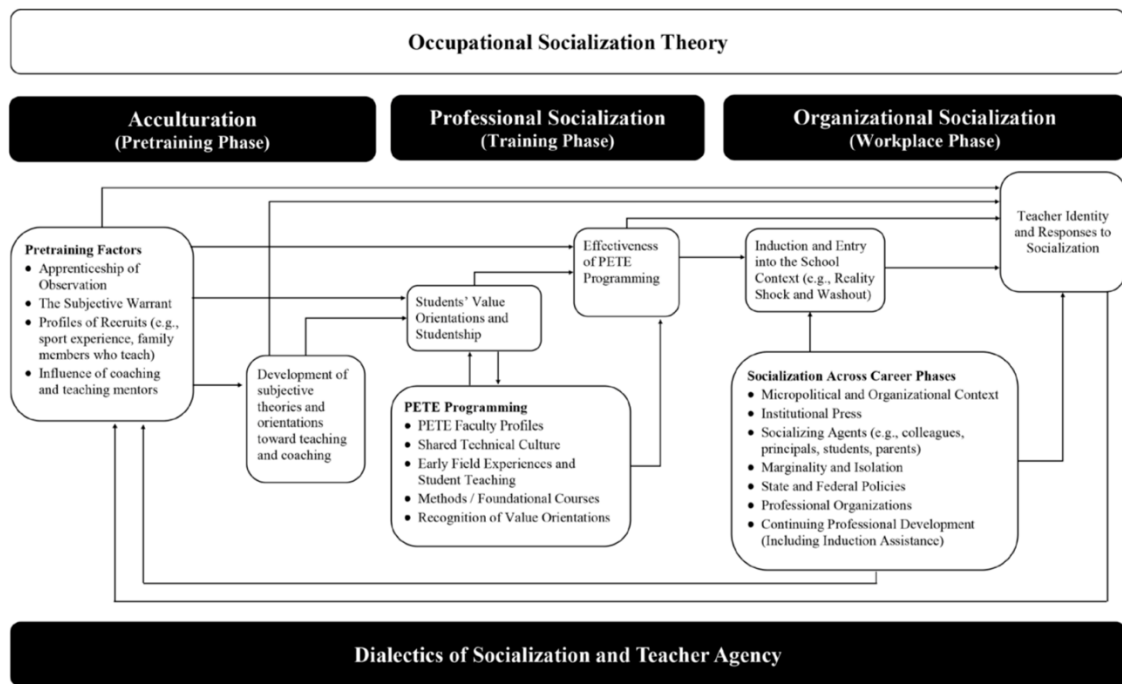
For the purpose of this study, the researcher employed a qualitative research method working from a constructivist paradigm. From this lens the researcher believes that “each individual holds different views, and the role of research is to uncover these multiple views” (Creswell, 2016, p. 42). Creswell (2016) stated constructivist researchers see the participant as an expert and rely on the participant’s perspectives to form the major themes in the study. Hay and Penney (2009) described the constructivist theory as the information being constructed as a result of, and interaction between two people, with the participant not being a submissive contributor in the process of knowledge transmission. Through the types of data collection techniques used in this study, the participants created an ongoing construction of their own perceptions of assessment (Clark, 2015), stemming from their previous PE experiences as well as in their teacher preparation training.

Conceptual Framework

As situated in the literature previously, the purpose of this study was to investigate the initial two phases of the Occupational Socialization Theory (acculturation and professional socialization), in PETE with regard to assessment because preservice teachers do not have an inservice teaching job, and therefore the third phase of the theory is not applicable. Since the study seeks to investigate an individual’s personal beliefs and perceptions grounded in real life experiences, it aligns well with the theoretical framework – constructivism. Based on the purpose of this study, the visual representation

of Occupational Socialization in PE designed by Richards, Templin, and Graber (2014) will be utilized, but modified in the fact that only the acculturation and professional socialization phases are incorporated in the study (see Figure 2).

Figure 2. Conceptual Framework – Occupational Socialization



THE INFLUENCE OF ALTERNATIVE FIELD EXPERIENCES ON PRESERVICE TEACHERS' PERCEPTIONS OF ASSESSMENT IN PHYSICAL EDUCATION: AN OCCUPATIONAL SOCIALIZATION INQUIRY

Research Questions

The intent of this study was to examine PPETs' perceptions of assessment. The study ventured to identify how assessment aligns or misaligns with their prior experience as a K-12 PE student; and if the experience as a PPET had the same or different impact on

their perception of assessment throughout their teacher education training, specifically within an alternative field based setting. In order to gain such knowledge, the following research questions were explored:

1. How do alternative field based experiences during a methods course influence preservice physical education teachers' perceptions of assessment?
2. How do preservice teacher's socialization experiences influence their perceptions of assessment during an alternative field based experience?

The current study uses descriptive phenomenology. Lichtman (2013) defines phenomenology as “as an approach, [that] looks at the lived experiences of those who have lived with or experienced a particular phenomenon” (p. 85). This style of research design accentuates the individual's lived experiences (Wertz, 2005). Phenomenology “seeks the individual's perceptions and meaning of a phenomenon or experience and calls upon the researcher to suspend theories, explanations, hypotheses, and conceptualizations to be able to understand the phenomenon” (Mertens, 2015, p. 247), in this case alternate field based experiences. The approach of phenomenological research has grown, especially in education (Mertens, 2015), with its expansion really taking hold in the 1990s (Barnacle, 2001; Vanderberg, 1996; van Manen, 1997). Hermeneutics, “the science of interpretation and explanation” (Mertens, 2015, p. 88), which originated as the interpretation of textual material and is often used interchangeably with phenomenology (Byrne, 1998), and applied in this study with collected written data.

Phenomenology has a its own unique application within the educational setting. Standal (2015) stated a “pedagogue with a phenomenological orientation attempts to

describe what it is like to have a certain experience in a given pedagogical situation,” which is what transpired in this study investigating the experience of the PPETs in an alternative field setting, and how that impacted their assessment practices (p. 82). The author goes on to explain that this process begins by recounting and clarifying specifics of the setting and background in which the phenomenon takes place (the role of the first and second interviews in this study). According to Standal (2015), pedagogical phenomenology in PE is concerned with the “micro interactions between teacher and pupils, [...with its largest contribution as] its instance on the pupils’ lived experiences as the starting point for the teacher’s work” (p. 87).

Setting

The participants in the study were all enrolled in an elementary methods course that occurred over the first summer term. The class size was small with only three PPETs. There was one instructor and one teaching assistant. Given that the course happened over the summer, schools were not in session, and so the field experiences took place in an alternative setting. For this course, the field experiences were completed during a Boys and Girls Club summer camp, at a brand new facility that was utilized solely for the organization. During the day the students rotated through a variety of different sessions and activities, one of them being a physical activity session. For the time the PPETs were teaching, they approached it as if it were a traditional physical education class. The time spent in this modified physical education session was housed in a large gymnasium that overlooked a baseball field, and a playground. It was comparative in size to a high school

gymnasium. There was also a kitchen attached to the gymnasium space. In the gymnasium there was a lot of natural light, with some floor to ceiling windows. The walls were painted in an array of colors, but did not have anything hanging up on the walls. The aesthetics were really bright and colorful in general. Each PPET taught around 10-12 students per session, they taught a different grade level each teach ranging from grades K-5. The PPETs taught at this alternative field based setting a total of 10 times.

The setting of an alternative field based experience, particularly the Boys and Girls club in this study, afforded the PPETs' a context that is nontraditional and different than that of a k-12 school. The philosophy at the Boys and Girls club as an organization within the movement content is more concerned with opportunities for play and physical activity minutes, rather than placing an emphasis on student learning outcomes. This philosophy had the potential to impact the way the students interpreted the lessons taught by the PPETs', as well as the subconscious role that the PPETs' themselves were modeling within that space. All of the participants within the study were aware of the students not being in a 'school mode' and more of a 'camp mode,' and how that translated into managerial issues as well as the emphasis on student enjoyment. Within this context there is also the absence of a cooperating teacher.

The students at the Boys and Girls club were a diverse group of students. Their racial identities were represented in the following order of most prevalent: African American, Latino, and then White. The students ranged from kindergarten through fifth grade. Students with disabilities were not represented within this student population. Throughout the students' experiences at the Boys and Girls Club, they were provided the

autonomy to participate in what activity seemed appealing to them throughout their sessions during the day. Within the learning experiences, students were eager and willing to participate, even if the activity was outside in the hot summer temperatures in Central Texas where the study took place.

There was one lesson dedicated solely to assessment within the coursework for the methods class as a lecture. In a lab type setting following that particular lecture, the PPETs practiced using a variety of assessment tools (e.g., video recording, technology video playback, apps). Throughout the entire course, the PPETs' were asked to implement two assessments within their teaching and have assessment present on their lesson plans. The accountability within the course was that assessment was located on the lesson plan within the preparation stages, but there was no accountability on whether or not there was implementation within the participants' teaches. The PPETs' were not asked to gather specific data on the students within their lessons, nor use that data to drive their next lesson plan. This created a barrier to critically engaged with the assessment outcomes. PPETs reflected on their assessment usage verbally with instructors following their teaches, as well as in their written reflections in the course. There was also an assignment dedicated to assessment, the assessment autobiography, that was utilized as a data collection method for the study.

Sampling and Participants

For the purposes of this study, a convenience sampling methodology was employed. Convenience sampling is defined by Fink (2017) as individuals who are a part

of the study because they are willing and available when you need them. Within the category of convenience sampling, the individuals are also considered a purposive sample – “selected based on the knowledge of a population and the purpose of the study” (Fink, 2017, p. 101). The participants for this study included PPETs in the PETE program (n=3) at a central Texas institution, during the summer term of 2019 (see Table 1). All of the participants have been provided pseudonyms to ensure confidentiality of their identity.

Table 1. Study Participants

Participants	Age	Gender	Ethnicity	K-12 Location	Private or Public	Level of Degree Being Earned
Jaxson	23	Male	White	Texas & England	Public	Bachelors
Cody	22	Male	White	Texas	Public	Bachelors
Marianna	22	Female	Latina	Texas	Private & Public	Bachelors

Jaxson identifies as a White male in his early 20’s who has a strong emphasis on the affective domain through his own recollections of his K-12 student experience, as well as his perspective as a PT and its impact in the PE setting. During his K-12 experience, he had a unique exposure to PE abroad in England, where he spent two of his elementary years at an international school. He described his elementary experience in PE as overall really positive, but did not feel his middle and high school experiences were adequate. As it is common in Central Texas, once he transitioned into his latter middle school years and into high school, due to being a part of athletics, he did not experience traditional high school PE, but rather was a part of the athletics program throughout the

school day. Jaxson started going to college with the intent of becoming a physical therapist, but switched into PETE. His mother and sister were both educators, which is what influenced him to transition over into the education profession.

Cody identifies as a White male, also in his early 20's, who grew up in a supportive household that fostered movement and sport participation. His main influence for joining the teaching profession comes from a coaching orientation. As a child growing up, he was close with his friend's mom who was a PET, and enjoyed a unique experience of a student leadership role within his elementary PE program. Overall, he described his elementary PE as positive. Just as with Jaxson, Cody was tracked into athletics following his sixth grade year and did not experience traditional PE after that. While his entire K-12 experience were in public schools, he did move to a few different schools throughout his experiences. Through his stories, Cody portrayed overcoming challenges and adversities as a way to motivate and empower himself to feeling successful.

Marianna identifies as a Latina female, in her early 20's, who had a mix of private and public school experiences. For her elementary, and into early middle school times, she was in two different private schools. In seventh grade and through her senior year of high school, she was then in the public school setting. When this transition occurred, she too was tracked into athletics, and only took one semester of general PE in high school where she took a dance course. She enjoyed her PE experiences at her initial private school for elementary the most. Outside of school she enjoyed being physically active and involved in extracurricular activities, mostly influenced by her father modeling this

behavior. Along with her father's inspiration, she wanted to provide a space for students with disabilities to be physically active, thus leading her to the PE profession.

Interestingly, the participants in this study represent a very unique group of individuals. Traditionally, educators in all content areas identify as White females, and none of the three participants identify as that. This brings in new perspectives from a nontraditional group of individuals.

Recruitment

Participants were recruited through their summer methods course. The researcher sent out an email with some brief information about the study and a copy of the consent form for the participants to be able to keep. During the methods course, their instructor handed out a physical copy of the consent form for them to sign. The signed copy was scanned and sent to the researcher to keep on file as evidence of consent. Due to previous relationships with each participant, the researcher already had their email information, and from there acquired their phone numbers for further communication and conducting interviews. IRB approval was provided to conduct the current study as exempt, and within those guidelines the researcher contacted the participants to obtain formal consent to utilize their information and data for the study.

Data Collection

As stated in the research design, the study was solely a qualitative study. Triangulation occurred in order to establish a higher level of credibility (trustworthiness), integrating more than one method of data collection. Semi-structured interviews (three

rounds per participant –a total of nine interviews), an assessment autobiography, all lesson plans from the course, as well as multiple video recordings of their teaches out in the alternative field based experience were all collected.

