

THE INFLUENCE OF A PROFESSIONAL
DEVELOPMENT PROGRAM ON
PARTICIPATING EDUCATORS
IN OKLAHOMA

By

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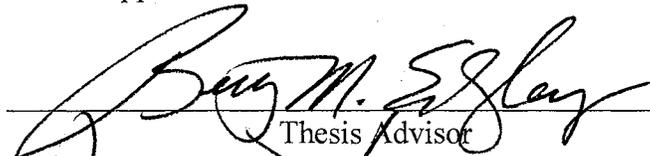
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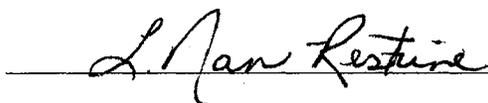
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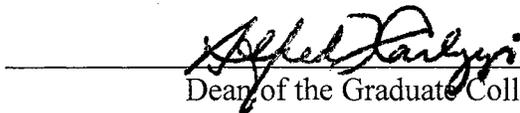

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We will most definitely miss you Nancy.

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CHAPTER I

INTRODUCTION

The Surgeon General's Report on Physical Activity and Health was released in the early fall of 1996 (United States Department of Health and Human Services 1996). Statistics in the report highlighted the fact that the health of our nation's children was at risk and that the numbers of children suffering from diseases that normally affect adults was rising. Statistics from the Surgeon General's report and other studies on children's health support the fact that physical activity can help reverse the trend of poor health in America's youth (Sport and Physical Education Advocacy Kit, 1994). As identified within the Kit, the traditional physical education classes of basic activities and competitive team sports are not influencing a significant number of our nation's youth to be physically active. Teachers need assistance in meeting the needs of society's youth of the 21st Century by making physical activity exciting and enjoyable. Being able to reach all youth with essential information and skills to influence a physically active lifestyle is a challenge and requires a change from the traditional, thus requiring teachers to seek new information and training.

Successful professional educators in the field of physical education seek ways to excite and promote learning by children (Spencer, 1998). In-service programs, workshops, seminars and teacher-training institutes are sought out by teachers involved

with teaching physical education for new and innovative solutions to enhance the physical education offerings and influence youth. These professional developmental opportunities provide effective teaching models and current information that is beneficial to the teacher's programming and is enticing to the students.

Professional development is a key toward providing essential and current information to teachers. In-service programs, workshops, seminars and teacher-training institutes dealing directly related with physical education are offered to educators, but the objectives of the development opportunities are not guaranteed to be of use to the participants. Teachers have found that many in-service trainings are not collaborative efforts among policy makers, coordinators, and teachers, thus trainings don't meet the needs of the teachers attending (Walshe, 1998). Persons unfamiliar with appropriate physical education activities quite often develop in-service trainings and do not always seek advice from physical education professionals about appropriate practices. This is a fundamental reason, suggests Walshe (1998), why particular initiatives in in-service programs are not always clear or meaningful. As a result, it is sometimes unclear in advance what the course is supposed to offer. According to Walshe, in-service programs offered by non-specialists have been found to provide a minimum of valuable information. Instead of waiting for the non-specialist to design continuing education opportunities, teachers have to search to find development opportunities that provide effective teaching models and current information offered by qualified professionals.

Experienced educators and preservice teachers need to become educated and trained in developmentally appropriate practices as well as nontraditional approaches and experiences to provide accountable programs that will benefit all children, including

those who are mentally and physically challenged. To keep abreast of research findings and knowledge of a wide assortment of activities and sports that will meet the needs of all children and promote a healthy lifestyle, teachers seek continuous professional development. Rather than relying on a text, Graham, Happle, Manross, and Sitzman (1993) suggest that expert teachers use actual experiences as guides for programming. These experiences will influence the choices made by the teacher when developing a curriculum. Manross & Templeton (1997) suggest that the development process of a teacher must provide a strong command of the subject matter and expertise in instructional methods. To become a quality specialist, the educator must be immersed in new and updated materials on a continuous basis (Manross & Templeton, 1997). Whatever form of professional development is practiced, the information needs to be interesting and beneficial to the teacher as well as useful in the programs the teacher conducts.

Contributions of both time and money need to be provided by teachers, schools and educational authorities toward continuing education (Walshe, 1998). Professionals must seek the release time and funding for in-service programs, workshops, institutes, conferences and conventions as professional development. The knowledge sought in training ought to assist in making positive changes for students, and the program needs to gain support from the community by involving the parents, citizens, and businesses. Selecting the type of training service that provides the knowledge, the support and the essential tools is a critical and difficult factor. The outcomes should carry over into the physical education classroom and meet criteria perceived by policy makers (e.g.,

accountability or inclusion of all students) (Walshe, 1998). With limited time and funding, training has to be beneficial to those who participate.

Purpose of the Study

The purpose of this study was to examine the various influences of a professional development program on the educators who participated. The professional development program was referred to as “Physical Education in the Rough” teacher-training institute of which a total of seven institutes were conducted through a period of five years. The researcher sought out information concerning the influences the institutes had on each participant as a professional and on the education program he/she conducted at his/her professional site. Also investigated was the participants' impression of the institute structure and what contributed to the influence he/she felt. The findings of this study were related to information of previous research studies concerning the attributes that must be present in a professional development program to influence participants in Chapter IV. By comparing the attributes, the researcher was able to note any deviations from the previous studies concerning the influence on participants.

Research Questions

Educators across the state were interviewed with regard to the purpose of this study. Three research questions drove the interview process. The questions were:

1. What were the teachers' perceptions concerning the structure and content of the teacher-training institute?
2. How did the training influence them as teaching professionals?
3. How did the training influence the education programs they conduct?

Research Methods

The method of this study was qualitative. Data were gathered through interviews while people engaged in natural behavior: talking, visiting, and eating. The interview process was performed with eight individuals and ten focus groups that consisted of three to five participants. The conversations surrounded a series of interview questions relating to the participant's feelings, beliefs, attitudes, and actions in relation to the Rough institute. The quality of parts within the conversation rather than the quantity of parts provided the meaningfulness. The overall significance of the interview was the accumulation of beneficial information that could be used to determine if the participants had been influenced professionally and in their programming.

Rubin & Rubin (1995) identified three characteristics that distinguish qualitative interviews from other forms of data gathering. One, the interviews are extensions of ordinary conversations but with important distinctions. The conversations carried out within this study were relaxed, not formal, therefore, providing a comfortable atmosphere with the goal of obtaining perceptions about the "Rough" institutes in which the participants were involved. The second point, understanding and obtaining knowledge and insights of the interviewee, was of particular interest to the interviewer. The

conversational partner shared his/her perceptions and experiences on audiotape. Third, as the conversation proceeded, the interviewer was amenable to any change in the conversation, thus allowing for the subject to present thoughts as he/she recalled events. It was very important for the person interviewing to be cognizant of any new direction the participant chose to take and allow it to happen. It was anticipated that additional information would be derived from the conversations beyond the researcher's initial consideration. This added information provided a deeper understanding of the participant's perspective.

To accomplish the collection of data from interviews as Rubin and Rubin described, a process had to be designed for the selection of interviewees and the method to conduct the interviews. Two phases of the interview process were conducted. The first phase was a one-on-one interview with eight individuals. The second phase consisted of interviews with ten focus groups comprised of three to five participants.

The following outlines the participant selection process for the eight individuals and the ten focus groups. The considerations for selection of teachers were:

1. Availability for interview(s).
2. Current teacher certification.
3. Professional experience at the K-12 level.
4. Attendance in at least one "Physical Education in the Rough" teacher training institute.
5. Selection from the primary level and the secondary level in K-12 districts:
 - a. Representation from both small and large school districts.
 - b. Representation from affluent communities and at-risk communities.

- c. Representation of both genders.
- d. Representation of teachers who have taught a wide range of years.

Significance of Study

The significance of this study was to determine if participants in a non-traditional professional development program could be influenced to modify or change traditional practices as professionals and in their programming. Another significance, if the participants were influenced, was to determine the attributes that directly contributed to the change of the educators.

The “Physical Education in the Rough” teacher-training institute was designed to meet seven objectives that would be meaningful and beneficial to educators professionally and in their programming. The institutes were non-traditional in the field of physical education. Outdoor and lifetime activities, interdisciplinary content, the assistance of non-physical education entities (i.e., Department of Wildlife, Department of Tourism) as vital resources, and attending a three day institute secluded in the wilderness are not consistent with traditional professional development programs. By meeting the objectives the teachers would be influenced to modify or change the content of their programs and work outside of their own subject area by implementing interdisciplinary content and working with core subject teachers.

Researcher Bias

The researcher of this study developed and directed each of the “Physical Education in the Rough” teacher training institutes while working in the capacity as State Coordinator of Physical Education four of the five years the institutes existed. During each institute the director strived to develop a close working relationship with each participant with the goal of continuing a professional bond beyond the training. Since the beginning of the first institute to the time of this research, a high percentage of the ‘Rough’ participants and the researcher have worked as colleagues in various professional settings. Due to the professional respect and support demonstrated between the participants and the researcher, the potential for biased information was a major concern. Strategies to obtain accurate and non-biased information were developed.

1. The decision was made that an interview team would be established to conduct the interviews instead of the researcher. The interview team was comprised of three persons familiar with the Rough, but who had attended limited numbers of the institutes. The interviewer attending the fewest Roughts performed the largest portion of the interviews.
2. The interview team handled all aspects of selecting participants through a detailed process. Each participant was promised anonymity and took on a code name throughout the audiotaping. All tapes and transcripts were marked with code names only.
3. The numbers of questions and probes, as well as the manner in which each of the questions was designed were carefully considered. The interview team

along with the researcher studied the questions and discussed the potential outcomes of the information. Through this method the team discussed how using the probes would bring out the factual information.

4. The interview team was directed to pay close attention to those participating in the focus groups for pressure on participants to add inaccurate information.
5. While studying the transcripts the researcher kept notes on each participant's answers and paid close attention to those who provided very limited information. The 'tense' of the answers was carefully scrutinized. In some cases the participant was noted to say, "I plan to incorporate the activity" or "when we are able to..." thus demonstrating that the action has not happened as of this time. Any person falling into this fourth step was excluded from being influenced professionally or programmatically.
6. Discussions between the interview team and the researcher convened after all transcripts were analyzed. This discussion included the researcher's conclusion about each participant and the each of the interviewer's conclusions.

Trustworthiness

Trustworthiness is an important issue in qualitative research, not so much the objectivity of the researcher. Steps have been taken to provide as unbiased and credible study possible. Lincoln and Guba (1985) refer to "truth value of a study as its applicability, its consistency, and its neutrality." (p. 145). They further contend that

instead of the conventional paradigms, internal validity, external validity, reliability, and objectivity, four alternative constructs would be more accurate when considering the qualitative paradigm. (Marshall and Rossman, 1989; Lincoln and Guba, 1985).

Credibility is the first construct. The goal of credibility is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was identified and described accurately. The subjects within this study were selected by information accumulated when the subjects applied to attend the Rough. Each Rough participant met the criteria designed for the needs of this study. Questions were designed in respect to the experiences the subjects had at the Rough and the professional situation in which they work. It was necessary for the interviewees to answer questions that were understood and to which each person could relate.

The second construct Lincoln and Guba proposed was *transferability*, “demonstrating the applicability of one set of findings to another context” (Marshall and Rossman, 1989). The researcher of an original study is not the one who has the burden of applying one set of findings to another study. It lies with the researcher making the transfer. This decision will rely on the judgment about the relevance of the Rough study findings to the focus of the new study.

Dependability is the third construct. The method of research is applicable to changes in similar programs, due to the researcher accounting for changing conditions. When comparing the findings of this study to previous studies (e.g., Eisenhower, Madison, CSHE, and Tatto) correlations were made even though conditions were somewhat different. The fact is no matter what the differences are in the framework or audience involved in the professional development program, if the key factors are figured

in and appropriately implemented, the findings should be comparable. The findings of professional development program studies should yield data in the same manner as this study.

Marshall and Rossman (1989) and Lincoln and Guba (1985) state the final construct is *confirmability*. Another researcher should be able to confirm the findings of the study. The abridged transcripts with the condensed units were shared with a career professor of an education department involved in research. She was asked to review and identify themes that stood out. The reviewer had no knowledge of the trainings or any aspect of the study. Upon review of the condensed units, patterns of themes and concepts were formed. A cross comparison of the reviewer's findings and the researcher's findings was conducted. The comparisons did match.

Definition of Terms

Adaptable: Capable of adapting. To adjust to a specified use or situation. (The American Heritage Dictionary, 1991).

Attributes: A quality or characteristic of a thing or person. (The American Heritage Dictionary, 1991).

Group camps: Oklahoma State parks have assigned areas referred to as group camps. Living facilities in the form of cabins, shower and latrine facilities, dining hall, and activity areas make up the area of the group camp. These facilities are made available to groups who wish to reserve the camp for a variety of reasons ranging from workshops to family reunions (Oklahoma State Tourism Department).

Inclusion: Serving all students in the general education program. (Principals and Methods of Adapted Physical Education and Recreation, 2001). In this setting the reference is to including children with disabilities into the regular physical education classroom.

In-service: Staff development opportunity provided by a school district for personnel employed by that district. The aim is to equip teachers with new classroom strategies and experiences to assist the achievement of students (Administration of Physical Education and Sport Programs, 1999).

K-12 levels: School grades ranging from kindergarten through the twelfth grade.

Lead-up games: Games that are modified versions of a specific sports. Rules and skills of the specific sport are taught within the modified version but increased flexibility and broader expectations are instituted.

Participants: Physical education teachers, classroom teachers, and subject specialists who attend professional development programs to enhance their own teaching methods, content knowledge, and understanding of present and future trends in their teaching field.

Pedagogical Techniques: Within the art or profession of teaching, the skills and methods used.

Stopgap laws: A temporary revision of law. When revisions of new law are brought to life over a period of years, temporary revisions are enacted that reflect the old law being replaced. In the situation of HB 1017 of 1989, a revision concerning physical education was not included. The existing law that HB 1017 was replacing did have a revision for

physical education. This revision was kept in place as a 'stop-gap' law until all revisions of HB 1017 were enacted.

Traditional activities: Activities that have been taught in physical education classes for a number of years. At the elementary level such activities would be: Duck Duck Goose, Steal the Bacon, various tag games and relays that do not incorporate interdisciplinary learning. At the secondary level such activities would be: a variety of dodge ball games, lead up games to the traditional team sports, and drills incorporating the skills of traditional team sports.

Traditional sports: Competitive team sports (e.g., football, basketball, baseball, and track), that are common throughout most physical education classes (Siedentop, 1998).

Summary

Statistics from studies on children's health support the fact that physical activity can help reverse the trend of poor health in America's youth (Sport and Physical Education Advocacy Kit, 1994). Teachers need assistance in meeting the needs of society's youth of the 21st Century in creating the desire to be physically active. Being able to reach all youth with essential information and skills for a physically active lifestyle is not the same as in the past, as alluded to by the Surgeon General's Report (United States Department of Health and Human Services 1996). Teachers must evolve as students in the teacher's classroom evolve.

In-service programs, workshops, seminars and teacher-training institutes are sought out by teachers involved with teaching physical education for new and innovative

solutions to enhance the physical education offerings and counter the competitive sport's movement. Teachers must find development opportunities that provide effective teaching models and current information that is beneficial to their program, enticing to the students, and embraced by the community as a whole. Professional development is a key toward providing essential and current information to teachers in education.

The purpose of this study was to explore the various influences that a teacher-training institute series referred to as "Physical Education in the Rough" had on the educators who attended. The researcher sought out information concerning the program significance in the actual growth and development of the teacher and the physical education program the teacher conducts. Participants' perceptions of the structure and content of the Rough were needed to provide the answers as to what caused the influence. Findings from previous research concerning the attributes of influential professional development programs were reviewed to ascertain differences and similarities to this research.

Interviews with individuals and with focus groups were conducted to obtain information concerning the programs significance in the actual growth and development of the teacher, the physical education program the teacher conducts and the educator's relationship with co-workers and to the community. Participants' perceptions of the structure and content of the Rough were needed to provide the answers.

The results of this study will be used to provide vital data to administrators, teachers and persons involved in developing and conducting professional development programs as well as educational policy-makers. With the use of these findings, programs designed for the professional development of physical educators and other professionals

in the education field will be beneficial and effective in promoting quality education programs and instruction.

CHAPTER II

REVIEW OF LITERATURE

Chapter II provides a brief background of physical education to assist the reader in understanding why effective professional development is necessary for beneficial change. Factors from professional development program studies that do produce a situation that teachers are influenced are presented and reviewed. The review will begin with the Depression era when families' finances were minimal and enjoying activity meant sharing time with the family in the out of doors.

Physical Education Beginning in the Depression Era

When the Depression hit, people had large amounts of time on their hands, along with limited financial resources. Attending professional sport competitions that existed was only possible for a few. The federal government assisted in providing affordable opportunities for the people by funding construction of recreational facilities (e.g., golf courses, camping sites, and playing fields) to be used by everyone. The influence of families participating in out-of-door activities brought about the inclusion of the outdoor sports, recreation, and dance into the physical education subject area along with fitness and sport. Outdoor education became the recreational thrust for everyone. Even though

families were involved in recreational outings, a high level of energy and exercise was not experienced. In K-12 physical education classes team sports were the main focus. Very limited time was devoted to fitness (Lumpkin, 1994).

During the mid '50s an international fitness report was released to the public concerning the fitness of children. Government leaders in the United States were shocked over the poor showing of American children's fitness scores. (The situation cited in the Surgeon General's Report (1996) is very similar in the fact that the decline in the fitness and health status of children in the United States is considerable.) In response to the report and the poor fitness results of recruits during World War II the federal government passed legislation to create the President's Council on Youth Fitness to provide leadership in changing this unhealthy trend (Siedentop, 1998). In 1961 the council was in operation. Physical education classes were redesigned with emphasis on fitness and exercise. Lifetime activities and sports that did not require a high level of fitness became obsolete along with the promotion of continuous active living for the duration of people's lives in the physical education programs. Improving the level of fitness for youth became the overall objective.