Individual interviews were executed, as a way to have a conversation with a purpose (Lichtman, 2013). Interviews have been the most utilized way qualitative researchers gather data (Brown & Durrheim, 2009; Roulston, 2010). This style of data collection fits well with the theoretical framework in that interviewing can be a form of interaction that is jointly constructed between the participant and interviewer (Garton & Copland, 2010). As the interviewer, I adopted the role of constructing and later understanding the reality of the participant (Lichtman, 2013). The choice to utilize semi-structured, or guided, interviews was to provide a general structure for the interview, but allow flexibility to alter questions if the situation demanded it (Lichtman, 2013). Interviews are an appropriate qualitative technique specifically for this conceptual framework, since this technique has been used to interpret teacher socialization in previous literature (Pike & Fletches, 2014). When writing the questions, the conceptual framework presented in this and previous chapters (Occupational Socialization Theory) was utilized as a springboard from which topics and interests arose (see Tables 2, 3, & 4). The semi-structured questions were all executed over the phone, utilizing Zoom during the third interview for stimulated recall purposes. The interviews were recorded on the researcher's cellular phone on an app called VoiceRecorder. Once the interviews were completed, the interviewer emailed the audio recordings to herself, where she then transcribed them utilizing an online software, TEMI.

The first interview was mainly geared towards gaining an understanding of the participants' acculturation, subjective theories, and initial professional socialization perceptions in the profession of PE, as well as briefly with assessment specifically (see Table 2). This interview lasted about an hour with each participant. The purpose of the second interview was to really get at the phenomenon itself, alternate field based experiences and those influences on assessment (see Table 3). The second interview took around a half hour with each participant. After conducting the first two interviews, those documents were open coded (discussed later in the data analysis section), in order to understand some possible initial themes that might have been coming through within the data. Utilizing the open coding from the first two interviews, as well as employing stimulated recall from lesson plans and video recordings, the questions were formed and conducted for the third interview as a way to attempt at meaning making (see Table 4). The final interview lasted around 45 minutes with each participant. While the interviews were done chronologically throughout the participants' experiences in the alternative field based setting, the intent was not to show progress in their assessment perceptions, instead to get at the acculturation, context, and professional socialization experiences, as delineated within the interview questions themselves. Through the conceptual framework of Occupational Socialization, it takes time to reflect and wrestle with preconceptions in order to change or enhance them, and within the 3.5 week summer methods course, this was not an ample amount of time to truly make these changes – hence the interviews not being about progress in changing these perceptions.

Table 2. Semi-Structured Participant Interview 1 Questions – Background Information

Interview 1	
<i>Demographic Information</i>	
1	What is your age?
2	What gender do you identify as?
3	What ethnicity do you identify as?
4	Where did you attend school for your k-12 experience (state, city, and school name)? a) Elementary School b) Middle School c) High School d) Would you perceive those schools being urban or rural?
5	What level of education of education are you obtaining (i.e. bachelors or masters)? a) If this is your masters, where do you get your bachelors?
<i>Acculturation Questions</i>	
1	Tell me about yourself a) Talk to me about how you got into teaching. How did you first know this is what you wanted to do? b) What is your earliest memory of enjoying physical activity? c) How did you develop your love for movement?
2	Describe your sport related experience . a) Tell me about your experiences with sports and physical activity growing up. b) Talk to me about a time you felt most successful in sport. How did you know you were successful?
3	Describe your physical education experience . a) Talk to me about a time you felt successful in PE. How did you know you were successful? b) What was a moment when you knew you weren't successful? How did you know you weren't successful? c) Describe a typical experience you had in PE. d) What things did you learn in PE? e) What was the most influential thing about your PE experience? f) In what way did your teacher inform you on how you were achieving things in PE? g) Do you remember your teacher(s) using assessment in PE? If so, in what ways? h) Were you graded in PE? What do you feel like it should have been based on?

Table 2. (Continued)

4	<p>Assessment perceptions.</p> <p>a) How would you define or explain assessment in physical education?</p> <p>b) What is your personal philosophy regarding assessment?</p> <p>c) What purpose do you feel assessment serves?</p> <p>d) What value do you place on assessment?</p> <p>e) What do you believe has influenced your perceptions of assessment up until now?</p>
<i>Professional Socialization Questions</i>	
1	What do you know about teaching?
2	What do you think quality physical education is about?
3	If you were going to teach tomorrow, what would you do? How would you decide to do that?
4	What is your perspective of a physical education teacher?
5	What has your experience been so far in the PETE program? Coursework? Colleagues/Peers? Faculty? Resources provided to you?
6	<p>Talk to me about the coursework you have at this point.</p> <p>a) Have you had prior methods courses? If so, what has the accountability been to utilize assessment? How did you use it?</p>
7	<p>What have you learned about assessment in teacher education?</p> <p>a) Do you agree with this?</p> <p>b) In the field experiences you have had, how did you know your students were learning?</p> <p>c) Is this different than what you have experienced as a K-12 student?</p> <p>d) What issues do you see with assessment?</p> <p>e) Based on your coursework thus far, what role do you feel assessment plays?</p>

Table 3. Semi-Structured Participant Interview 2 Questions – Field Experience Setting

Interview 2	
1	What do you think is different about this setting rather than a school setting?
2	What do you feel like your role is in this process?
3	What do you think your influence is on the students in this setting?
4	Tell me about the role of your instructor during your field experiences in this course.
5	How are these field experiences different from your previous clinical teaching experiences?
6	What things do you think you have, or don't have, to support your teaching? Why do you think that is? Please provide examples.
7	What role do you feel like the employees at the field experience setting play in your teaching experiences? Different or similar to a cooperating teacher?

Table 4. Semi-Structured Participant Interview 3 Questions – Setting, Meaning Making, & Stimulated Recall

Interview 3	
<i>Setting</i>	
1	Tell me about your experiences during this course.
2	Share some success stories, or barriers, you felt were in place to be successful.
3	What have you noticed about how teachers have used assessment in schools? How is that different than the field experiences for this course?
4	Talk to me about progressively planning lessons over the field based experience. What drives your preparation for the following lesson? How did this preparation compare to when you planned in a school setting?
5	How did your assessment impact your teaching?
6	Based on the fact these experiences were not in schools, how do you feel like these assessment practices could be in implement in a school setting?
<i>Meaning Making</i>	
1	In the past couple interviews, it seemed like there was some thought on the use of assessment for grading and that assessment shouldn't be solely utilized for grading purposes. If assessment shouldn't be used for a grade, what do you feel assessment should be used for? What should be in a grade if assessment doesn't drive it?
2	Talk to me about how you feel assessment can either motivate or demotivate students. How did you come to feel this way?
3	How does assessment and learning interact within a lesson? What role does assessment play in the learning process?
4	From the previous interviews, it was stated that assessment can be helpful for teachers and students. Can you expand on in what ways? How does this happen?
5	When planning a lesson, you mentioned thinking about all 3 domains (cognitive, affective, and psychomotor). How do all of these domains tie to assessment?
6	I noticed in a lot of your responses in previous interviews that you talked a lot about feedback. How does feedback interact with assessment? How did you come to know that?
7	How have your experiences impacted your outlook on using assessment in the future?

Table 4. (Continued)

<i>Stimulated Recall</i>	
1	Organic questioning based on the lesson plan and video recordings. a) On your lesson plan it shows a rubric for your assessment tool. Talk to me about how or why you chose that assessment tool. b) How do you feel like that assessment impacted your students? You as a teacher? c) How does that assessment align with your lesson objectives? d) How was the assessment implemented compared to how you had planned to use it?
2	Specific questioning based on the lesson plan and video recordings. a) I noticed that this particular assessment was not written in your lesson plan. Talk to me about what you were thinking in that moment and why you decided to use that assessment during the lesson. b) What purpose did that assessment serve? c) Utilize a couple prompts from question above.
3	Is there anything else that I did not ask, or come up in any of the interviews, you feel is important or you want to share?

The assessment autobiography template (Table 5) was adapted from a broader autobiography template used by Betourne and Richards (2015), that explored PPETs acculturation and professional socialization in the field of PE. The authors were contacted, and provided permission for the researcher to adapt the template and incorporate it as a data collection tool. The collection of written material from participants “provides a window into the human mind” (Lichtman, 2013). Using autobiographies in particular are rooted in self-reflective practices, dating back to constructivist notions introduced by Dewey (1933) – in that he indicated reflection requires the individual to critically think about a particular topic while drawing on knowledge and beliefs related to that topic (Alder, 1991). These reflections have the possibility to initiate self-inquiry that supports PPETs progress of embodying the identity

of a PET (Collier, 2009). This form of data collection has been suggested in previous literature to prompt PPETs to reassess their subjective theories (Betourne & Richards, 2015; Richards, Gaudreault, & Templin, 2014; Richards, Templin, & Gaudreault, 2013). Autobiographical data can assist PETE faculty to guide students on their journey of personal reflection, which acknowledges PPETs sense of autonomy and agency within the dialectical environment of the socialization process (Schempp & Graber, 1992). Within general education Boyd and colleagues (2013) also employed autobiographical data techniques to investigate the apprenticeship of observation (a facet of acculturation) in PTs. The autobiography template was used within their methods coursework as an assignment in the course. Once the PTs completed their assignment, they provided a copy to the researcher for the study.

Table 5. Assessment Autobiography Template

<p><i>Prompt</i></p> <p>As a prospective PE teacher, you have likely encountered numerous people who have helped to shape the type of teacher that you will become and your exposure to assessment. These individuals likely include your own teachers, coaches, and counselors, as well as teacher educators and your classmates during teacher education. As you work toward becoming a teacher, it is important to understand the types of factors that influence your orientation toward assessment in PE, the way that you use</p>
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<p>assessment, how you view particular approaches to integrating assessment in PE. The purpose of this autobiography is to encourage you to reflect critically on your own socialization experiences with regard to assessment.</p> <p>You should consider a variety of factors – including the teachers, coaches, counselors, teacher educators, etc. – that have been influential in your life. With regards to your professional socialization, consider the effect that teacher education has had on your own orientation to assessment within teaching, as well as the way in which you may have resisted certain elements of your assessment training that do not align with your orientation. The questions below can be used to both structure and guide your response. Bear in mind that there are no right or wrong answers to these questions and you are not required to answer every question. Your response will be compared to your interview to see if there are any reoccurring themes. Please feel free to structure your response however you think will best represent your experiences.</p>	
<p><i>Acculturation – Prior to enrolling in teacher training</i></p>	
1	Describe PE at the school(s) that you attended. Was it a good experience or a bad one? Describe the teachers. Do you think they were effective with assessment?
2	Did you play sports growing up? Which ones? What role did your sport experiences have in your decision to become a PE teacher? How did these experiences affect your use of assessment?
3	Describe your decision to pursue a career in PE. Why did you make the decision? Who influenced you? How did those individuals impact your view of assessment?
4	What did you think assessment meant as a PE teacher when you made the decision to enter the field? Looking back, do you think that you had an accurate or inaccurate conceptualization of what it means to teach PE?
5	Do you believe that you came to teacher education with a perception of assessment from a teaching, coaching, or balanced orientation?

Table 5. (Continued)

<p><i>Professional Socialization – Time in teacher training</i></p>	
1	What classes, instructors, or other students have had an important influence on helping you learn to use assessment? How have these experiences shaped your orientation to assessment?
2	Have you encountered any instructors or specific perspectives on assessment that you disagree with? Did you do anything (overtly or covertly) to voice your disagreement?

3	Have you encountered any approaches to assessment in PE (e.g., formal, informal, summative, formative, individual, peer, group) that you really like or dislike? What has led you to view the models in this way?
4	Have you participated in any field experiences that have shaped your orientations or expectations for assessment in PE?
5	What has been the impact of the teacher education program on helping you to develop assessment skills as a teacher?
6	How have your experiences influenced the way that you view teaching with regard to assessment?

PPETs lesson plans were utilized as a way to triangulate the data in the semi-structured interviews and autobiographies. The intent of this data collection method was for the researcher to interpret the assessments that were planned for in lessons and implemented during that methods course. Creswell (2014) presented advantages of collecting qualitative written documents such as: (a) it allows the researcher to obtain the language and words of the participant, (b) is convenient in terms of accessibility to the researcher (unobtrusive source of information), (c) signifies data participants have given attention to, and (d) it can save the researcher time and financial repercussions of transcribing. James and colleagues (2005) stated “document data [can be] used to support and help clarify assertions made by [participants]” (p. 89). Lesson plans have been utilized in previous studies about assessment in PE with PPETs (Lund & Veal, 2008), teacher socialization and PETE (Hushman, 2013), and with teacher socialization and assessment with PPETs (Vollmer & Curtner-Smith, 2016). The lesson plans were also incorporated within the third interview as a source of stimulated recall.