Team sports that had the appearance of being highly physical and requiring participants to be in good to excellent physical shape became the mainstay of the physical education program. Colleges and universities highlighted these sports in activity courses, providing preservice teachers with a short but vital list of lead up activities to team sports and the actual coaching of the sports. Instructors' opinions about curriculum and pedagogy, political and administrative relationships, and those that shaped and implemented policy for the educational system moved into the direction of increasing the

fitness level of children through highly physical team sports (Walshe, 1998). Achieving high levels of fitness became the goal of the physical education teacher and policy makers. This trend continued through the early '70s. As the years passed, the importance of fitness testing diminished. Team sports and the interest in competition moved to a high level throughout the states and throughout the schools. As years passed and the thrust of competitive team sports and lead-up activities became the body of physical education classes, students not athletically inclined became more disenchanted with physical activity. There was little provided that was meaningful for the non-athletes.

Current Physical Education Programs

Physical education is a promising setting in which to encourage adolescents to begin and maintain a physically active lifestyle, but along with effective teachers and programs, a number of teachers have demonstrated inability to provide meaningful learning experiences for students. (Graham, 1990; Griffey, 1987; Locke, 1992; Pennington, & Krouscas, 1999; Siedentop, 1987; Stroot, 1994). Loss of meaningful learning experiences is a situation found at both the elementary and secondary levels, with the secondary level more dominant in this role. According to the Surgeon General's Report (1996), only 50% of 12 to 21 year olds are vigorously active on a regular basis and the activity tapers off as the young person ages through adolescence. The report further states that enrollment in physical education classes is declining each year. In 1991 only 42% of secondary students were enrolled in physical education followed by a decline to 25% in 1995. The overall effectiveness and relevance of many secondary

physical education programs has been questioned (Kinchin & O'Sullivan, 1999; Locke, 1992; Tinning & Fitzclarence, 1992).

For many teachers operating in a mode of continuous justification to the educational process is constant (McChesney, Durban, Longacre, & Heininger, 1998). To alleviate tight budgets, K-12 school administrators eliminate programs considered elective programs. Such programs include health and physical education (McChesney, Duban, Longacre, & Heininger, 1998). Health and physical education programs have often been selected due to what has been interpreted as ineffectiveness in the education of youth. McChesney et. al. (1998) also state that as allocations of time for core subjects and technology have increased, there is a need to eliminate or decrease what are perceived as non-critical classes, and this is where health and physical education fall.

Why physical education? Numerous high school programs of today are limited to a very narrow curriculum of traditional team sports and do not take into account the needs and desires of all students (Lambert, 1999; Locke, 1992; Pennington & Krouscas, 1999). A number of elementary programs fall into a similar pattern of a narrow curriculum, not meeting the needs of the young children. There are teachers throughout the nation who are teaching developmentally appropriate programs that are exciting and rewarding to youth. Along with these teachers, there are numbers of teachers who have the desire to expand programs but do not have the knowledge, support or avenues to gain these necessities. Effective professional development programs can help provide the substance needed to broaden the programs and demonstrate accountability to the education process.

Six states in the United States do not have education laws on the law books requiring physical education for youth in K-12 schools. Oklahoma is one of the six states whose legislature has chosen not to pass laws assuring time focused on the physical health of the state's youth. A provision for mandated physical education was included in HB 1017 instated in 1989. The physical education provision mandated physical education in all K-8 grades, as well as one hour at the high school level. This law was written in as a 'stopgap' law. As HB 1017 provisions were implemented over a period of years a few provisions that originally filled gaps were excluded. Stopgap laws had a short life expectancy such as the physical education provision. In July of 1993 the stopgap provision for physical education was dropped from the books leaving this vital subject area with no protection. Oklahoma State lawmakers and the Oklahoma State Department of Education have chosen not to include any mandated provisions for physical education either in state law or in state education law. The decision to include physical education in the schools lies with school districts and in many cases with school site principals. Teachers must demonstrate the importance of keeping physical education in the curriculum.

An Alternative Approach

Teachers must constantly work to design and implement an alternative physical education program. Within the alternative program structures, methods, and content should differ from the traditional programs of competitive team sports for secondary and basic games and lead-up games for elementary (Kinchin & O'Sullivan, 1999; Luckner,

1994; McGrade & Cleland, 1998; Werner 1995). Kinchin and O'Sullivan (1999) state that a large majority of students at the secondary level enjoy physical education when a nontraditional program is being taught. Nontraditional programs connect to the community, lifetime outdoor involvement, and to core educational content (i.e., Project WILD activities that include environmental based content taught through physical activity, angling, snow and water skiing). When activities and knowledge relate to the environment in which students live, the relevance and importance of all that is learned will be acknowledged by the students (Pennington & Krouscas 1999). Pennington and Krouscas contend that many programs do not attempt to connect school curriculum with activities that are environmentally or culturally unique to their communities. By involving activities unique to the area in which the students are living, the connection to parents, citizens, associations, and agencies is conceivable and essential. If people become knowledgeable about how to use their surroundings to enhance healthy behavior and to share with the family, the chances of the community embracing the program that teaches that knowledge would seem to be greater.

Programs and practices need to be rethought and redesigned to help students gain the physical activity knowledge, skills and behaviors necessary for a lifetime of healthy physical activity (Lambert, 1999; Locke, 1992). Recommendations have been made to replace the dominant teaching model of only playing basic games and lead-up sports, and/or competitive sports (Locke, 1992; O'Sullivan, Siedentop, & Tannehill, 1994) with alternative curriculum formats, including sport education, with emphasis on personal and social responsibility (Kinchin & O'Sullivan, 1999). Providing a program that integrates educational content from core subject areas (e.g., math, science, environmental

education) into nontraditional activities and sports (e.g., fitness, multi-cultural games, golf, hiking, cycling) as well as a limited amount of traditional can provide a broad and interesting curriculum (Kinchin & O'Sullivan, 1999). According to Spencer (1998), physical education teachers who offer a diversified program of activities, with social responsibility playing a major part have been able to anticipate the establishment of common interests with a larger percentage of their students (Spencer, 1998). This curricular approach describes one attempt to make a meaningful connection between what occurs in the name of physical education and the place of sport in students' lives (Kinchin & O'Sullivan, 1999).

One increasingly popular alternative is outdoor adventure education (Luckner, 1994). In this program, students are learning skills and knowledge about lifetime activities experienced in outdoor settings. Outdoor adventure activities and outdoor settings have been shown to increase participants' self-esteem, reduce asocial behavior, and improve problem-solving abilities (Luckner, 1989, 1994; Rawson & McIntosh, 1991; Smith et. al., 1992; Stich & Senior, 1984). Luckner stresses that due to a large majority of students being deficient in the knowledge of such activities, it is increasingly important for the teachers/instructors to have a working foundation of the skills themselves and how to teach the activities. Outdoor adventure education is a type of learning program in which physically and/or psychologically demanding outdoor pursuits are used within a framework of safety and skills instruction to promote interpersonal and intrapersonal growth (Luckner, 1994; Nadler & Luckner, 1992).

A variety of pedagogical approaches may be chosen to introduce the outdoor skills and knowledge. This provides an opportunity for teachers to challenge themselves

to consider alternative teaching methods and provide learners with opportunities for critical thinking tasks (McGrade & Cleland, 1998; Werner, 1995). For a large number of physical education and classroom teachers, the activities in outdoor adventure programs are new to their repertoire of programs. Receiving and retaining sufficient instruction for the teachers is critical to their success in transferring the information to their own students (Luckner, 1994). The quality of the outdoor program curriculum, as well as all physical education curricula, is the instructor's ability to ensure that the skills necessary for a successful experience are taught to students before the students are required to use them (Luckner, 1994; Simer & Sullivan, 1983).

Another popular strategy is referred to as multiple activity curricula. Promoted by physical education teachers, a multiple array of sports and activities are taught with the expectation that the students (Parr & Oslin, 1998; Siedentop, 1991) will embrace lifelong involvement in physical activity. One assumption of multiple activity curricula is that if students are exposed to a variety of activities, each student will discover an activity he/she enjoys and will continue to participate in as long as possible (Parr & Oslin, 1998). However, there is no conceptual or theoretical basis to support the assumption that multiple activity curricula fosters lifelong, active involvement in sports or cultural and recreational activities (Taylor & Chiogioji, 1987). This philosophy is based on the public's response to lifetime activities that occurred following World War II, and the fact that one of a child's natural tendencies is to play and be active.

One of the objectives of a physical education specialist is to direct play and activity in a direction that will enhance the quality of a child's fitness level and health both as a young person and as an adult. Spencer (1998) states that all people do not enjoy

the same experiences life has to offer. Teaching a wide range of activities provides a better opportunity to reach a higher percentage of the students and can promote self-directive student behavior (Spencer, 1998). The delivery of those activities, as well as the major focal points of the activity are attributes that must be considered by all persons involved in the developing and the implementation of the curricula.

The Rough institute incorporated each of the previous strategies. The overall theme of the institute was outdoor adventure activities that included a large number of lifetime activities enjoyed in the out-of-doors. A smaller percentage of the sessions contained non-traditional team sports and individual sports. This mixture of activities and sports gave the participants new experiences for a multiple activity program.