Along with the lesson plans, the researcher incorporated video recordings of the PPETs teaching lessons at the alternative field experiences. Stimulated recall is utilized to

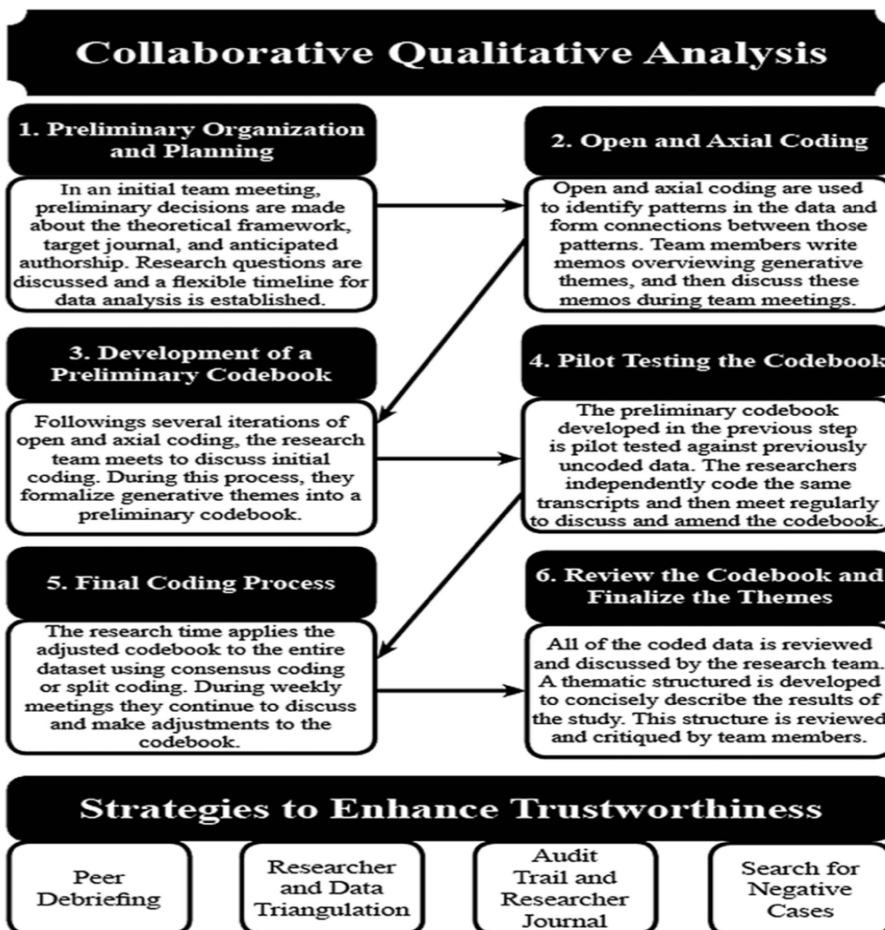
recollect the original situation and incite thoughts, meanings, and subjective responses associated with that situation (Bloom, 1953; Hansebo & Kihlgren, 2001). Stimulated recall has the potential to “uncover different contexts that influence behavior in those realms, from aspects of physical space to different characteristics of interactants, telling us what is or is not salient to interaction” (Dempsey, 2010, p. 350). According to this definition, it makes it an excellent fit for this study in that the lesson plans and video recordings were used to provide meaning making of the setting, metacognitive experiences, and their interactions with their students with regard to assessment implementation at their alternative field based setting. This was conducted by participants sharing a screen on a computer via a software system called Zoom, in which the researcher shared her computer screen with the participant (states apart) displaying lesson plans and video recordings of the PPETs teaches. The researcher initially reviewed all lesson plans and video recordings throughout their field experiences. One of the participants, Marianna, had a unique situation in that she did her teaches after the actual course was over due to having a surgery that inhibited her from doing the teaches during the normal course time. For her interview, the lesson plans were used as the only form of recall. For the other two participants, the researcher chose two separate instances of video footage to employ as stimulated recall. The researcher chose one instance where the PPET had planned an assessment, but did not actually implement it. The other instance was intentionally chosen as an example of where they had not planned for the assessment, but organically incorporated it in their teach.

Data Analysis

Data Analysis Procedures

As mentioned earlier, the researcher conducted a collaborative qualitative analysis (CQA) (Richard & Hemphill, 2018), through a constant comparative process (Creswell, 2007; Glaser & Strauss, 1967). This is a six step process consisting of: (1) preliminary organization and planning, (2) open and axial coding, (3) development of a preliminary codebook, (4) pilot testing the codebook, (5) final coding process, and (6) review the codebook and finalize themes (see Figure 3).

Figure 3. Collaborative Qualitative Analysis (CQA)



For step one, the preliminary organization and planning, the researcher met with a member of the committee to draft the IRB with all of the information on the research design and protocol (theoretical and conceptual framework, research questions, etc.). After completing the IRB, it was sent to all members of the committee for feedback. The IRB was accepted and approved within four weeks of the submission. Data were collected over the summer course (as well as the last interview commencing after the completion of the course) and transcribed, followed by the second step, open and axial coding.

Aforementioned, open coding was done to the first two rounds of interviews to inform some questions for the third round interview. Subsequently, the third round interview and autobiographies were also open coded. Open coding is used to detect distinct concepts and patterns within the data, whereas axial coding allows for finding links between those patterns (Strauss & Corbin, 2015). Though open and axial coding are two discrete analytical processes, these procedures can take place concurrently (Strauss & Corbin, 2015). This occurred while the researcher began doing an inner case analysis of the three participants responses through open coding, but realized that there were patterns that occurred cross-case linking the data together in cohesive themes. The researcher and a committee members executed open coding separately using manual coding electronically (made comments on the electronic copy of the transcripts). Richards and Hemphill (2018) stated “the goal [of this process] is to identify patterns common across transcripts, or to note deviant cases that appear (p. 228),” which in the case of this study, patterns or themes emerged across the transcripts. Also suggested by these authors, an online research journal (through the online software of OneDrive), was kept throughout the entire study that was shared between the researcher and those collaborating with the study and data analysis process. Richards and Hemphill (2018) also recommended axial coding approximately 30% of the data set, but in this case the researcher started with an inner case analysis and transitioned to a cross case after realizing the common threads of the themes and axial coded about 50% of the data before transitioning into the preliminary codebook. Due to the small number of participants, it was probable that their perceptions on assessment, based on their own lived experiences before and during the

study, could be different. After doing the initial axial coding as inner case analysis, the researcher realized there were more commonalities between the participants' data than there were differences, and then switched to a cross case analysis. As coding and analysis progressed in the following steps, it was confirmed that cross case analysis was the best fit for the data and participants within the study.

The third phase in the process, development of a preliminary codebook, was created by the researcher. Within the codebook, initial themes and subthemes were formulated along with the definitions for those themes to decide what excerpts of data qualified for each those themes. One of the sections within this codebook was a space called "extras" for sets of data that seemed important, but did not fit into the initially coded themes. At this point in the process, another researcher who has not previously been involved in the process of the data analysis peer debriefed with the researcher about the current codebook (Lincoln & Guba, 1985). From this feedback, as well as the conversations between the researcher and committee member who peer debriefed throughout the entire data analysis, adjustments were made to the codebook.

Pilot testing the codebook, the fourth phase, was then utilized with data that had not been axial coded yet. Within these themes there were some pieces of data that were double coded (and marked as such) within the codebook. After testing the codebook on other data, another round of peer debriefing ensued, where final changes were made to the codebook to prep for final coding (Lincoln & Guba, 1985). The fifth phase, final coding, the researcher journal was still incorporated to track any discrepancies and document the process. The researcher finished coding the remaining documents. The

final phase, review the codebook and finalize the themes, the researcher revisited previously coded documents to ensure all data were represented and fit the final codebook. Those the researcher peer debriefed with previously, agreed the themes and structure of the codebook were accurate (Richard & Hemphill, 2018). Completing all of the six phases of CQA enhanced the trustworthiness, and minimized issues with coder variability, without compromising the qualitative data analysis process by attempting to quantify it (Patton, 2015).

Trustworthiness

As a result of the qualitative nature of this study, the researcher examined the collected data (e.g., transcribed interviews, autobiographies, lesson plans, and video recordings) employing a six-step approach to conducting collaborative qualitative analysis (CQA) (Richard & Hemphill, 2018), utilizing a constant comparison method (Creswell, 2007; Glaser & Strauss, 1967). Trustworthiness (validity and reliability) were a continuous focus throughout the data analysis process. Guba (1981) claimed there were four ways to maintain trustworthiness: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability.

In terms of credibility, triangulation, frequent peer debriefing, negative case analysis, member checking, background and qualifications of the investigator, and a rich thick description were included. Triangulation, collecting multiple data sources (Mathison, 1988), was used to support a more in depth understanding of the phenomenon. This was ensured through over 10 lesson plans per participant, assessment

autobiographies, nine total interviews (three per participant – initial, mid, post), and multiple video recordings of teaches (one participant did not have any due to extenuating circumstances of having surgery during the course).

Repeated peer debriefing occurred with another researcher during the analysis process to establish the codes and themes. Both the primary researcher, as well as a member of the committee met during each stage of the development and continuation of the step of coding the data (open, axial, final coding). These two individuals met initially when designing the study, before conducting the first interview, after open coding the two interviews that informed the third interview, open coding all of the data to create an initial set of themes, after axial coding and modifying the codebook for final coding, and after final coding to discuss writing up the results. Another researcher outside of the committee peer debriefed with the primary researcher after axial coding as well as after final coding to discuss outside perspectives on the themes and supporting data. The reason for the peer debriefing was to allow discussion to possibly widen the vision of the study through others experiences and perceptions (Shenton, 2004). Standal (2015) pointed out, the phenomenologist “approaches each situation with an attitude of not wanting to let previous experiences and knowledge determine what she sees in the present situation,” (p.82), which is where peer debriefing helped the researcher reflect on their own bias and subjectivity (Glesne, 2006).

Negative case analysis included finding data that did not fit with the other trends or patterns, and had the potential to lend the researcher to refine the hypothesis (Guba, 1981; Miles & Huberman, 1994). The researcher started the open coding process by inner

case analysis, and as coding progressed, the researcher realized there was more commonality within the themes and transitioned to a cross-case analysis as final coding commenced. Throughout this process there was one instance with the subtheme of *faculty and staff had negative and positive influences on PPETs' assessment perceptions*, that a negative case appeared in that all participants found faculty and staff highly supportive and impacted them in a positive way towards assessment implementation, but one participant described having a negative influence from a particular individual towards their assessment implementation. There was also a negative case within the second main theme *preservice teachers cognitively valued assessment*, in which Marianna had expressed she did not place much value on assessment in a particular circumstance, but in other interviews and her autobiography there was value within her assessment perceptions.

Member checking, declared one of the most important criteria for validity in qualitative analysis by Lincoln and Guba (1985), was done by providing participants the opportunity to review transcribed data, interpretations (themes and categories) of the data, and any written results or findings based on the data. The first round of member checking occurred after open coding the two interviews (per participant) that informed the third interview. The coded transcripts were sent via email individually to each participant. Member checking then occurred after all documents were open coded, again sent to participants through email. The next round the researcher sent the final codebook with a compact version of the themes sent in the email for easier understanding of what themes came through. After the results were written up, those were sent to the

participants to verify the interpretation of their lived experiences were accurately represented and described before finalizing the results section.

Patton (1990) claimed the credibility of the researcher is extremely important, since they are the main instrument in which is collecting the data. By the researcher having prior experience in data collection and interpretation, along with publishing familiarity, and teaching both K-12 and collegiate level PE courses, the researcher background, qualifications, and experience were satisfied. A rich, thick description of the phenomenon occurred. The “detailed description in this area can be an important provision for promoting credibility as it helps to convey the actual situations that have been investigated, and to an extent, the contests that surround them” (Shenton, 2004, p. 69). By having a large amount of data collection methods, as well as multiple interviews throughout the course, there was a large amount of data to support the findings, and allow for the rich, thick description within the results.

Transferability, or external validity, related to whether or not the findings of the study can be applied to another context or situation (Merriam, 2008). Due to the nature of this being a phenomenological study, with a small population, the generalizability of the information may not always transpire, but there is potential for transferability to individuals in a similar context or with similar backgrounds. For the factor of dependability, or reliability, Lincoln and Guba (1985) stressed that a demonstration of credibility nearly ensures that the dependability is established. Shenton (2004) stated dependability can be addressed through the research design and its implementation, operational detail of data gathering, and reflective appraisal of the project.

Confirmability, or objectivity, is challenging to achieve in qualitative research (Patton, 1990). In order to attempt achieving confirmability, Shenton (2004) suggested having an audit trail and incorporating triangulation, both of which commences during the data analysis process.

RESEARCHER POSITIONALITY

As I designed the study, moved into data collection and analysis, and finished with the results, discussion and conclusions, it is imperative I reflect on my positionality within the content and participants. As Lichtman (2013) pointed out, it is important to practice reflexivity in that “the researcher [is] a filter through which data are collected, organized, and interpreted [...and,] face head on the subjective nature of their role” (p. 159). My personal teaching experience took place in Illinois, where we had daily mandated PE, and I had the blessing of teaching my students on a daily basis throughout their entire K-12 experience. I taught for seven years at the secondary (high school) level. Within these seven years I taught in three different districts, and four different high schools. Due to these opportunities, the districts I taught in were able to allow a lot more student choice in the content offered within PE, and I as a teacher had the fortune of instructing a multitude of contents. This context is extremely different than the PE culture currently in Texas where this study was conducted, and even from a majority of the states in the country. From this perspective, I recognize I have innate bias about what potential PE can be in terms of course offerings, and collaborative experiences between colleagues (staffing is higher in our field in Illinois due to seeing students more frequently).

My last year in public K-12 employment, I was in an administrative role, in which I was able to teach two classes and the remainder of my job responsibilities aligned with administrative duties. An aspect of these administrative tasks was to be the department chair of the PE, Health, and Driver Education department. Within that role I planned and delivered all of the professional development. One of the biggest components was assessment (how to create rubrics, styles of assessment, etc.). Having an administrative lens helps me to see PE in a larger school context and how it fits in with other school or district wide decisions. Administrative skill sets that might also impact my research perceptions, might be the natural inclination to observe and evaluate teachers' instructional practices.

I am aware of my personal identity and upbringing; in that I am a White female who has only lived in the US and exposed to Western culture and societal norms. Having these characteristics as foundations of my personal make-up have the potential to influence my interpretations of the data. Due to having diverse participants in the study, I need to be aware of possible differences in perspectives and exposures to social or cultural differences that could impact experiences with assessment or the participants' understandings and applications of assessment.

With regard to the participants in the study, I do have prior relationships with each of them at the university. For a portion of their secondary methods course, I was an unpaid graduate assistant in the course who took part in most of the course planning and instruction. This course was offered in the spring semester, in which the participants took the elementary methods course immediately following during the summer term. All three

participants, Jaxson, Cody, and Marianna were all students in that course. Having prior experiences with these participants afforded me the opportunity to have an established relationship that helped them to feel more comfortable in sharing their perceptions and experiences. I do know that however much I emphasized that their answers were subjective, with no right or wrong, the power dynamics of me being a higher education instructor may have had some influence on their responses to specific questions.

Through all of these relationships and roles, there will be a human component to conducting the research. I believe that having a prior connection with each student will aide in their comfortability in the variety of data collection methods executed throughout the study (e.g. answering the interview questions or submitting in depth autobiographies). However, I do understand that throughout the process I need to continuously reflect and self-check any research bias that may be impeding on my ability to accurately complete the study, and attempted to do so through keeping a research journal as well as frequently peer debriefing and member checking.

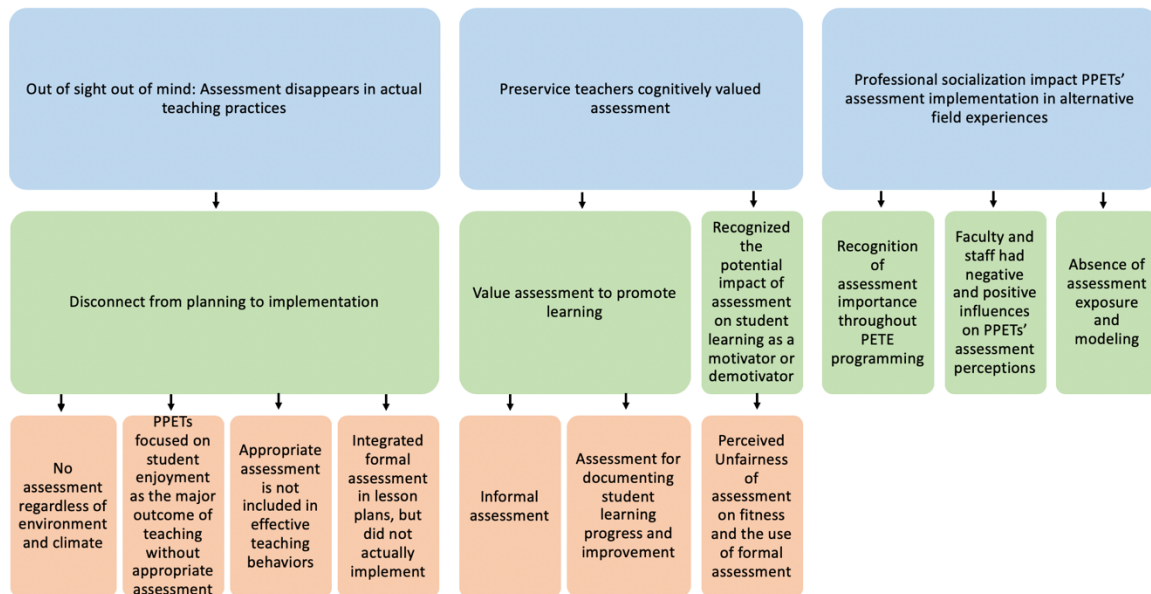
Chapter 4 – Results

In this chapter a thick, rich description of the participants lived experiences is provided in order to display the findings from the data analysis. The findings offer the answers to the study's research questions: (1) How do alternative field based experiences during a methods course influence preservice physical education teachers' perceptions of assessment? and (2) How do preservice teachers socialization experiences influence their perceptions of assessment during an alternative field based experience?

After following the six steps outlined for CQA (Richard & Hemphill, 2018), three main themes emerged, in which each main theme also had subthemes, and sub-subthemes that supported the main theme. This chapter is set up in a way for the reader to follow each of the three main themes as their own section, and the subthemes as subsections, and sub-subthemes directly woven in under headings, within the main theme (see Figure 4). While all of the data interacted with one another, the first and second themes largely answered the first research question, and the third theme related more closely with the second research question. The first theme – out of sight out of mind: assessment disappears in actual teaching practices – had one subtheme – disconnect from planning to implementation, which has four sub-sub themes: (a) no assessment regardless of teaching environment and climate, (b) PPETs focused on student enjoyment as the major outcome of teaching without appropriate assessment, (c) appropriate assessment is not included in effective teaching behaviors, and (d) integrated formal assessment in lesson plans, but did not actually implement. Preservice teachers cognitively valued assessment was the second theme, with two subthemes; (a) value assessment to promote learning (two sub-

subthemes: informal assessment, and assessment for documenting student learning progress and improvement), and (b) recognized the potential impact of assessment on student learning as a motivator or demotivator (with one sub-subtheme: perceived unfairness of assessment on fitness and formal assessment). The third theme of professional socialization impact PPETs' assessment implementation in alternative field experiences, had three subthemes: (a) recognition of assessment importance throughout PETE programming, (b) faculty and staff had negative and positive influences on PPETs' assessment perceptions, and (c) absence of assessment exposure and modeling. The researcher also describes how each theme and its subthemes (and sub-subthemes) were understood or defined to orient the reader. Anecdotes and vignettes are weaved in each theme to provide the voices of the participants and highlight their lived experiences, and how these came through in the data analysis.

Figure 4. Main Themes, Subthemes, and Sub-Subthemes



THEME 1: OUT OF SIGHT OUT OF MIND: ASSESSMENT DISAPPEARS IN ACTUAL TEACHING PRACTICES

Due to real life contextual variables within non-school (alternative) settings throughout actual teaching practices, the PPETs in the study valued and understood the importance of assessment, but still demonstrated a disconnect from planning to implementation. The first theme, out of sight out of mind: assessment disappears in actual teaching practices, had one subtheme emerge (disconnect from planning to implementation), which had four sub-subthemes: (a) no assessment regardless of teaching environment and climate, (b) PPETs focused on student enjoyment as the major outcome of teaching without assessment, (c) appropriate assessment is not included in effective teaching behaviors, and (d) integrated assessment in formal lesson plans, but did not actually implement. In this section, each subtheme and sub-subtheme are described.

The participants realized that prior to entering the profession, their perspectives of what PE teaching consisted of were not conducive with the real-life teaching contexts. Cody was able to self-reflect in his autobiography that his subjective warrant on what teaching PE would be before entering teacher preparation was not accurate. He wrote “looking back, I was pretty far off with my conceptualization of what it means to teach PE, I thought it was pretty relaxed because that is what all my experiences were like.” The experiences and exposures offered within PETE, revealed there was a presence of variables within the realities of teaching that impacted the PPETs implementation, or lack thereof, assessment.

Disconnect from Planning to Implementation

The data revealed there was an apparent disconnect from planning to implementation in terms of assessment, revealing this as the first subtheme. The three participants valued and understood the importance of assessment, but once they were actually out in their field experiences, they chose to not implement it due to a heavy focus on instructional and managerial tasks. There was also a heightened awareness of the environment and climate within the gymnasium. In some instances, they planned for formal assessment, but only ended up implementing informal assessments (e.g., planning to incorporate Bam videos or checklists, but not actually utilizing the assessment tool in their lesson plan). Jaxson recognized this disconnect.

I thought everyone at least had the assessments in their lesson plan. It just turned out that day or week we didn't have enough space, or with the way the lesson went they just didn't up doing it. But everyone pretty much all intended to cover the skill they were trying to teach the students. So, I think that's a lot better than... obviously you want to assess every single time... that you have it planned or you said to assess them almost every time. But it doesn't always work out that way.

After going through a stimulated recall with some lesson plans in the third interview, Marianna noticed she had implemented some questioning in the lesson that originally did not have in her lesson plan – “I think it was mostly for the cognitive part, but I don't think I wrote that in the lesson plan.” She self-reflects on her own teaching by saying in another interview “I haven't really implemented assessment a lot.” Cody also noticed this disconnect after a stimulated recall of watching a clip of video footage of one of his teaches at the alternative field experience setting. He reflected:

I feel like I could've done a better job and that's one thing that I have noticed I really struggle with, is implementing the assessment or implementing just in

general what I planned, exactly how I planned it. It's always difficult for me in practice.

In an earlier interview Cody acknowledged this as well, "we're definitely trying with the assessment in the teaching. For me it's been very hard to actually implement into teaching."

No Assessment Regardless of Environment and Climate

The first sub-subtheme is there is no assessment regardless of environment and climate. PPETs were aware of the environment and classroom climate within the alternative field based setting. The climate of schools has the potential to support innovative teaching practices as a means to utilize assessment. Organizational factors have the potential to influence, due to the realities of the teaching setting, or traditional teaching practices. Although the climate and environment foster a potential for innovative teaching practices in the study, there was no assessment. For example, Jaxson portrayed the environment of the alternative field experience in his second interview as being a welcoming and positive space.

I like the overall environment of the boys and girls club too. It was super inviting. Everyone was saying hi to you. They wanted you to be there, they cared. I'm not saying that that didn't happen at the other places, that just felt a lot more welcoming and they wanted you to be there.

During the same interview he went on to explain the students' and staff members' perceptions of the PPETs in the alternative field experience setting, which would afford him to incorporate innovative assessment practices. Even though he did not have a cooperating teacher at the Boys and Girls Club, he did have support from the staff from

the organization. This support could allow him more time to incorporate assessment within instruction by having positive staff support in the gymnasium with him. Jaxson described the response to their presence the staff and students had:

They loved it. We got rave reviews all the time from the class managers. They always want to know what we're doing or they loved what activities we had. They always came up to us even when we were just walking in the building. You'd have students coming up willing to hug us or say hi. I feel like they responded really well. They loved it. They always were wanting to know what was happening next or when we were coming. I really think they enjoyed that and it was a positive experience for them and they probably took a lot out of it, I thought.

Not only did the staff afford for a positive climate, but so did the students, as shown in Jaxson's quote. When asked how the environment could support her teaching, Marianna interpreted the alternative field experience setting similar to Jaxson in her second interview, but solely portrayed the student's reaction to the PPETs presence –

I think they responded very well. They were always excited to see us and they always were curious of what they were going to do that day. And every time we would just walk into the boys and girls club, they would immediately remember us and be like, 'oh what are we doing today with you? Are we like playing the game or what not?'

In the non-school (alternative) field experience setting, there were organizational supports that fostered assessment usage, and in some cases inhibited them, but in either circumstance it contributed to a lack of assessment implementation. Within the alternative field experience setting there were many support structures that the PPETs recognized such as equipment, autonomy, and employee support.

The PPETs really appreciated the extra support of the staff, in that they were there to assist in many ways (e.g., discipline, equipment, demonstrations). By having another

adult in the gymnasium to assist with instructional and managerial tasks, the PPETs would have more time within the lesson to focus on their assessment practices. Marianna alluded to the assistance of student discipline in her second interview – “so I think though, having the employees help us really helped with the students to get what I wanted them to do, because sometimes I couldn’t get full compliance from them.” She connected their role to what might be a teacher’s assistant within the school setting when she stated, “they would help us get the kids to do the task because there were some that just didn’t want to participate. So, they were like an assistant, like a teacher assistant.” Cody compared the role of the camp counselors in the gymnasium to what the role of a cooperating teacher might be in a school setting. He explained it as:

As far as student teaching would go with a cooperating teacher, way different, or even what we did in our secondary methods class, the teachers were there and present, they weren’t, you know intruding on our lesson, but they were there and present, making sure everything was safe and stuff like that.

Cody also recognized staff beyond just those that were in the gymnasium with the PPETs – “the campus coordinators, the first day we went there, and toured the place and they were great. They were nice and super great people.” Jaxson noted that the staff at the alternative field experience were completely supportive of whatever choices they made for activities or content to teach, and this allowed them more autonomy and freedom than in a school setting. He described the staff as “they were always, they were fully compliant. They were like, ‘whatever y’all want to do. We’re all on board for it.’ So, like the support of them.” Jaxson also spoke about how there were less variables at the alternative field experience setting that would force him to veer from his lesson plan.

It was just situational at the boys and girls club. You have a lot more than lead way. You actually get to decide and it's not all of these variables that you have to attend to or be ready for. I know that's normally what it would like at a PE setting. You usually have to switch on the fly a lot. But at the boys and girls club, you really didn't have to. The only time we ever really had to switch on the fly at the boys and girls club, or change our lesson plan, was if we had to slide over on the same half of the gym. And even then, we still got out of our lesson what we expected to get out of it.

Given that the PPETs were not restrained in their lesson planning and implementation by such variables as district standards or curriculum, or cooperating teachers, this should have afforded them the ability to implement assessment in every lesson. Somehow even with all of that freedom and autonomy, there still was a lack of incorporating assessment into their instruction. Jaxson even spoke about his success with assessment – “assessment at the boys and girls club, I could actually tell what they were doing and they made me want to do different things or try to find assessments with them and for the next lesson,” which is interesting since all of the PPETs recognized in their meaning making during their third interviews that there was a disconnect from their planning to their implementation of assessment. Jaxson also mentioned this in his autobiography – “a few of my experiences at the boys and girls club helped shape some of my orientations of assessment in PE. They shaped my perception on formal assessment and using technology for assessment in a positive way.”