A Teacher's Guidance

Physical activity learning experiences should be purposeful, fun, and engaging (Lambert, 1999). Encouraging and guiding students to meet their full potential as learners in the physical education class should be a primary component in the delivery of the subject matter (Lambert, 1999; Pate & Hohn, 1994; Sallis & Patrick, 1996). Reports from the National Center for Disease Control Prevention (CDC) recommend that physical education programs consist of curricula and instruction that emphasize enjoyable participation in physical activity. In addition, the program should help students to develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Participants in the Rough commented

on how enjoyable and exciting the new activities were to learn and experience. Many expressed a much more positive outlook towards their jobs and themselves.

To ensure that students have meaningful experiences, skill improvement should be a primary objective of educators involved in all activities (Luckner, 1994). Luckner further contends that through effective skill instruction, educators not only can enhance the quality of the students' immediate experiences during the course but also promote self-discovery, confidence, and transfer of practical skills to home environments. If educators are sincere about creating programs that will instill in adolescents the desire to be physically active now and for a lifetime, an understanding of the complexity of the task must be embraced (Haywood, 1991; Lambert, 1999). Classes consisting of a brief introduction to skills, learning rules, and then playing the sport do not meet the needs for involving the students in a productive and beneficial class. Participants came to realize the importance of teaching and stressing effective skill performance due to their need to perform well. This awakening was carried back to the classrooms.

Lambert (1999) and Siedentop (1992) contend there should be multiple approaches to developing and implementing a program which emphasizes "one size does not fit all". Teachers must learn to deliver their information in the learning styles that students process by: cognitively, affectively, and metacognitively (Anderson, 1999). Integrating various teaching delivery techniques such as; teacher lectures, multimedia presentations, cooperative group-work, in-class discussions, student presentations and journal writing (Kinchin & O'Sullivan, 1999) into the education of selected sports as the curriculum model has proven successful with secondary and upper elementary students. The instructors introduced activities from various programs actually designed for science

and math. The instructor styles of delivery were primarily for the core subject specialist. This mix of cognitive information into physical activity took the participants to new levels of approach and delivery systems.

Parr and Oslin (1998) suggest that “physical education teachers do not become socialization agents simply by virtue of providing an extensive repertoire of individual experiences”. Teachers need to be role models, instructors, facilitators, encouragers, and resources in order for students to learn and value what they are learning (Lambert, 1999). Spencer (1998) contends that the behavior a teacher exhibits has a more profound influence on students than communications conveyed verbally. Modeling is considered by psychologists, sociologists, and education theorists to be one of the easiest ways in which children are socialized into their community (Spencer, 1998). For teachers to possess the leadership qualities necessary to influence students to embrace physical activity as part of a life style, the teacher must value what he/she teaches and exhibit a passion for students to learn. By the opportunities experienced at the Rough, the participants were able to return to the classrooms and exhibit a new passion and energy level for teaching.

Professional Development

Teacher education in the physical education field has a three-fold mission: the initial preparation of teachers, the continued professional development of teachers, and the improvement of physical education for all youth through development and sustainment of better school programs (Siedentop & Locke, 1997). With the pressures of

being accountable to the changing trends of education, changing attitudes, needs of students, and desires of the policy makers, teachers must develop the ability to make adjustments on a continual basis. To reiterate earlier text, to develop this critical ability, teachers must immerse themselves in seeking new and updated materials to increase their knowledge of what they teach and to develop effective instructional methods (Manross & Templeton, 1997). Further stated by Manross and Templeton (1997), to ensure this command of the subject matter, teachers should develop the knowledge base through reading, workshops, conferences, and active experiences.

Several conditions are necessary for the development of learning opportunities for teachers that allow them the freedom to develop new understandings of teaching and learning (Tatto, 1998). Tatto (1998) and Buchmann (1986) explain that learning while participating and reflecting upon the experiences has more influence on teacher education than conventional learning. Tatto further states that teachers given the opportunity to reflect and engage in dialogue about philosophies and views with fellow educators will more likely be influenced to modify or change their beliefs about teaching.

Zeichner, Klehr, and Caro-Bruce (2000) reported the research conducted in Madison Metropolitan School District. The school district had conducted an Action Research Program that involved the building of teachers' capacity to develop leadership skills and improve learning for the students and themselves. The district "recognized there was a need for teachers to learn new skills and content to meet school district initiatives for reform. (Zeichner, et. al.)" (p. 36). Groups of ten educators were formed using teachers from different schools in the district. The educators represented all levels of the school divisions, different subjects and both genders. More than 400 teachers have

been involved in this professional development program. The success in the program Madison conducted was contributed to key factors: the teacher involvement was voluntary; administration supported the teacher's involvement; facilitators and fellow teachers supported, nurtured and shared with each other; structure was specific and followed a routine; and the facilitators were well trained to work with the teachers. Another factor that contributed to the Madison success was the duration of the training; nine months with the teachers working within their group up to eight hours at a time during the school day. What they learned and developed was promptly implemented into their own school programs and off-site opportunities.

The Eisenhower Professional Development Program evolved from the Title II federal program of the Elementary and Secondary Education Act. A research study on sixteen of the professional development programs that involved science and math was conducted. The 16 studies involved six case studies and 10 in-depth case studies in five states (Garet, Birman, Porter, Desimone, & Herman, 1999).

Three structural features were identified that set the necessary link for professional development programs: form or structure, duration, and participation. Along with the structural features, three core features were identified: content focus, active learning, and coherence. Programs using the following features showed much success in the continued learning of the participants (Birman, Desimone, Porter, & Garet, 2000).

1. *Form or structure* of programs researched gave the teachers more than the usual time found in unsuccessful professional development programs.

Specific guidelines were followed throughout the institute (e.g. signing in and out, adhering to the time of the sessions). The sessions were full of activities,

and the content focus was oriented to the needs of the teachers and active learning opportunities. The activities were designed to develop cohesiveness among the participants. As with the Rough institute a specific structure and schedule was followed from the moment the participants arrived until departure time.

2. *Duration* focused on the length of time of the entire training in which the teachers were actively involved with each other, as well as, the duration of the activities. The research indicated that when activities are of longer duration an increase on the focus of specific subject-area content is possible and successful. Activities involve teachers working together, sharing thoughts and ideas while actively involved. Success increases if follow-up meetings, trainings, extensions of time, and working as a team succeed the initial training. The duration of sessions and limited numbers of individuals in a group provided Rough participant's time to share and work together. In the Rough the most contributing factor concerning duration was the length of the institute because it gave the participant's time to discuss the experiences during non-focused opportunities (e.g., meals and evening activities).
3. *Collective participation* of professionals in the same subject area and same grade level contributes to a cohesive group. As the teachers participated in the activity they were able to discuss concepts and problems, as well as discuss how to integrate subject matter they had learned. Teacher development, as Walshe (1998) states, does not require simply that individual teachers learn how to do things differently; groups of teachers also have to agree to do things

differently (Walshe, 1998). This collaboration and group learning helps heighten the expertise of the educators. An important part of developing and maintaining teaching expertise is the ability to communicate with other teachers and also to watch them perform. Expert teachers value discussions of their performance with other educators (Manross & Templeton, 1997). The ability to communicate with other teachers, explained by Manross and Templeton, enhances the teachers' understanding of their subject matter, teaching practices, and responses to varying situations presented by the young individuals serving as their students and school administrators. In the Rough the teachers participated in specific learning situations with teachers of their own field and/or grade level. This provided desired interaction. Outside of the session group each individual participated in two additional groups. These two opportunities extended the teachers' networking opportunities and gave each person perspectives from participants of other levels and other fields of expertise. This essentially provided participant's an understanding of how to work outside of his or her own primary area.

4. *Content* is directly related to the increase in knowledge and skills experienced by the teachers. Teaching techniques with emphasis on content must be present to be effective. Content must be relative to the teachers.
5. *Active Learning*: Birman, et. al.. reports "teachers whose professional development includes opportunities for participation report increased knowledge and skills and changed classroom practice." (p. 30). Discussions, planning and practice should be engaged in during the activities presented for

carryover into the classroom. Instructors of the Rough were directed to have all participants actively participating 80% of the session time. This contributed to a very active environment throughout the institute.

6. *Coherence* is directly related to the increase of teacher learning and practices in the classroom. The activities must be connected to one another to improve knowledge and skills of the teacher, and not be disconnected.

Birman, et. al.. (2000) reports:

Our research indicates that professional development should focus on deepening teachers' *content knowledge* and knowledge of how students learn particular content, on providing opportunities for *active learning*, and on encouraging *coherence* in teachers' professional development experiences. Schools and districts should pursue these goals by using activities that have greater *duration* and that involve *collective participation*. Our research also identifies the high-quality characteristics that are more prevalent (coherence) and those that are less common (active learning). (p. 32)

Maria Teresa Tatto's (1998) study was on the influence of teacher education concerning teachers' beliefs about purposes of education, roles and practice. Tatto drew on data from the Teacher Education and Learning to Teach study that examined the relationship between teacher education and changes in knowledge, skills, and dispositions of experienced teachers. Her hypothesis was that emphasizing participatory learning and reflection will have more influence on educating teachers than conventional education. Questionnaire data along with the National Center for Research on Teacher Education interview and observation data were used to triangulate the findings. Dr. Tatto's study dealt primarily with preservice teachers (818 total), along with career teachers and faculty of which a total of 113 were involved.