All of them also spoke about the benefit of having a lot of equipment as a resource for their teaching. Marianna highlighted this by saying:

in this setting we had way more equipment that we could work with, which I enjoyed a lot because compared to my secondary teaching, our equipment was very limited and planning the lesson was harder and trying to get students to move and with less equipment... whereas at the boys and girls club, I think we had a lot

of equipment that was extra. We had so many things to plan and we used so much equipment and it was fun for the kids as well, and they learned while using most of the equipment.

Jaxson reiterated the abundance of equipment as he described what was in their equipment closet.

In the boys and girls club, we had everything. We had fitness dice, small gator balls, big gator balls, different colored gator balls, youth basketball, adult size basketball. They had soccer goals - the ones where you could like flip open. They didn't have the PVC pipes [goals at all], but the foldable ones. They didn't have poly spots, but they had the smaller dome shaped cones. They had hula hoops, different colored hoops. They had honestly like everything man, parachutes...

Having an array of equipment at their hands, and that not being a variable to inhibit their assessment practices, PPETs had the possibility of incorporating a variety of assessment. While this setting had a lot of organizational supports for teaching and assessment, since it was a non-traditional location (different than a school with traditional PE), the students' mindset was, as the PPETs described it, more of a camp mode rather than a school mode. This in turn, made classroom management a bit more challenging.

Cody spoke to this in his second interview:

So, the biggest thing, and it was noticeable right away, minute one of day one, is these kids are in camp mode. They're not in a school mode or they're there, probably I think eight hours a day, but it's different. They're not doing school work. They're not near as compliant. That was one thing that became a bit of an issue that we had to work out ourselves. We just had to figure out how to deal with that. But they were in camp mode. They wanted to play, they wanted to have fun. They didn't really want to take it like it was PE, you know what I mean?

Jaxson also noted that in the beginning, the PPETs were unsure of what exactly to expect, since it was a non-traditional location for a methods course. He explained

“probably the first day we went in there, and we had no idea what to expect from the size of students or help from participating with volunteers.”

PPETs Focused on Student Enjoyment as the Major Outcome of Teaching Without Appropriate Assessment

The second sub-subtheme was PPETs focused on student enjoyment as the major outcome of teaching. Within this environment, the PPETs all valued the students having fun and enjoying the experience in their PE lessons, as opposed to placing emphasis on documenting student learning. Cody strongly acknowledged this with how he identified as a PET in his autobiography – “I would say my mission statement is to instill a lifelong enjoyment of physical activity to kids in whatever age group you’re working with.” He really felt that students enjoying their PE experiences was key to them continuing to be physically active and connected with how and what they learned. In his first interview he explained:

The kids are enjoying themselves so that when they’re done for the day, they think back on the lesson and the main thing they think about, what they learned and how much fun they had. So, they can come back the next day and you can get them learning more and keeping them wanting to be physically active.

Marianna also felt her role as a PET was to ensure the students were enjoying PE – “I think my influence was knowing that they can have fun.” Even with planning their assessment experiences for the students, the PPETs were cognizant of the students enjoying those exposures. In one case in particular, a participant did tie student enjoyment directly to the assessment itself. Jaxson explained in one of his lessons, where he had planned a particular technological assessment tool, but didn’t have the opportunity

to implement it due to forgetting some equipment. He stated “I didn’t get to use Bam video one day because we didn’t bring the stand for one of these stations I was doing. But I really think they would have enjoyed that too.” When speaking to positive benefits of assessment, Jaxson stated “I think [assessment] can help in the climate of the class as well. The students will be a lot more willing to work out or enjoy themselves moving as well.” All participants emphasized student enjoyment and positive climate, and while the alternative field experience setting provided more support mechanisms, freedom, and autonomy, there was still a lack of assessment implementation.

Appropriate Assessment is not Included in Effective Teaching Behaviors

As the PPETs described their experiences as students, as well as preservice teachers going through their teacher education programs, they placed a strong emphasis on aspects of their instructional and managerial tasks as variables that affected their teaching and assessment practices, creating the third sub-subtheme – appropriate assessment is not included in effective teaching behaviors. They acknowledged many aspects of their instruction such as objectives, instructional cues, task presentation, lesson planning, grade level outcomes, standards, and extensions throughout their stories and descriptions of their teaching and learning experiences, as potential variables impacting their assessment practices. And even though they were aware of these factors, there was still a lack of implementation of assessment.

Jaxson spoke most about his acculturation experiences in PE, with regard to instructional tasks that he witnessed from his own PETs, but all three of the participants

mentioned it throughout their autobiographies and interviews. He described his experience – “it was taught by a pair of teachers and they both taught, taught at the same time. One would do a demonstration, the other one would do more of the cues and refinements.”

In the planning stages of instructional tasks, Marianna talked through her process and what should be present.

I know that there are models that you can incorporate in your lesson plans. The lesson doesn't have to be the same thing, and always change it up. But there has to be a lesson focus that you want the students to learn that day. So, you have objectives you want the students to learn [...] on a certain day or week.

Jaxson connected this process of planning instruction, to actually executing it.

Every single time I stepped in there I was trying to teach them what I had on my lesson plan and have that [connect to] what I was trying to teach them...have that based through the TEKS and through the national standards as well.

Cody recognized there is a connection between these instructional tasks within teaching and assessment practices. During meaning making in his third interview he mentioned “Those learning objectives need to be put in place. You want the assessment to try to compliment those objectives.” And even with that recognition, there was a disconnect between the awareness of it, the planning, and the actual implementation of assessment.

The PPETs were also very aware of the managerial tasks within their teaching and learning experiences, including classroom and behavior management, expectations, transitions, equipment, safety, and supervision, as possible variables that impact their assessment practices. While some of these were either barriers or facilitators, there was

still a lack of assessment implementation. All of them provided many examples of managerial aspects within their teaching. A few examples from Jaxson were, “listening to music, starts and stops with the music,” “today I forgot I had told them that they were getting into partners before I told them exactly what they were doing,” and “numbers of equipment based on the students that are required to do the task.”

Marianna provided an in depth description of how she viewed the profession of teaching in her first interview, which was completely built around managerial tasks.

I know that in behavior management, we’re enforcing the rules. Pinpointing students is also very important, especially in the lower elementary. But the older they get, the more [you need to teach] to listen and try to respect you, but you still have to pinpoint students so other students can actually perform the skill. And also, just class organization. So, setting up your equipment, or having students help you pick up the equipment, or moving equipment around is very helpful, because you waste less of your time and the students get to do more of the activities and skills that you want them to learn.

Cody mentioned his misconception of the purpose of assessment, and how this conception was wrapped in managerial aspects of teaching in his autobiography – “I thought assessment meant dealing with compliance and making sure students did what they were asked and were dressed out when I first entered the field.” The focus on managerial tasks, and the concept that the purpose of assessment is based in management, all attributed to this disconnect from planning assessment to actually implementing it within their teaching.

Integrated formal assessment in lesson plans, but did not actually implement

The PPETs understood the importance of formal assessment within the planning stages, but did not actually follow through with implementing these assessments during

instruction, developing the third sub-subtheme – integrated formal assessment in lesson plans, but did not actually implement. When recalling a lesson during her second interview, Marianna acknowledged this disconnect – “and then the other one I had a checklist that they had to do. But we didn’t really get to it.” She did understand the value of utilizing a formal assessment rather than the informal assessment of teacher observation while meaning making in her third interview. She realized that the assessment data can drive lesson planning:

So it can be helpful because [teacher] observation just by itself [might cause you to] forget what you observed, but by having assessment written down, you can go back to the data and be like, okay, the next lesson I know what to do, because last lesson they struggled with this and then, [...] you can see that data again, and base your lesson plans off of that.

And while that awareness was there, during a stimulated recall in her third interview, she described planning a checklist for balancing stations, but how she wasn’t able to actually implement it, and used teacher observation instead – “I just gave them the feather thing, we started doing it, but they didn’t really get the checklist, so they weren’t checking on everything. I was mostly doing teacher observation.”

Jaxson was aware of different types of formal assessments. He described a technology tool (Bam video app) and how that would be a great way for students to self-assess, but did not end up implementing it due to forgetting the equipment (mentioned earlier in the chapter). He also knew of checklists, but didn’t actually implement it as a formal assessment, he used it as a guide to inform his teacher observation, which is actually an informal assessment – “today I did skill checklists. I was just watching them how they were doing it.” So, he knew a checklist was an appropriate assessment tool

(formal type of assessment), but didn't formally utilize it within his instruction, and instead used it as a guide for his visual assessment of teacher observation (informal type of assessment).

Following a stimulated recall, Cody realized that a couple of the formal assessments he had present on his lesson plan, did not actually take place during the lesson. He expressed that he could improve on this by sharing his reflection, "I didn't even check to see exactly how far students got towards the end of the activity. I know I had students really going as far as they could with the space that I had." He reflected on not actually checking, or using the assessment tool he planned for, but then stated he knew they were going far, which is when he executed informal assessment in form of teacher observation.

THEME 2: PRESERVICE TEACHERS COGNITIVELY VALUED ASSESSMENT

The second theme of the study was preservice teachers cognitively valued assessment. Within this theme, two subthemes emerged: (a) value assessment to promote learning (two sub-subthemes of informal assessment, and assessment for documenting student learning progress and improvement), and (b) recognized the potential impact of assessment on student learning as a motivator or demotivator (sub-subtheme of fairness of assessment). The following section will describe data to support the theme, subthemes, and sub-subthemes.

It was apparent throughout the study that the PPETs involved in the study valued assessment. For the purpose of this study, assessment was used as a broader term to

encapsulate all forms of assessment that can be utilized within PE context (e.g., formal/informal, summative/formative, skill based, fitness testing, cognitive/psychomotor/affective, etc.). The participants understood assessment as a necessary and integral aspect of their instruction, but mainly utilized informal assessments, and recognized its ability to motivate or demotivate their students. At some points this value came through in subtle ways, but in the first interview with Jaxson, he was very aware of its value when he stated “I honestly think [assessment] needs to be in every single lesson.” Cody also made an explicit statement about assessment within his assessment autobiography when he recognized that his teacher training helped shape his perception of assessment by saying “it has helped me see that assessment has a place in more than just standard teaching in general education, that it is a powerful tool as a PE teacher.” While Marianna spoke highly of assessment in many instances, such as in her autobiography when she identified that “assessment can make the teaching experience better for both [the] student and teacher,” there was a negative case in which during her initial interview before going through the alternate field experience setting in the methods course, she self-reflected that:

Right now, I don't think I place a lot of value on assessment. I focus more on going through the lesson and not really thinking about how assessing kids benefit both the student and teacher. So, I think my value is very low.

This value of assessment came through in the subthemes of valuing assessment as a way to promote learning, and that assessment can play the role of a motivator or demotivator. This emerged in the data in that the PPETs in the study valued assessment to promote learning through informal assessments, frequently in the form of feedback for

both teachers and students, and assessment could be used a way to show progress and improvement in students. The participants also recognized that assessment can be a motivator in particular situations, but also a demotivator in others. Due to this perception, there was a large emphasis on the need for assessments to be fair, possibly by individualizing or differentiating the assessments for students, and that these conceptions influenced their grading philosophies.

Value Assessment to Promote Learning

Within the second main theme, a subtheme of the PPETs' valuing assessment to promote learning emerged. In this study, valuing assessment to promote learning was understood in that PPETs recognized the value of assessment within their teaching and student learning. However, within this category, it was only executed informally, highlighting assessment as a way to display progress and improvement. This came through in the first interview with Cody, he explained "obviously assessment is one of the best tools to determine if the students are learning." He reiterated the impact assessment can have on learning in his second interview when he recalled a time he used assessment at the alternate field experience, describing his feelings with "it was almost empowering, you know, seeing the students actually learning what you want them to learn, and getting what you are assessing down is really good to see."

Informal Assessment

Participants frequently incorporated informal assessments such as teacher observation, questioning, checking for understanding, and feedback as ways to promote

teacher and student growth/learning – signifying the first sub-subtheme of informal assessment. The data suggested the PPETs incorporated formative assessment, but summative assessment was lacking. This was illuminated through the PPETs acculturation, as well as professional socialization experiences. Jaxson made this clear in the first interview when he claimed “I know there’s a lot of different ways to do it as well, but that’s what I have been exposed to, and what I’ve been implementing lately,” when referencing informal assessment. Throughout all three interviews, he provided examples of a variety of ways he integrated informal assessment, such as in the second interview it was revealed that he thought “checking for understanding is just the normal routine that you would go through as a physical educator.” In his third interview he asserted that “cognitive is a little bit harder to judge. I feel that you could ask them certain questions and they could give [the information] to you.” Marianna also provided an example of incorporating informal assessment in her first interview when she explained:

one of my questions was, what did you learn today that you didn’t know yesterday? And I think half of them were like, ‘I learned how to throw a ball properly’ or ‘I knew how to catch one correctly,’

and that she used teacher observation to inform choosing that particular question at the end of the lesson. She also alluded to teacher observation as a method during her alternate field base experience in third interview by saying “once we started teaching, I would mostly observe.” During the third interview, after watching a clip of one of the teaches Cody executed at the alternate field experience (stimulated recall), to assist in meaning making, he reflected:

I guess that was used for me as a check for understanding. Are the students...do the students know what the two cues that I really wanted to get out of it were? Could they all show me by the end of the lesson?

While all of the participants provided multiple examples, and a variety of types of informal assessments, the most commonly mentioned was using informal assessment for providing students with feedback. The PPETs accentuated the role of assessment for giving specific feedback over any other type of informal assessment, and within that recognition, they saw the outcome of feedback as positive for the teacher and students. Cody recognized the role of feedback in his own K-12 experience during the first interview when he recalled this his own PETs.

[My PETs] would praise, I don't want to say wanted behavior, but, successful attempts and stuff. They would say good job, but they didn't do a very good job of giving specific feedback. They would normally just say good job. 'It was a really great shot.' Now generally if we were doing poor in something, they gave a lot more specific feedback like, 'try stepping here.'

While clarifying a response to a question in the third interview, Cody explained the role of feedback with relation to assessment and student learning when he said:

I feel like [feedback] kind of played a solidification role. It can help solidify the knowledge that they've been taught, verbally or shown, somebody physically showed them an action, then having them repeat the action and be tested on it, that can kind of help them realize, 'I'm doing this right, or hey, I'm not doing this right.' And then through a session they can realize what they're doing wrong and then go from there and try to fix it.

Jaxson also spoke of his own PETs as providing general feedback, mostly within the affective domain, during his K-12 experience. During the first interview, when he was comparing himself to his own teachers, he stated, "and now that I'm teaching, I actually tried to look if they're doing it right and give them feedback, and more specific feedback

on the task that we're doing at the moment.” Jaxson also talked extensively about how his father gave him a lot of feedback about his sport performance growing up. He expressed that most of these conversations took place in the car after the sporting event, and it was a common practice to hear this feedback from his elementary, all the way through his high school sport experiences. Jaxson voiced this as he explained “my dad always did that in elementary, would always [give] critiques or corrective criticism.”

In a form of data-driven instruction, interpreting the data as a form of feedback for the teacher, Marianna stated “I think for the teacher it serves to see how well the class has been learning the content that she or he has been teaching.” Specifically in her own teaching, she hoped assessment in the form of feedback would support her lesson planning as she claimed “I hope that in these next few teaches, I would see [assessment] as a role where I can see where the kids are struggling and try to do that in the next lesson based on what they struggled [with].”

Assessment for Documenting Student Learning Progress and Improvement

The PPETs in this study placed a high emphasis on assessment being utilized as a means to show progress and improvement in student learning, uncovering the second sub-subtheme. This came through in the third interview when Marianna talked about the timeline of a school year, and using assessment as a way to give students a visual of how they have improved during PE. She explained in her first interview, “if you keep showing the students the comparison from the beginning of the year to the middle, to the end, it helps them recognize that they have improved throughout the year, if they didn't even

realize it.” Marianna revisited this idea, and provided a more detailed example in the third interview.

I think it should be used for how the student is progressing on the specific tasks and how they can become better. So, I’d say at the beginning of the year they were like, ‘oh, I’m not really sure how to kick the ball.’ And [...] because we’ve been assessing them throughout the whole year, at mid-year they can check again my assessments and they’re like, ‘oh, now I can do it way better than the beginning.’

The importance Jaxson placed on assessment as a way of showing progress was extremely eminent, so much in fact that it was within his definition of assessment itself. In the first interview, when asked how he defined assessment, he stated “I would define [or] describe it as testing or seeing where your student’s progress in a skill or activity you’re having them do.” Cody also constantly referred to assessment as a way of highlighting student progress and improvement. One of his most powerful statements was “I strongly believe that assessment is very good at showing improvement for individuals.” In his second interview, Cody described supporting a student learning a skill they did not originally feel comfortable with, and how he used his assessment to show the improvement to the student to keep them engaged. He explained this situation, “we’re just working on improvement, and it’s really hard, but we’re going to get better at it. And I’ll even show you how you did at the beginning verses how you did at the end, you’ll see improvement.”

Recognized the Potential Impact of Assessment on Student Learning as a Motivator or Demotivator

In the second main theme, a second subtheme emerged – recognized the potential impact of assessment on student learning as a motivator or demotivator. Within this subtheme, a sub-subtheme of perceived unfairness of assessment on fitness and the use of formal assessment will be discussed later in this subsection. The notion of assessment as a form of motivation even came through a bit in the example given above for the last subtheme of progress and improvement. All three participants perceived assessment as a way to motivate their students. Cody described assessment being motivational if a student is successfully progressing with a skill to keep moving forward, or even as a way to overcome an adverse scenario of a student seeing that they were not successful, and that serving as motivation to actually accomplish the task. He described this in his third interview while meaning making what his perception of assessment was throughout his alternative field base experience.

I feel like you can use assessment as a motivational tool for individuals and be like, you had this much [...] last week and now you're improving. Or maybe they're declining and as they're declining from previous weeks, you can really go in and see, okay, your cues this week have been off. You haven't been stepping with that opposite leg when you're throwing, so that's why you are struggling to [hit] your target, or stuff like that.

Marianna reiterated this notion of a student being unsuccessful at a task, and assessment revealing this lack of success as a way to motivate students to improve. During her meaning making in her third interview, she explained “so I think that was the motivators for them, because they knew they could have done better.”

The PPETs in the study also acknowledged that assessment could be a demotivator for certain students. Jaxson alluded to this in his autobiography when he wrote “from my experiences, formal assessment seemed to make students nervous, and even more so for students who weren’t as confident in their ability to perform the task.” Jaxson also spoke about the public assessment that tends to take place in PE, and how that can demotivate students. He clarified “I think if they’re being assessed individually in front of their peers, it could be a huge demotivator [to those who do not perform very well].” Cody recognized another role peers might play in the demotivation of assessment results in that comparing yourself to a peer, and you performing worse on an assessment could demotivate you. He was fearful of this happening and acknowledged it during his third interview, “you don’t want to make somebody who’s doing worse from one assessment to the next or worse than a fellow peer or to feel bad because you lose motivation.” Marianna also mentioned this peer comparison of assessment being linked to lack of motivation on multiple occasions,

if there’s a student that hasn’t really put in much effort, or doesn’t really like the task that we were doing for that assessment period, they’re going to be like, ‘oh, I sucked,’ and ‘he’s better than me. I don’t want to do it anymore.’

Marianna for example had a visceral memory of fitness testing, and how that assessment negatively affected her.

It would be a fitness test and we had to do pull ups and I was never able to do pull ups and everyone would always make fun of me. So that’s when I knew I suck. I don’t want to do this anymore. But we still had to attend every, every now and then and I just hated that part of PE.

Perceived Unfairness of Assessment on Fitness and the Use of Formal Assessment

Based on the discovery that assessment can play a role as a motivator or demotivator, the PPETs believed assessment to be a motivator, however, feared fairness of assessment as having a potential impact as a demotivator – forming the sub-subtheme of perceived unfairness of assessment on fitness and the use of formal assessment.

Largely due to their acculturation experiences, in this sub-subtheme, the PPETs valued more informal as opposed to formal forms of assessment and discussed hesitation of using assessment for grading purposes.

First, the PPETs in this study more readily utilized informal assessment rather than formal assessment due to perceptions of assessment fairness, experienced during their acculturation. For example, both Jaxson and Cody spoke to this by explaining timing students for the mile may not be appropriate practice. Jaxson brought this up in both his autobiography and in his interviews. One of Jaxson's narratives on the topic was:

I just don't think it's fair when for students... if you didn't run a six-minute mile, you don't get an A or if you don't run a seven-minute mile you get a B, you get a C instead. I don't think that's fair to like judge someone.

Cody's rationalization was extremely similar when he stated "I've been a firm person that's against [...] the total performance-based assessment. If a kid can't run a mile in six minutes, they can't get an A, they'll get a B. I'm kind of against that." And just like Marianna, Cody had a negative experience with assessment as a student himself. It was not fitness related, but actually sport related.

It felt like no matter what I did, I couldn't get good at it. [...] I was like, 'oh, I'm a short white kid. I'll never be good at basketball.' And particularly towards the end of the unit, we had been doing knockout a lot and I had just never done knock out. [...] I think that basketball unit in particular is one that stands out to me. I did not

feel successful [...]. They were definitely assessing and that's probably also partially why I was so unhappy with that particular experience because I knew I was not doing well.

In some cases, although PPETs planned for formal assessment because they recognized the need for assessment to be differentiated if formal assessment was to be used, they did not use it due to their perceptions of fairness. Throughout the study, the PPETs felt that due to some forms of assessment being unfair for students, individualizing or differentiating the assessments could be the best way to incorporate assessment. These feelings also led to informal being the preferred way to assess. This was shown when Cody stated "I prefer individual assessment. I just find the formative assessments a hassle that are not usually worth it." Jaxson provided an example of what this might look like if it were incorporated into PE –

this is obviously asking a lot more out of the PE profession, but having a child by child bases, a health log almost. [...] but I think the easier thing to do or like the fairest thing to do, is give them a health progression by a student by student basis.

This notion of assessment being unfair for students also came through, as the PPETs described how they attempted to ensure the students did not know they were being assessed using covert forms of assessment. The participants felt that if they did not communicate to the students they were being assessed, that would be fairer to them. They tried to implement assessment in a covert manner, as if exposing them to the assessment itself would not be fair, and in turn a demotivator for students. Jaxson stated this on a few different occasions and in one instance explained "normally I use skill checklists, so they never knew that I was assessing them." This was one of the examples of how he actually planned for a formal type of assessment (skill checklist), but then thought if he did it

formally where students were aware of the assessment, it would be unfair, so he intentionally kept the assessment experience to himself. Cody also recalled a situation when he did something similar – “I kept the assessment to me and I kept it kind of away from them. Like I didn’t let them know I’m going to assess you on this today.”

Second, another component of this sub-subtheme was the PPETs’ hesitation to use assessment for grading purposes. This stemmed from their acculturation experiences in that they were not told what their grade consisted of, or if anything knew that it dealt with dressing out and participation, but in none of their cases was assessment a formal part of their grading that they remembered. All of the participants did not have a solidified philosophy on grading yet, but in one case, a participant described how he didn’t believe assessing students, or using a standard to evaluate students, was fair to incorporate in grading. Cody explained:

I don’t want participation [and] dressing out, or you know, they’re running or they’re trying, they’re shooting a basketball [to make up the grade]. You’re not making any in...but they’re shooting so they get a 100. I don’t like that for sure. I don’t believe that PE is your easy A, but at the same time, I don’t want to tell a student who can’t run a mile in, nine-minutes, a 12-year-old, that he’s not getting an A either. So, I do think assessment has its place in grading. I just don’t know if it would be my main source of a grade. [...] So that’s a really hard questions that I don’t think I have an answer.

Positively, although these examples only refer to product psychomotor outcomes which limit assessments potential in all domains, it is exciting that Cody critically engaged in assessment practices and recognized the potential impact on student learning in physical education.

THEME 3: PROFESSION SOCIALIZATION IMPACT PPETs' ASSESSMENT IMPLEMENTATION IN ALTERNATIVE FIELD EXPERIENCES

Each of the PPETs recognized the influence their PETE programming had on their perceptions of assessment, either directly or indirectly – revealing the third main theme – professional socialization impact PPETs' assessment implementation in alternative field experiences. Within this main theme, three subthemes emerged: (a) recognition of assessment importance through PETE programming, (b) faculty and staff had negative and positive influences on PPETs' assessment perceptions, and (c) absence of assessment exposure and modeling. The participants entered their teacher education program with little to no subjective warrant with regard to assessment. This allowed the PETE program to make a huge impact on their assessment perceptions.

Recognition of Assessment Importance throughout PETE programming

In the study, the PPETs valued assessment and recognized its importance through their professional socialization experiences in the PETE program, unveiling the first subtheme. Jaxson explicitly stated this in his autobiography. He wrote:

My experiences have only reinforced my view on assessment when teaching. Everything that I've been learning over the course of two semesters has helped me in my teaches because the students have responded well when I've implemented an assessment and I've been able to collect data on the students' progression with the skills I was trying to teach.

Cody wrote in his autobiography about how his perception of assessment prior to PETE was based on a comparison to other academic subjects – “I thought of it more of a teaching orientation, that you're assessed on stuff like math, science, and reading, but not PE.” He then went on to express how that perception changed after his time thus far in

PETE – “I have just learned how to use [assessment] better and understand it more for actual teaching.” Marianna also recorded her assessment perceptions before entering the teacher education program – “I did not think of assessment entering the field. Looking back, I had an inaccurate conceptualization because there is so much more to playing sports and running a mile during PE class!” She also articulated later on in her autobiography how the PETE program influenced changes in her assessment perceptions:

Mainly the EDC courses that I have taken have had the most impact on the way I view assessment now. Especially, the elementary course methods (alternative field based experience). I feel like we went over assessment a little bit more and tried to incorporate it in most of our lesson plans. [...] Without a doubt the teacher education program opened my eyes that assessment is just not the typical Fitnessgram or the mile run. There is so much more that a student can be assessed on and how to do it.

Faculty and Staff had Negative and Positive Influences on PPETs’ Assessment Perceptions

Throughout the PPETs’ teacher training, there were multiple influential staff at both the university, as well as out in the field experiences, influenced their assessment perceptions. Within this subtheme, there was a negative case. All of the PPETs described how these individuals were a positive influence on their assessment growth and perceptions, whereas Cody was a negative case in that he felt one instructor made him dislike assessment. He did recognize some individuals who were positive influences, but he was the only one who mentioned someone who had a negative influence. Cody’s positive influences were referred to within his courses. He wrote in his autobiography, “both my methods instructors for those classes have helped me learn to better use assessment and they have shaped me to understand that assessment is a tool that is super

useful for improvement of students.” As for the negative influence, he brought it up in a couple different instances. A few examples of his feelings were – “I kind of always felt like it was a little bit forced on us,” “I’ve said it before, I’ve had a couple, you know, scuffles with an instructor about how I feel about assessment,” “I don’t want to say it’s soured my opinion even more, but I think it kind of did a little bit just because it’s the way it was drilled in our heads,” and “I didn’t like how insistent she was on using assessment as a standardized thing that would count for a grade.”