In the study Tatto examined the purposes of education and the teacher role, teacher practices, and teacher education influence on those they were teaching and taught with. Tatto found that positive and meaningful change depended on attention to the teachers' previous beliefs, attitudes, and experiences (Florio-Ruane & Lensmire, 1990; Tatto, 1998). Reflecting and attempting to understand how teachers' beliefs influence their teaching is critical to teachers' development and change in role conceptions and teaching practices.

Coherence was a major finding of Tatto's study as well as one of the attributes found in the Eisenhower study. In Tatto's study it was found that "across-program coherence and internal program coherence seemed to play an important role on the influence that teacher education had on teacher education students' beliefs" (p. 76). In the departments where a lack of cohesion was prevalent the impact on the beliefs of the students was not apparent. Instructors with similar beliefs and an overall coherence between the sessions do influence participant's beliefs, thus influencing the teacher's programs and practices. Another area found to influence was active participation. While teachers interact with one another during a session, an exchange of beliefs is shared, strengthened, and sometimes changed.

Over a lifetime beliefs are established and changed. Changes occur when individuals adventure into new areas for knowledge and practices. Teacher development should be oriented towards fostering a culture of lifelong learning, nurturing a person's belief system rather than focusing solely on subject knowledge or particular aspects of pedagogic techniques (Walshe, 1998; Birman, et. al.. 2000).

Teachers as Experts

Manross & Templeton (1997) have written that a number of experienced teachers do not see themselves as experts. They believe they still have much to learn and must continually analyze their performances and look for ways to improve. New knowledge is sought, considered carefully, and implemented (Manross & Templeton, 1997). Non-traditional teacher education requires learning opportunities that encourage reflection, dialogue, critical thinking, knowledge, ownership, and understanding in context and within learning communities (Black & Ammon, 1992; Cochran, DeRuiter, & King, 1993; Condon, Clyde, Kyle, & Hova, 1993; Mosenthal & Ball, 1992; O'Loughlin, 1992; Tatto, 1998).

Cadres of trained and watchful teachers are required to nurture curricula (Siedentop & Locke, 1997). Curricula are like living entities; they must be serviced, refurbished periodically, and protected against the corrosive elements that exist in most schools and districts. Every development effort must leave behind a group of teachers who have the social cohesion and political skills needed to sustain and renew programs (Siedentop & Locke, 1997). School-focused development should not be insular or introspective - contacts with higher education instructors, with teachers in other schools, and with outside organizations and groups, for example, should create opportunities for teachers to reflect on their teaching objectives, strategies and development (Walshe, 1998). With the support of people from outside the education system, teachers should

strive to develop new ways of thinking and behaving that address new challenges in fresh ways (Walshe, 1998).

Torabi, et. al.. (1999) conducted a study to investigate the impact of a collaborative and replicable Comprehensive School Health Education (CSHE) training institute on teacher's knowledge, attitude and skills. Five institute objectives for the institute designated:

1. Improve teachers' knowledge, attitudes and skills, thus improving the same in their students.
2. Improve the effectiveness of CSHE on teachers and students
3. Provide materials for effective teacher training
4. Promote health content areas to a priority level and introduce new teaching approaches.

A total of 84 teachers and 1,609 students participated in the study. Thirty-seven agencies and institutions working in a collaborative effort that are interested in the health of youth provided resources and services.

Six phases of the study were put into operation for the development and implementation of the institute. Phase 1 dealt with *CSHE Needs Assessment*. Teachers were surveyed for information that served as the basis for curriculum development and teacher training. Phase 2 was *Development*. The information accumulated from Phase 1 was used to develop the curriculum for the training. Phase 3: marketing and professional staff preparation. Information concerning the training was mailed to all middle schools in the region. Master teachers were selected and trained to conduct the workshop sessions. Phase 4 was the actual

implementation of the teacher training. The institute was conducted over a three-day period for middle-level grades. Phase 5 consisted of a follow up reinforcing training, and Phase 6 was the evaluation phase.

Three groups totaling 84 teachers were involved in this study. Each group participated in various phases of the training. Group one received a pretest, training, and post-test. Group two received the same as well as the follow-up training, while group three only participated in the pretest and post-test on the CSHE.

Master teachers and teachers trained to instruct the areas of the CSHE instructed the training institute sessions. The sessions pertained to the five priority health areas set forth in the CSHE. The findings of the study found that those teachers who attended the trainings did significantly impact the teachers' knowledge of health. However, the impact was more noticeable when there was follow-up training. It was noted that teacher's skills were affected when using various teaching techniques in classrooms.

As noted in the Eisenhower, Madison, Tatto, and the CSHE study cohesion among the instructors and between the session content was sought. Follow-up sessions to the initial multiple day trainings were conducted. Duration, collective participation, content, active learning, and coherence are prevalent in the studies demonstrating overall success.

Summary

Trends in physical education and physical activity changed between the Depression era and the present time. Due to the financial bind facing many Americans, opportunities to participate in lifetime activities were provided by the federal government for all to participate.

In the 1950's when an international report was delivered to the public and the low fitness level of American children was acknowledged, it was realized this type of participation did not provide sufficient exercise to impact a person's fitness level to a high degree. Lifetime activities/sports became obsolete along with the promotion of continuous active living for the duration of people's lives in the physical education programs. Achieving high fitness scores became the goal of the physical education teacher and policy makers. Team sports that had the appearance of being highly physical and requiring participants to be in good to excellent physical shape became the focus of the physical education curriculum. As time passed team sports became the primary focus and fitness was a secondary focus or lower. This trend emphasized students with athletic skills and negatively affected non-skilled students. The knowledge gained from a well programmed physical education class that emphasizes a person's physical health and movement, as well as promoting lifetime activity enjoyment, was found in a narrow margin of schools.

The Surgeon General's Report of 1996 contained information that enrollment in physical education classes has been declining each year along with increased inactivity of America's youth. Students are dissatisfied with traditional physical education programs

due to the structure promoting repetitive sports, competition, and emphasis on athletes. The curriculum content is meaningless and does not perpetuate the enjoyment of being physically active for all students. Information found discussed how learning experiences are structured so students are involved in critical thinking tasks to develop skills and form physical activity enhancing behaviors. When this is involved in a wide variety of activities and sports, a favorable response is expressed (Lambert, 1999; McGrife & Cleland, 1998; Werner 1995). Kinchin and O'Sullivan (1999) have found that a large majority of students at the secondary level enjoy physical education when a nontraditional program is being taught. This is also true at the elementary level.

Programs and practices need to be rethought and redesigned to help all students gain the physical activity knowledge, skills and behaviors necessary for a lifetime of healthy physical activity (Lambert, 1999; Locke, 1992). One increasingly popular alternative is outdoor adventure education (Luckner, 1994). Within this program students are learning skills and knowledge about lifetime activities experienced in outdoor settings. For a large number of physical education and classroom teachers, the activities in outdoor adventure programs are new to their repertoire of programs. This ultimately requires further training for the teacher in a professional development program that will meet the teacher's needs. The Rough trainings offered such a direction.

Another popular strategy of educators to reach all students is the development of a curriculum that consists of a multiple array of sports and activities that are taught with the expectation that the students (Parr & Oslin, 1998; Siedentop, 1991) will embrace lifelong involvement in physical activity. The physical activity learning experiences should be purposeful, fun, and engaging (Lambert, 1999) for all students. For teachers to possess

the leadership qualities necessary to influence students to embrace physical activity as part of a lifestyle, the teachers must value what they are teaching and exhibit a passion to help students learn. To be fully abreast of the skills and methods to conduct a broad program and to believe in the program, continued development as professionals needs to be supported by decision-makers in the field of education.

Studies on professional development have demonstrated that a set of key factors should be present to assure success in teacher learning. The key factors are structure or form, duration, participation as a group, content focus, content learning, and coherence.

Tatto (1998) and Buchmann (1986) explain that learning while participating and reflecting upon the experiences has had more influence on teacher education than conventional learning. Teachers must seek the opportunities to be updated on knowledge, teaching deliveries, and alternative programs to develop an exciting and meaningful experience for themselves and the students taught. Until risks are taken to change the fundamental relationship between students and teachers in physical education programs, there will be little success in helping students attain the goal of lifetime physical activity (Corbin, Pangrazi, & Welk, 1994; Lambert, 1999).

CHAPTER III

METHODOLOGY

By exploring the views of educators who attended the professional development program referred to as the “Physical Education in the Rough” teacher training institute, information concerning factors that contributed to the training’s influence on the participants was accumulated. To obtain the information, participants were asked questions in an informal interview that related to their perceptions of the structure and content of the Rough, influences as professionals, and influences in their programming.

The research methodology that guided this study is discussed within this chapter. Organization of the Physical Education in the Rough institute’s structure and content, selection design for participants in this study, methods of data collection (interviews with individuals, and focus groups of three or more individuals), and methods of data analysis are provided.

Institute Structure and Guidelines

Objectives, cited within this chapter, were established for the development of the institute to assure success in teacher learning. To achieve objectives for the “Rough”, the structure of the development and implementation of this professional development

program was given special consideration. The Rough staff manipulated the environment in which the professional educators interacted by selecting specific sites for the program, creating a family atmosphere, providing comfort when possible, and by grouping individuals according to specific criteria (i.e., grade level taught, region of the state they were from). Participants arrived on a Thursday evening and were involved in camp activities till Sunday noon. In an attempt to boost interest in physical activities, new program ideas were introduced. A mixture of activities and sports apart from traditional physical education offerings (e.g., basic skills, lead-up games, and competitive team sports) filled the content to provide a sense of new challenges. The institute was structured to afford the attendees opportunities to interact with all that nature could provide in an outdoor setting.

A stipulation for attending the institute was that participants must work with young people from pre-school to the collegiate level. The primary focus was on physical education teachers who taught K-12. To provide opportunities for each individual to receive attention within the sessions and for the participants to bond as a whole, a limit of institute participants and session participants was established. A limit of sixty participants in each institute with a maximum of twenty individuals in each session or class was established. The training was conducted in isolated group camps in Oklahoma's state parks. Group camps located in Oklahoma's state parks were selected due to the isolation of the camps. This isolation minimized interruptions and distractions from persons not involved in the institutes. The lack of interruptions and distractions provided an atmosphere where people could concentrate and focus better. Moreover, the

locations contributed to providing a natural setting and relaxing atmosphere for the attendees throughout the training.

The content of the training consisted primarily of non-traditional activities and sports, though some low visibility traditional sports (e.g., tennis, golf and volleyball) were included in the Roughts. Non-traditional team sports for Oklahoma were korfbal, lacrosse, and field hockey. The major focus was lifetime activities and sports that lend well to the integration of subject content from academic core subjects. Archery, angling, riflery, rappelling, back packing, orienteering and clogging were a small number of the non-traditional activities provided. Each of these activities/sports is associated with the environment and can enhance the teaching of environmental education, science, math, social studies, and rhythm. Physical activities that are components of science, math, and environmental science-based programs were implemented. These included games from Project Wildlife in Learning Design (WILD), Project Learning Tree (PLT) and Project Water Education for Teachers (WET), three national environmental education curricula. Juggling and sensory integration activities were introduced with instruction focusing on the impact the teacher can have on the sensory development of children. Instruction for children who are challenged was included throughout the sessions providing insight into the ease with which activities can be modified for the inclusion of all children.

Critical thinking tasks and teamwork were employed throughout the institutes through the physical activities, team cooking and fun group activities offered in the evening. While the majority of the content changed in specific activities/sports offered at each institute, the overall focus on lifetime, non-traditional, interdisciplinary, easy modification, and participating in the out-of-doors dictated the selection of the offerings.

A primary goal throughout the institute process, from preparation of arrival to beyond the institute, was to bond teachers, staff, and other participants so the network of professionals went beyond the institute. The bonding was initiated by the participant's placement in specific groups. As presented in previous research studies, collective participation of professionals in the same subject area and grade levels produces a more cohesive group of individuals, (Birman, et. al., 2000). Having professionals throughout the state in the same field created a strong feeling of unity for the teachers involved.

Information provided by the participants upon registering provided the institute staff information concerning the participant. The information allowed the staff to provide personal touches for each individual. Aside from personal medical information, the most critical pieces of information were the arrival time, travel companions, cell phone number and person to contact in case of late arrival. This information allowed the staff to make an accurate guess as to the identity of each participant when he/she walked through the door and this acknowledgment gave the new arrival a feeling of importance.

The institute schedule was demanding for everyone (Appendix A). The institute began informally the first evening in a relaxing and welcoming atmosphere. Early Friday morning the pace changed and the participants began attending sessions on a very stringent schedule.

Institute Objectives

Accomplishing the task of providing an effective professional development program required establishing objectives. The objectives were used to guide the development of

the structure, content, and overall environment so that teachers would embrace the information and make changes both professionally and in their programs. The following objectives were developed:

Objective 1: To create a network of professionals that each participant could contact beyond the institute.

Each participant was assigned three specific groups: cabin-mate, general session / KP, and session track. The group's membership varied for each of the three groups so the participants had the opportunity to meet and associate with the majority of the people attending the institute.

Objective 2: To obtain highly skilled instructors. Each instructor represented an agency or an association that was readily accessible to the teachers and delivered meaningful and appropriate activities.

A coalition of state agencies and state associations that conduct education programs were brought together to form a group which was responsible for the content and implementation of the sessions. The coalition consisted of representatives from the following:

State Department of Education

State Tourism Department

Oklahoma Recreation and Parks Society

Department of Wildlife Conservation

Conservation Commission

State Parents and Teachers Association

Governor's Council on Fitness and Sports

Oklahoma Association for Health, Physical Education, Recreation and
Dance

The coalition partners were involved in providing instructors and materials for the training, as well as developing a network of other interested groups to present sessions. The institute director's use of state agencies and state associations provided two very significant contributions to the training:

1. Due to the government affiliation, a charge for instructing and providing materials to the institutes was non-existent. For state associations, a minimal fee was charged to the institute for travel and/or materials.
2. The instructors were available to the participants following the institute for district-wide or in-school training. The instructors were also available to work directly with the students. Equipment was provided to participants to help implement activities. No fee was charged to the schools for the instructor to teach the students or for use of the equipment. The instructors were a direct contact for all participants.

Objective 3: To acquire instructors who represented a wide range of non-traditional activities as well as a diverse program of hands-on instruction from institute to institute.

A number of educators attended more than one institute. Activities changed throughout the seven institutes to provide new and stimulating opportunities for the returnees as well as new attendees. Some sessions were offered at multiple institutes, but due to a change in the instructors for each institute, the methods used to teach were different and other types of activities were used to teach the material.

Objective 4: To have curricula taught that was non-traditional and integrated with core subject material, thus equipping the teachers with knowledge that could be used to develop a working collaboration with teachers in other subject content areas of their schools.

- a. The team concept was constructed to be instrumental in creating a multi-faceted knowledge base for students.
- b. Programs known primarily as science or math-based were implemented to allow the physical education teachers an opportunity to experience the ease of connecting physical activity with the core academic programs and vice versa.
- c. The instructors presented activities from national educational projects (e.g., Project WILD, PLT, WET). The sessions included integrating knowledge from various subjects taught through physical activities including professional strategies for team teaching among the various teaching specialties. The activities were introduced at the participant's teaching level. Inclusionary modifications were introduced throughout the sessions relating the modifications to the activity being taught.

Objective 5: To include instructors who could effectively present curricula that was adaptable to varied communities.

The institute sessions consisted of an array of lifetime activities and non-traditional sports. Each teacher was able to experience a number of activities appropriate for the environment in which he/she works. Outdoor activities, (e.g., archery, camping, rope knots, fishing) and indoor activities (e.g., korfbal, floor

hockey, line dancing, juggling) were introduced with modifications fitting the facilities at the different group camps.

Objective 6: To provide sessions that included knowledge and activities for a well-rounded and developmentally appropriate program. The content was adaptable for all grade levels and all youth.

Sessions were diverse and non-traditional. Emphasis was placed on what is appropriate content and instruction for various ages and developmental levels of youth.

Objective 7: To demonstrate caring and respect by the staff for each of the participants.

The institutes were conducted in a family atmosphere. Major goals of the staff were:

- a. To make each participant feel that people truly care about him/her as a professional and as a significant person, as well as caring about the programs each conducted.
- b. To provide a professional development training that met the educator's needs.
- c. To make the training enjoyable, relaxing, and rewarding.
- d. To have professionals available that the participants could turn to during and following the institute.

At the conclusion of all institutes, participants and staff worked together to close the institute. Materials covering all sessions (e.g., workbooks, posters, video tapes) as well as articles not associated with instruction (e.g., T-shirts, whistles, lures) were given to each person at the closing session. A group photo, institute snapshots, and a listing of

the attendee's, the instructors and staff names and contact information were provided for all who attended as well as to the agencies/associations involved in the training.

With all of the objectives established and made to materialize, what participants voiced as the most important and most powerful aspect of the training was the new energy, passion, and enthusiasm towards teaching that they felt when they returned home. Each objective contributed to the newfound learning that took place for the participants. The teachers commented about how they had forgotten what it was like to learn something new. A number of participants expressed how their beliefs about physical education changed due to the participation in the institute and sharing with others.

Rationale for Qualitative Research Methods

Obtaining in-depth information concerning the views of teachers about a professional development-training institute and the impact the training had required a lengthy conversation covering many issues. This type of information acquisition required an interview, thus the use of qualitative research methods.

Kvale (1996) writes:

If you want to know how people understand their world and their life, why not talk with them? In an interview conversation, the researcher listens to what people themselves tell about their lived world, hears them express their views and opinions in their own words, learns about their view on their work situation and family life, their dreams and hopes. The qualitative research interview attempts to understand the world from the subjects' points of view, to unfold the meaning of people's experiences, to uncover their lived world prior to scientific explanations (p. 1).