Marianna and Jaxson only referred to staff and employees as supportive influences in their assessment practices. Marianna stated “George [and the other] employees would make the assessment happen, because sometimes I myself, I just couldn’t really do it.” In another instance she explained “when we would go to class, we would ask the professors or the TA and they would help us.” Jaxson described an instance where an instructor provided him some feedback on how to improve his instruction and assessment incorporation. He also spoke about how cooperating teachers setting behavior expectations in their classes made implementing assessment easier.

Absence of Assessment Exposure and Modeling

The PPETs described a lack of assessment exposure and modeling throughout their teaching and learning experiences, thus impacting their assessment perceptions and implementation. Their acculturation experiences provided an apprenticeship of observation (Lortie, 1975) where students came into the PETE program with prior conceptions of assessment, and then impacted how these interacted with their

professional socialization experiences with assessment. Throughout both of these Occupational Socialization phases (acculturation and professional socialization), it was clear there was a lack of assessment.

Marianna recollected from her K-12 experience in an interview that “the only assessment I remember would be the fitness test and that the teacher had a list, and she would mark down the time or how many we did.” She also wrote in her autobiography “I never really thought of assessment in a PE class, because I never grew up doing any besides the Fitnessgram.” Cody’s memory was along the same line, in that the only form of assessment he remembered as a student was fitness – “I’m sure they were assessing, but other than [the] standardized Fitnessgram, I couldn’t tell you a time for sure where they were assessing.” He supported his lack of assessment exposure as well in his autobiography when he wrote “but neither my elementary or middle school teachers, from what I can recall, implemented assessment much, if at all.” Jaxson also felt an absence of assessment as he recalled “Obviously I don’t remember them ever having us peer assess each other. [...] I never had an assessment that was teacher led that I knew.”

Marianna wrote about lack of assessment understanding and exposure during PETE coursework in her autobiography with “however, vague ideas of assessment were given to us, which made it somewhat hard to create our own way to assess students or students to assess themselves.” Jaxson spoke about lack of assessment exposure out in field experiences with cooperating teachers not modeling assessment practices – “I really didn’t see too much actual assessment other than teacher observation. At [the high school] there was little to none with the older high school students.” Cody made a clear

connection between his own student experience and his developing philosophy on assessment in his current professional socialization phase in his autobiography – “I never really thought about how my experiences affect my use of assessment, but looking back now, that might be why I am so reluctant to use it because it wasn’t well implemented when I was in PE.”

Chapter 5 – Discussion and Conclusions

DISCUSSION

The purpose of this study was to gain an understanding of PPETs' perceptions of assessment in PE, during an alternative based field experience in a methods course. The participants narratives add to the current body of literature regarding assessment in PE and within the framework of Occupational Socialization, with some similarities, but also bring new findings to the forefront. The discussion will attend to themes that came through from the data and how these relate to existing literature.

Illustrated in the introduction and literature review chapters, there is an extensive history of issues within PE on the topic of assessment (James, Griffin, & Frances, 2005). These inherent issues exist within preservice, novice, and veteran teachers alike, deeming assessment as the weakest area within teaching abilities (DeLuca & Bellara, 2013; Gareis & Grant, 2015; Tucker, Strong, Gareis, & Beers, 2013). These issues with assessment in instruction may stem from an array of barriers that exist for assessment implementation within PE (Collier, 2011; Gallo, Sheehy, Patton, & Griffin, 2006; Hay & Penney, 2013). Research also indicated there has been inadequate preparation on assessment of PPETs (Campbell & Evans, 2000). Due to these insufficient PETE experiences, PPETs lacked the necessary skillsets to be assessment literate (DeLuca & Klinger, 2010; Mertler, 2004). While reform efforts regarding assessment in PE have commenced (Pae, Freeman, & Wash, 2015; Lopez-Pastor, Kirk, Lorenete-Catalan, MacPhail, & Macdonald, 2013), there are still a multitude of scholars requesting further investigation (Dinan Thompson &

Penney, 2015; Faulkner, Reeves, & Chedzoy, 2004; Hastie, 2017; Lund & Veal, 2008; MacPhail & Murphy, 2017). There is an apparent need for research on this topic.

This study in particular fills current gaps within the literature. There are few scholars who have dedicated their research to the broad topic of assessment in PE in the past (e.g., Brookhart, 1993; Lund, 1992; Veal, 1988), and currently (e.g., Corbin, 2007; Hay & Penney, 2013; Lorente-Catalan & Kirk, 2016). No previous studies have used the conceptual framework of Occupational Socialization Theory to examine assessment preparation of PPETs, however. This study addresses these gaps within the literature and adds in perspectives of PPETs concerning their assessment preparation through PETE programs. While some of the findings support what has been discovered previously considering the topic of assessment, there are new findings as well, which are both discussed in this chapter.

In the study there were three main themes that emerged through the CQA data analysis (Richards & Hemphill, 2018). These three main themes consisted of: (a) out of sight out of mind: assessment disappears in actual teaching practices, (b) preservice teachers cognitively valued assessment, and (c) professional socialization impact PPETs' assessment implementation in alternative field experiences. Within the first main theme (out of sight out of mind: assessment disappears in actual teaching practices), there was one subtheme – disconnect from planning to implementation – that included four sub-subthemes: (a) no assessment regardless of environment and climate, (b) PPETs focused on student enjoyment as the major outcome of teaching without appropriate assessment,

(c) appropriate assessment is not included in effective teaching behaviors, and (d) integrated formal assessment in lesson plans, but did not actually implement. The second main theme (preservice teachers cognitively valued assessment) was made up of two subthemes: (a) value assessment to promote learning (with two sub-subthemes of informal assessment and assessment for documenting student learning progress and improvement), and (b) recognized the potential impact of assessment on student learning as a motivator or demotivator (with one sub-subtheme – perceived unfairness of assessment on fitness and the use of formal assessment). The third main theme (professional socialization impact PPETs' assessment implementation in alternative field experiences) had three subthemes that emerged: (a) recognition of assessment importance throughout PETE programming, (b) faculty and staff had negative and positive influences on PPETs' assessment perceptions, and (c) absence of assessment exposure and modeling.

Impact of Alternative Field Based Experience on PPETs' Perceptions of Assessment

While in their alternative field based experience, the realities of the context of teaching came through as a variable that impacted their views and implementation of assessment. Curtner-Smith (1996) outlined aspects that should be present in early field experiences to promote positive professional socialization experiences in that these experiences should: (a) occur in a school where PETE programmatic missions are reinforced, (b) well supervised by PETE staff and properly trained cooperating teachers, (c) linked closely with on-campus methods courses, (d) attend to particular teaching skills

originated from teacher effectiveness research, (e) delivered in a way that PTs communication as practically useful, and (f) include PTs who have been shown how to collect data on their own teaching. Even though the experiences in the study occurred in a non-school setting, all of those expectations were met except the first, in that it was not housed in a school and therefore did not fully align with PETE programmatic messaging.

What is fascinating is the PPETs had an extremely strong awareness of the presence of effective teaching behaviors, presented by Silverman (1991), and existed within one of Curtner-Smith's (1996) suggestions for success. A lot of the data portrayed an awareness particularly with management behaviors, in particular the compliance of the students, and a variety of instructional behaviors. This is important to note, because if the PTs are still focused on developing their effective teaching behaviors, and not as aware of the student behaviors, this could be a reason why they have not progressed with their assessment practices. By only focusing on their own behaviors, they are not far enough along in their growth as a teacher to center their lesson on the student, inhibiting them from realizing what the student has mastered or be able to critically analyze the results of assessment.

As shown in organizational socialization, there are structures within the educational system that can influence PETs' instruction (Richards, Gaudreault, & Templin, 2014). Shown in previous literature, these structures along with other realities of teaching create a barrier to assessment implementation (Collier, 2011; Stiggins, 1991; Gallo et al., 2006). These barriers then created an indifference with assessment implementation (DeCorby et al., 2005; Lander, Barnett, Brown, & Telford, 2015;

Robinson & Goodway, 2009). While these barriers are present for most teachers, within the environment of the alternative based field experiences, a wide variety of these barriers were actually nonexistent (e.g., poor modeling from a cooperating teacher, constraint of district curriculum, a large class size, a lack of equipment, etc.). The participants' subjective warrants entering the alternative field based experience were that assessment is not an integral part of physical education, grounded in an absence of exposure throughout their acculturation. At the Boys and Girls Club, the participants did not experience some of the typical organizational structures that are inherent in a k-12 setting, one of them being the cooperating teacher. A cooperating teacher could have the potential to negatively or positively influence a PPET with regard to assessment, based on findings from prior literature that selecting adequate cooperating teachers can increase the quality of early field experiences (McIntyre & Killian, 1987). A PPET could be influenced negatively in that a cooperating teacher may not incorporate assessment at all, or could incorrectly utilize it (not valid or reliable), or not have effective assessment practices (inefficient with time management, not assessing correct content, etc.). However, a PPET could be influenced positively if they are paired up with a cooperating teacher who does have effective assessment practices – incorporates a variety of assessment forms (formal/informal, summative/formative), assesses frequently, uses the data to drive planning and instruction, etc. Within previous literature, it has been suggested that student teachers were not entrusted with the task of assessing students, and therefore were not given the opportunity to implement assessment within their field experiences (Lesley, Hamman, Olivarez, Button, & Griffith, 2009). Due to the lack of the cooperating teacher

at this setting, it is unknown what the role of the cooperating teacher may have played in forming these PPETs' perceptions of assessment. Within the alternative field based setting, there were numerous organizational supports provided to the PPETs, that should have fostered positive assessment implementation. Somehow even with a small class size, the freedom and autonomy to implement assessment in any way PPETs saw fit, the positive fostering of early field experience variables, and the organizational supports, there was still an extreme disconnect from planning to instruction.

One of the reasons the participants may have still rejected assessment implementation could be their teaching focus on student enjoyment. Assessment tools should align with lesson objectives, but for these PPETs, they were more concerned with students enjoying their PE experiences, rather than ensuring there was a presence of assessments that evaluated lesson plan objectives. These findings are similar to the results from Morgan and Hansens' (2007) study, in that PPETs evaded assessment integration due to believing students would lose enjoyment in PE if assessment was utilized. The second reason could be their lack of understanding of assessment that showed through their planning for formal assessments, but not actually integrating them, and concentrating on informal assessment. This is in alignment with prior research that PETs did not understand what assessment was required, and how utilizing assessment was best achieved (Anderson, Blanksby, & Whipp, 2005). The third reason may be related to the lack of requirements about documenting student learning. When assessment outcomes are not used by the school or summer club administrators, teacher motivation of implementing assessment may not be strong. The fourth reason may be due to the

presence of marginalization and perceived mattering of PE as a profession. Societal and local constructs are in place that negatively impact many facets of PE, and instruction that occurs within the field. Two such challenges are marginalization and perceived mattering, which have a direct influence on the challenges being faced with assessment. James and colleagues (2005) stated that “marginalization of [PE] may also play a role in the success of aligning assessments to educational standards” (p. 86). The marginalization of the profession is a huge concern, and some of this marginality is due to the lack of assessment implemented (Macdonald & Brooker, 1997). In South Korea, PE is so marginalized that Park (2017) felt it is completely ignored and “is in fact classified as optional; it is not considered for college entrance exams, and does not lend itself to performance evaluations, because of its unique characteristics” (p. 207). As a result of this marginalization, PETs then perceive that the profession itself doesn’t matter – referred to as perceived mattering (Richards, Gaudreault, & Woods, 2016; Richards, Gaudreault, Starck, & Woods, 2018). Cultures in particular schools marginalize PE, and position it less important than other content areas (Richards, Templin, & Gaudreault, 2013), which can make it challenging for PETs to effectively integrate assessment practices (Starck, Richards, & O’Neil, 2018). The PPETs being at an alternative based field experience, were not exposed to some of these aspects that contribute to, and are results of, marginalization and perceived mattering (burnout, washout, administration, curricular standards, and other realities within a teaching context). It is unknown whether the lack of exposure to such variables potentially influenced their perceptions of assessment.

Even though there was a disconnect from planning to implementation, and constraints that held the PPETs back from utilizing assessment to its fullest capacity, there was progress made on increasing awareness, value, and understandings of assessment. Due to the lack of a strong subjective warrant regarding assessment from the participants' acculturation, mostly based on their absence of exposure and modeling from their K-12 PETs, their professional socialization experiences were highly impactful. Most of this was attributed to the faculty and staff at the university. Within the teacher preparation experience, PPETs have the capability to surrender to, or fight back against, social variables that attempt to socialize them (Schempp & Graber, 1992). In this case, there weren't as many of those variables present in the alternative field based setting, allowing their value and awareness of assessment practices to increase. Interestingly, Cody had a negative case in the findings for this theme, in that a faculty member gave him pause and instigated actual pushback against assessment integration. Deneen and Brown (2016) found this to be present in their study as well, in that even though the intent of teacher preparation was to instill positive views in PTs, negative dispositions were held due to assessment being grounded in accountability. These perceptions are similar to Cody's in that he wanted assessment to be about learning, improvement, progress, and fairness, and so being pushed to utilize assessment when he didn't fully understand its use and possibilities made him dislike assessment usage.