Bogdan and Biklen (1998) identify five features, one or more of which are found in all qualitative research: naturalistic, descriptive data, concern with process, inductive and meaningful. The following is a discussion of four of the five features related to this study. The naturalistic feature pertains to the natural setting. For naturalistic to pertain to this study participants would have had to be interviewed at the institute while the training was in progress. This is not pertinent to this study due to the fact that the participants were interviewed at a much later date either at home, school, or a neutral site for the focus group.

The first feature presented is *descriptive data*. Each individual educator and focus group interviewed was asked open-ended questions relating to the “Rough” institute and the education programs he/she conducts. Probes were used to gain in-depth and detailed information about the responses to the questions asked. Complete transcripts were made of each individual and focus group interview from audiotapes used to record the participant’s information.

As stated by Bogdan and Biklen (1998),

In search for understanding, qualitative researchers do not reduce the pages upon pages of narration and other data to numerical symbols. They try to analyze the data with all of their richness as closely as possible to the form in which they were recorded or transcribed (p. 5).

Included with each interview transcript were observation notes describing the atmosphere and aura in the room as well as any significant actions or reactions of the interviewee(s) and interviewer.

Concern with process is the second feature identified by Bogdan and Biklen (1998). This feature relates first of all to the impact of the interaction between the interviewer and the subject. The actual effect of a person conducting research on the

interviewee's evaluation of a shared experience is a major concern that must be taken into consideration. The process must allow for the interviewee to feel comfortable with the recording of the interview and the freedom to express what he/she truly believes. Due to the fact the researcher conducting this study was the designer and director of the institute, a team of three individuals were selected to conduct the interviews. Each interviewer was given individuals in the region in which they lived. Telephone conversations took place with each interviewee before the interview with the intention of developing a relaxed relationship prior to the interview. To make the process as comfortable and relaxed as possible, the interviewer asked the participant to designate the date, time, and location for the interview that would be most comfortable for them.

The process for conducting the focus groups was similar to facilitating a group discussion. The interviewer had to make sure the group remained open but on task discussing the influence of the teacher training on each personally and their program. Also critical was the need for the interviewer to form each question or statement in an unbiased form in wording and voice inflection. The interviewer also needed to facilitate the situation so that all participants would have the opportunity to provide input. One reason for involving focus groups in the research process was the possibility that individuals would have forgotten aspects of the training due to the lapse of time since the institute attended. The last institute was conducted in 1997. By having a group of individuals exchanging information, memories would be awakened. Great concern weighed on the possibility of strong individuals influencing others in providing misleading information about their own programs. The questions were designed not only to produce valuable information but also to reveal inconsistencies in a person's

contribution to the interview. When the interviewer noted hesitancy from an individual she carefully probed the participant directly. The researcher, when reviewing the transcripts, noted when an individual did not contribute in the conversation except when asked a question directly, and when an answer by the participant was noncommittal in nature following the probe. When considering the number of individuals involved in changes and modifications, these persons were not counted as making the adjustments unless specific information was provided.

The last two features are *inductive* and *meaning*. *Inductive* relates to the interviewer opening the research with the expectations of only collecting data related to the study. No preconceived hypothesis was established prior to this collection. The pattern of information developed as the data was collected and then analyzed. This practice enabled the researcher to see a broader picture concerning the influence the teacher training had on the participants. Otherwise the interviewer could possibly guide the conversations to a specific outcome and not allow all the information to be obtained. The final feature, *meaning*, refers to the participant's perspectives on the training and his/her professional career. What the teacher experienced, how each interpreted those experiences and how the experiences influenced him/her professionally and his/her program provided the meaning in the interviews.

The information obtained from the interviewees is "applied research". As stated by Bogdan and Biklen (1998), "Applied research efforts are those which seek findings that can be used directly to make practical decisions about, or improvements in, programs and practices to bring about change with more immediacy." (p. 209) The findings from the Rough research identified attributes or key factors that can be included in the

development of professional development programs to assure teacher learning and practice effect. The findings also identified factors that are detrimental to professional development programs for some people.

Procedures for Data Collection

The interviews consisted of two phases. The first phase involved eight subjects selected for individual interviews. In the second phase ten focus groups were formed, consisting of three to five participants. The reasons for conducting individual interviews were to identify any significant differences between each of the eight categories described in the selection process. A second reason was to insure that the questions and probes originally designed produced the information pertinent to this study. Differences did appear between the eight individual categories but were not consistent when considering any characteristics of the participants (e.g., gender, level of teaching, location, or length of time teaching). The answers to the questions and probes did dictate a major change in the interviewer's approach and in the questions and probes. New questions were added to focus on the institute and on the teachers as professionals. Probes were more general and covered broader areas of information desired. The second phase with the focus groups proved highly successful due to the changes made following the individual interviews.

Interview Team Selection

The individual conducting this research developed and directed the Physical Education in the Rough teacher training institutes. To avoid the possibility of bias during the interview between the institute director and interviewees, the researcher assembled an interview team. The interview team was comprised of three recently retired individuals. Each individual had participated in a number of Physical Education in the Rough teacher training institutes either as a participant or as an instructor. Each had an excellent understanding of the foundation of the institutes. Two of the individuals were retired physical education teachers and the third retired from an agency involved in the teacher trainings. All three individuals had earned a Master's Degree in their respective fields.

The interview team went through two interview training sessions conducted by the researcher and a professor highly experienced in qualitative research. The researcher established all selection guidelines, interview questions, and conditions involved in the interviews. All "trouble shooting" was referred to the researcher by the interview team. Trouble shooting consisted of a few situations: the length of time the interview team should give a person who had been left a message to return the call before moving to the next participant: what could the minimum number of participants be for a focus group that is meeting a great distance from the majority of participants: and what if a person would have to leave a focus group interview early?

Participant Selection

Participants in this study were professional educators who attended “Physical Education in the Rough” teacher training institutes. Seven institutes were conducted in Oklahoma from 1993 to 1997. A count of 302 represented participants attending the seven institutes. The varied credentials of professionals representing K-12 levels were secondary subject specialists, elementary classroom teachers, physical education teachers, administrators, higher education professors, and retired teachers. Other attendees included preservice teachers, agency project coordinators, and individuals working with youth in a capacity outside of the schools. Attendees not directly involved in education were excluded from the study. Out of the participant list, 104 participants met the criteria established for the interviews.

Teachers were hand-drawn from eight categories for the individual interviews. The educators represented (a) both genders; (b) large and small school districts in the state; (c) elementary (grades K-5) and secondary (grades 6-12) school levels; and (d) physical education specialists. After the eight individual interviews were confirmed and scheduled the names for the focus groups were drawn. The individuals who composed the focus groups were selected from the remaining physical educators, classroom teachers, higher education professors, retired teachers and preservice teachers who are now full time faculty in K-12 schools.

Eight educators were interviewed for the individual interviews and forty-one for the ten focus groups. The interview team was provided a participant selection sheet with the names and information pertaining to professional criteria and contact information for

each person. One column on the participant selection sheet included a reference code for each individual:

Gender = f / m, teaching level = e (K-5) / s (6-12), school district size = s / l

- Small school districts consisted of fourteen or less schools
- Large districts consisted of fifteen or more schools including a minimum of four secondary schools (seventh grade and up).

The distinction between a small school district and a large school district was determined by a number of considerations:

- a. number of schools in the school district (1 school to 85 schools per district were involved),
- b. number of secondary schools in the district (the districts involved totaled 1-23 secondary schools),
- c. number of districts involved in the training (52 school districts total),
- d. the number of possible male participants to be selected from the secondary level (30 possible male participants of which 12 taught at the secondary).

One person from each of the eight reference codes was interviewed individually:

fes:	female PE teacher	- elementary level	- small school district
fss:	female PE teacher	- secondary level	- small school district
fel:	female PE teacher	- elementary level	- large school district
fsl:	female PE teacher	- secondary level	- large school district
mes:	male PE teacher	- elementary level	- small school district
mss:	male PE teacher	- secondary level	- small school district
mel:	male PE teacher	- elementary level	- large school district

msl: male PE teacher - secondary level - large school district

The participant information sheet (Appendix B) listed each of the candidates categorized according to gender, teaching level, and school district size. The selection sheet was cut in rows leaving one name and contact information for a specific person on a slip of paper. Each slip of paper was placed in a “hat” tagged with identical categorical information as the participant (e.g., “mes” hat, “fsl” hat). If a teacher was teaching both elementary and secondary level, the slip of paper was placed in the secondary hat. The decision to place the teachers into the secondary hat was due to the low number of secondary participants in relationship to the elementary group.

After all names were placed in designated hats, the drawing of potential interviewees began. From each hat, one name was drawn at a time and written down as the “first drawn”, “second drawn”, etc. The drawing was repeated until all slips of paper had been drawn. When the interview team began calling, the names were called in the order drawn. If the interview team member was unable to contact the Rough participant on the first call, she would attempt two additional calls to both school and home over a two-day period. If no contact was made, or if the person was reached and declined participation, the next name was called.