The PPETs' High Value on Assessment as a Means to Promote Student Learning

In alignment with these findings, prior research also indicated that PPETs find value in assessment (Lorente-Catalan, 2016). The participants in this study felt strongly

that the purpose of assessment was centered on students' learning in PE, and the role of data collected from assessment is to showcase student progress within their learning. It would seem that the current push for assessment *for* learning in literature (DeLuca & Bellara, 2013; Hay & Penney, 2009) aligns with the perceptions of the individuals within the study in that they conceived that assessment should not be used as an end product, or a grade, but as a way to motivate students to continue to improve on their abilities within PE (Martin, Kulina, & Cothran, 2002). This assessment *for* learning manifested itself within the PPETs' emphasis on student progress and improvement. As stated by previous authors, assessment can serve just that purpose – to indicate student progress (Fisette & Frank, 2012; Gareis & Grant, 2015). Interestingly, the three individuals in this study had a focus on the improvement of the students within PE, which research has shown to be noticeable in ways such as student engagement, resulting in the maximized student ability for mastery of skills (Black & Harrison, 2001; Doolittle, 1996; Shepard, 2008).

For the PPETs, the most effective way they felt assessment could be integrated was by informal means of feedback. The role of informal assessment was to provide feedback to the students, and themselves as educators. The push for assessment *for* learning supports this notion, implicated by the participants, in the form of assessment as a means of feedback (DeLuca & Bellara, 2013; Earl, 2003; William, 2008; 2011). Previously, literature has displayed that assessment in the form of feedback can be a factor in students' intrinsic motivation (Koka & Vein, 2003), which aligns with the perceptions of the three individuals in the study in that the PPETs felt assessment could potentially serve as a motivator or demotivator. From the perspective of assessment as a

demotivator, a unique outlook that came through in the data, demonstrated in this heavy emphasis on assessment being fair for the student, and if it was not fair, students may lack motivation to participate and engage. The PPETs suggested individualizing or differentiating assessment in order to negate this possibility, which could be a future path of inquiry.

However, assessment for ensuring that students meet the learning standards is missing. The lack of such a perception on assessment may lead PETs to misalign their teaching with student learning outcomes set by SHAPE America and the state. In fact, none of the participants mentioned the need to assess students for meeting standards is a cause for concern in the era of holding both students and teachers accountable in education.

Occupational Socialization on Learning Assessment

Interestingly, the participants in the study did not have a strong acculturation with assessment, and their only recollection was fitness testing. Occupational Socialization literature suggests that acculturation has an extremely strong influence on teachers' perceptions, especially with assessment (Matanin & Collier, 2003). Since these PPETs didn't have a strong subjective warrant coming into PETE, it shows that their professional socialization had the largest impact on their assessment value. Through their time in teacher preparation, they gained a newfound value in assessment and its role in student learning. However, this value was not strong enough to instill assessment within their teaching practices.

While the increase in value, and awareness of the purpose of assessment throughout professional socialization are a step in the right direction, there is still concern relating to implementation of assessment. If the PPETs aren't even making it to the phase of implementation, they can never reach the last phase of assessment literacy, with the goal of being critical with their assessment data, output, and usage (Starck et al., 2018). These PPETs may not accomplish the goals of assessment literacy as outlined in current literature (DeLuca & Bellara, 2013; Popham 2011a; Stiggins, 1991).

LIMITATIONS

One of the limitations of the study is that there were only 3 participants. While this is not a large sample, the purpose of qualitative research is not to be able to generalize the results, but have the possibility of transfer to others who may have similar experiences in like contexts (Merriam, 2008). In order to ensure trustworthiness, initially an in-case analysis was conducted, but as the data analysis process progressed, there were common themes across that emerged, so it became a cross-case analysis. Throughout the cross-case analysis, negative case analysis was employed to highlight any differences amongst participants. While there are only three participants within the study, the researcher went very deep with data collection by utilizing a variety of methods and provided a rich thick description from a large set of qualitative data. A second limitation was not being able to conduct in person field observations due to being across country. However, videos were watched, and lesson plans were utilized as forms of stimulated recall. The participants engaged in three separate interviews throughout the study in order

to provide a more in depth understanding of their experiences. Data from the first two interviews was open coded and utilized to inform some of the questions within the third interview, intended to assist in meaning making for the participants.

IMPLICATIONS

The current study findings supported the contention that it is difficult to train PTs to use assessment effectively given that students were interviewed three times regarding their perceptions on assessment during a summer class and assessment was required to be integrated in their lesson plans. Although all the suggested effective strategies, except one (i.e., being in schools), for helping prepare PTs with adequate knowledge and skills for assessment have been employed in the method course (Curtner-Smith, 1996), the participants still showed limited learning, if any, in assessment. Although systemic barriers (marginalization and perceived mattering) are pervasive in K-12 gymnasiums, it is imperative teacher preparation programs improve the training that is currently in existence in PETE in order for PPETs to be prepared to face, and hopefully overcome, these challenges. To begin, PPETs should be equipped with the agency (Clark, 2015), and autonomy (Oltedal, Garmlem, Kleivenes, Ryslett, & Vasset, 2016) within the assessment domain. PTs also need to be provided more opportunities for planning and implementing assessment during teacher preparation (DeLuca & Klinger, 2010; James et al., 2005; Lund & Veal 2008; Otero, 2006; Wood, 1996). PETE programs are also responsible for providing their PPETs with courses and experiences related to measurement and evaluation (Arslan, Erturan Ilker, & Demirhan, 2013), that offer

multiple assessment experiences at various stages (Hurley, 2018; Sofu, Ocansey, Nabie, & Asola, 2013). Another possibility presented by Hay and colleagues (2015), was to require pedagogical training for PETE faculty in appropriate assessment practices.

If by the time PETs exit teacher preparation programs, their inaccurate preconceptions of assessment from acculturation experiences are still intact, and the professional socialization exposures are ineffective in producing accurate understandings and implementation of assessment practices, other measures need to be in place to support them during their organizational socialization. One of these support mechanisms could be the role of mentoring. Mentoring has the potential to be employed as a reform tool, at the same time build a renewed, re-energized professional climate focusing on enhancing teaching and learning through assessment (Feiman-Nemser, 2001; Huling & Resta, 2001; Little, 1990). An avenue in organizational socialization to encourage transfer of positive assessment practices, or overcome a negative PETE experience, could be professional development (PD). Turner and colleagues (2017) claimed that “without the opportunity for continued [PD], teachers are unlikely able to learn about changes in [...] assessment strategies, nor can they learn about innovations in practice” (p. 217). Popham (2004; 2009) also believed PD in assessment needs serious attention due to the fact teachers are increasingly held accountable to the public to output an educated rationale for assessment decisions. Another aspect of the organizational socialization phase that could support continuation of accurate assessment practices learned within teacher preparation, could be ensuring administrators are trained in assessment, because at this moment, “assessment training is almost nonexistent in administrator training

programs” (Stiggins, 2002, p. 762). Overall, it is crucial to pay more attention to the assessment practices in PE for PPETs as a means of advocacy and survival of the PE profession. More experimental studies are needed in the future to investigate strategies that can help improve PTs learning concerning assessment.

CONCLUSIONS

The intent of the study was to investigate the impact of alternative field based experiences on PPETs’ perceptions of assessment, through the lens of the Occupational Socialization Theory. The results indicated that although the alternative field based setting provided many organizational supports, freedom and autonomy, and influential staff and faculty, there was an apparent disconnect between planning of assessment and its implementation. While there was an absence of modeling and exposure of assessment throughout their acculturation, and even in some of their teacher preparation experiences, the PPETs formed a value of assessment, predominantly informal, as a way to promote student learning and show signs of progress and improvement. This change in their perceptions stemmed from their experiences in the professional socialization phase, with the alternative field based setting being a salient variable in that process.

While there is a preponderance of literature on the impact of the acculturation phase in teachers and PTs perceptions, the body of literature on professional socialization is still lacking. This study added to the understudied area of professional socialization by specifically looking at how the context of an alternative field based experience may impact PPETs’ perceptions of assessment. A unique finding was the prominence of the

need for assessment to be fair for the students, and how that influenced the PPETs' perceptions of assessment either playing the role of a motivator or demotivator – stemming from the PPETs' experiences as a K-12 student themselves, and continuing to develop throughout their time in the PETE program. Another new finding was how an alternative based field experience can provide supports for assessment growth in PPETs that are hindered within a school setting (e.g., increase of equipment, freedom and autonomy, employees as a teaching assistant), and even though these supports are present, there is still a disconnect from planning to implementation. These unique outcomes are new areas for future inquiry.

FUTURE RESEARCH SUGGESTIONS

Utilizing the Occupational Socialization Theory, future research should explore how different experiences throughout the professional socialization phase, such as how specific variables (e.g., assignments, coursework, reflective practices, or other unique clinical/field experiences), influence PPETs' perceptions and beliefs of assessment within PE. Another avenue for future inquiry is to examine inservice PETs perceptions of assessment, comparing a diverse sample on how their professional socialization experiences were similar or different in their assessment preparation. Discovering whether or not these PETs have a positive or negative disposition towards assessment, and how that relates to their PETE training, could lead to detecting what effective or ineffective professional socialization experiences look like with regard to assessment. If the profession can find what variables best support positive assessment perceptions and

beliefs, it would have the potential to foster a positive assessment culture, in turn increasing effective teaching and increasing the value of the content area. PE needs to be responsive to the heightened use of assessment within the educational setting, and utilize assessment to combat issues such as perceived mattering and marginalization.

Appendix

Participant Consent Form

Participation Consent in Research

Title: *The Influence of Alternative Field Experiences During Methods Courses on Preservice Teachers' Perceptions of Assessment*

Introduction

The purpose of this paper is to give you information that may affect your choice to be a part of this research study. Rachyl Stephenson will describe the study to you and answer all of your questions. Read the information below and ask any questions you might have before choosing to give your permission to take part. If you choose to be a part of this study, this paper will be used as proof of your permission.

Purpose of the Study

If you agree, you will be asked to be in a research study about preservice teachers' views on and use of assessment in physical education. The intent is to gain a better understanding of what impacts these views between your K-12 experience as a student, and what you are exposed to during your teacher preparation journey. This will hopefully allow us to better support future physical education teachers to have a higher level of confidence and understanding of assessment practices.

What am I going to be asked to do?

There are four different parts to the study.

1. **Interview** - I will be asking to do three 30-45 minute interviews with you. The first interview will take place at the beginning of the course to get to know you as a person. The second interview will be in the middle of your summer course. And the last interview will be done after the course is over.
2. **Autobiography** – A template will be provided for you to answer a free flowing, stream of consciousness prompt. This is an in class activity in your course, so no extra work is required. There are no right or wrong answers and it is all subjective based on your own experiences.
3. **Lesson Plans** - You will be asked to supply your lesson plans that were submitted throughout your course.
4. **Observations** – I will be asking to look at up to 5 videos you recorded throughout your teaching experiences during the course. These are the same videos in the syllabus, so no extra work is required.

What are the risks involved in this study?

There is no known risk for this study, but there is the possibility of a breach of confidentiality. In order to minimize the possibility of these occurrences, only the individuals covered under the IRB will have access to the data. The data will be stored on a password protected computer that will remain in possession of the researcher. After initial data collection, all information will be coded into pseudonyms in case of a breach, so the participants' information and identity remain private. If for some reason a breach would happen, you would be informed and at that time you have the option to not continue with the study.

What are the possible benefits of this study?

Possible benefits of this study might be for university staff and future physical education teachers in the program. The information found could lead to adjustments with course content, field based experiences, providing more support mechanisms, or other programmatic changes. You may have a positive experience by self-reflecting on your own journey with your understandings and application of assessment within your own instruction. However, at this point, there are no direct benefits for the participants in this study.

Do I have to participate?

You do not have to be a part of the study. If you not want to be in the study you will not be included in the study and there will be no penalty.

You can choose to not be a part of the research study, or stop at any time. Choosing to stop will not change your relationship with the researcher, or University of Texas at Austin. You can decide to be in the study now and change your mind later.

Will there be any payment?

There is no payment for this study.

How is your privacy and confidentiality kept safe if you participate in this study?

Your name will be recorded into a non-identifying name. Interviews that are audio recorded will then be later written out in a process called transcribing. These written documents will then be used to identify themes, but will not be seen by anyone but the researcher, faculty advisor, and other dissertation committee members. They will be stored on the researcher's computer, and within a 3 year time period will be destroyed.

If the Institutional Review Board asks to look at the study records, information that can connect to you to the study is kept safe to the extent permitted by law. Your research information will not be released without your permission unless required by law or a court order. The information from you being in this study may be made available to other researchers in the future for research reasons not given in this paper. If this were to happen, the information will not have anything that could be connected to you, or with you being in any study.

Whom to contact with questions about the study?

Before, during, or after the study you can call Rachyl Stephenson at 630-730-5830 or send her an email at rachyl.stephenson@utexas.edu for any questions or if you feel that you have been hurt. This study has been looked at and approved by The University Institutional Review Board and the study number is 2019-03-0025.

Whom to contact with questions concerning your rights as a research participant?

For questions about your rights or any problems with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

Signature

You are choosing to be in this study. Your signature says you have read the information above and have chosen to be a part of the study. If you later do not want to be in the study, you can stop at any time. You will be given a copy of this paper.

Printed Name of Participant

Signature of Participant

Date

Signature of Researcher

Date

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