To assure a significant cross section of individuals was involved in the research, focus groups were interviewed increasing the number of participants. It was also a desire of the researcher to ascertain if an elementary classroom teacher or secondary subject specialist had views similar to the physical education specialist. From the remaining potential research participants, forty-one individuals were drawn, grouped, and interviewed in a combination of ten focus groups. This selection was made from all

individuals remaining after the individual interviews were filled. Included with the remaining physical education teachers were classroom teachers, college/university professors, retired teachers and preservice teachers now serving in faculty positions.

All slips of paper remaining were put into the one hat minus:

1. teachers participating in an individual interview,
2. the persons were unable to be located previously, or
3. if the individual declined participation. If a person had been called for an individual interview and had declined, he/she was given the option to be a participant in a focus group. If this opportunity was accepted, the name was readmitted for the focus group drawing. Five declined to be interviewed.

Two had previous commitments, one did not provide a reason and two were not comfortable with being interviewed alone. The latter two accepted to participate in a focus group if their names were drawn for the second phase.

The selection process for the focus groups provided a cross section of teachers teaching kindergarten through the university level. With both genders providing perspectives and with teachers from varied education levels, subjects, and diverse communities, a broad look at the professional development program was obtained.

Forty-one individuals were selected and divided into focus groups according to the region in which they lived. Due to the location of participants across the state and schedule conflicts, careful consideration had to be given to grouping. It was important to group the participants according to the region of the state in which they lived to minimize travel to keep traveling expenses and time to a minimum. The grouping of all focus groups was left to the discretion of the interview team.

Each interview team member selected the participants for the individual and focus groups she would be responsible to interview. The area of the state where the participants lived determined the selection. The three-member interview team each lived in a different area of the state. One was from Northeast Oklahoma, one from South Central Oklahoma, and the third from Northwest Oklahoma. E-mail was established between each interview team member for the purposes of exchanging information concerning various aspects of the interview process and for keeping track of all potential subjects contacted and their decision concerning participation. An e-mail connection was also established between the researcher, dissertation chair, and transcriber to facilitate necessary communication.

Participant Characteristics

The number of potential subjects from which the participating 49 Physical Education in the Rough participants were selected totaled 104. This number was derived from the attendees of the seven Rough teacher-training institutes that fulfilled the interview requirements. Following the selection process outlined previously, a total of 66 teachers were drawn. Out of the 66 teachers, ten were unable to be located due to moving from the school district last known to the researcher. Teachers contacted came to a total of 60, with three of that number declining to participate, three having conflicts, and one person did not show. The final number interviewed was 49. The Characteristics of Population Table (Table 3.1) provides a breakdown of the 49 participants with information concerning: gender; teaching levels; school district size; years in the teaching

profession; highest professional degree earned; number of Rough teacher training institutes attended; and the interview style he/she participated.

Female teachers outnumbered the male teachers, 34 to 15. Thirty-two elementary teachers were involved compared to 13 teachers from the secondary and four from the university level. Seventeen teachers were teaching from large school districts with 28 teaching in small districts. Four university instructors were interviewed. The group representing the largest number in the category of years teaching was the 21 plus years, the career teachers. This group totaled 22, with a total of 27 from the remaining four groups combined. Teachers earning bachelors degree totaled 27, 19 with masters, and three had a doctoral degree. Twenty-two of the 49 research participants attended two to five Roughts each.

Table 3.1

Characteristics of Participants Table

Characteristic	Teaching Level				School District Size			Years Teaching					Degree Earned			Teacher Training Institutes							Interview Style	
	Elem	Sec	E/S	Univ	Small	Large	U	1/5	6-10	11-15	16-20	21+	BS	MS	Do	1	2	3	4	5	6	7	Ind	FG
Male	8	3	3s	1	11	3	1	1	4	3	2	5	10	4	1	11	2	2	-	-	-	-	4	11
Female	19	6	1s	3	14	12	3		1	6	7	16	12	15	2	8	9	3	6	3	-	-	4	25
F - classroom	5		-	-	3	2	-	1	2	-	-	1	5	-	-	3	-	2	-	-	-	-	1	4
Totals	32	9	4	4	28	17	4	2	7	9	9	22	27	19	3	22	11	7	6	3	0	0	9	40

Table 3.1 represents specific characteristics of the 49 teachers who participated in this study. The characteristics cited represent:

- area the participant taught; either physical education or the classroom,
- level of teaching; elementary, secondary, combination of elementary and secondary, and university,
- size (number of schools) of the school district in which the teacher works,
- number of years the teacher has taught as of spring, 2000,
- level of college degree earned,
- total number of 'Rough' teacher training institutes the teacher attended, and
- whether the teacher was interviewed as an individual or was a participant in a focus group.

Participant Contact Procedure

The interviewers were provided an outline of information to follow for the phone calls to potential participants. The outline was to assure continuity between each of the team members. The three interviewers contacted potential subjects by telephone and conveyed information concerning the study through an informal conversation.

The team member informed the teacher-training participant about the doctoral research being conducted by the researcher under the direction of university faculty. The interviewer explained to the potential participant that the purpose of the call was to solicit his/her participation in the study. Also explained was the purpose behind the research project and the need to obtain educators who attended the “Rough” institute for individual interviews and focus groups.

The interview procedures were covered during the phone call as well as in the consent form the participant agreed to sign. Possible benefits to the subject that could be expected from the research (i.e., potential authorship on articles, scholarship for a teacher-training institute). Confidentiality measures were also covered.

The interview team members mailed information with the following guidelines: participation is voluntary and, at anytime, the participant could relinquish his/her position as interviewee in the study without penalties. Also, participants were allowed to request the information provided in the interview be removed from the study without penalties.

The potential interviewees received a mailing providing an additional source to contact for further information regarding the study. A timeline for the subject to respond with his/her decision concerning involvement in the study was established. The

interviewee also received a consent form regarding the interviewee's participation and a summary of all information discussed during the phone call between the interview team member and the potential interview participant.

Following acceptance to be a part of the process, the institute participant and interviewer established the setting, date, and time of the interview. The same procedure, though slightly more complicated due to scheduling and site designation, occurred with the focus group subjects. The interview team members mailed letters conveying the researcher's appreciation of the participant's involvement and consent form for review and signature (Appendix C).

Providing the participants' confidentiality required each interviewee to select a code name. The code names were the only names submitted to the transcriber as well as the researcher.

The individual interviews were conducted prior to the focus groups. The results of the individual interviews allowed the researcher to see if the information needed for the study was actually being gathered. Transcripts of the individual interviews were reviewed for content by the researcher and interview team. It was determined that the questions were yielding primarily information concerning the teacher's local program and limited amounts of information concerning the Rough and the teacher as a professional. The researcher could surmise that the information concerning the teacher's program was related to the Rough trainings, but the supporting facts were unavailable. Attributes of the professional development program could not be ascertained. Questions were modified after the review and increased in number. The probes were redesigned to gain more in-depth answers. Significant answers to the research questions were obtained from

the focus group questions. It was also determined after the focus group interviews that people conversing about different occurrences at the Rough helped other participant's memories. The interview team and researcher discussed whether the discussions influenced other person's answers. The discussion did assist participants in remembering incidences that happened during the institutes. The interview team felt the safeguards instituted in the interviews to protect against bias did prove to be advantageous.

Interview Process

Humans interact with each other in numerous ways, one of which is conversation. This is a basic mode of human interaction according to Bogdan and Biklen (1998). Sharing feelings, thoughts, experiences, knowledge, and dreams through conversation provide others insight into an individual and his/her life. An interview is one form of professional conversation in the array of conversational forms that takes place throughout one's life. Different from a general day-to-day conversation, an interview has rules and techniques so the outcome is an accumulation of data. Bogdan and Biklen (1998), state "the term data refers to the rough materials researchers collect from the world they are studying, they are the particulars that form the basis of analysis." (p. 106). In the Rough study a semistructured interview was used to obtain how the training at the Rough impacted the participant and what factors occurred at the institute that brought that about. An appropriate interview has structure and a purpose that goes beyond a simple exchange of views as experienced in a normal dialogue. An interview consists of a careful questioning and listening approach to obtain thoroughly tested knowledge. The

interviewer has to control the interview situation to gain the information needed (Kvale, 1996). The researcher designed a number of questions to gain specific information about personal feelings, insights, and actions of the interviewee (Appendix D). The questions focused on various topics but were open enough to allow the interviewees the opportunity to express how they felt concerning the training institute and its influence. “In-depth interviews offer meaning to the experiences. The interviews permit the researcher to verify, clarify, or alter what they thought happened, to achieve a full understanding of all incidents, and take into account the ‘lived’ experience of those who participated” (Sherman & Webb, 1997, p. 125). Even though the researcher was involved in the institutes and observed the participants, the researcher could not interpret the participant’s thoughts and impressions of all that was happening.

Individual and focus group interviews were selected, scheduled, and conducted by the interview team members. The team members used the interview participant’s “code” name to identify all materials associated with the research, including audiotapes and observation notes. Audiotapes and notes were forwarded to the transcriber immediately following each interview. The transcriber then forwarded all hard copies of transcripts to the researcher.

The strategy used for the interviews was to use open-ended questions. These questions pertained to the institute structure, professionals the participants worked with prior to the institute and after, as well as the program he/she conducted prior and after the institute. The three interview team members used questions written for the individual interviews and a revised set for the focus groups. The questions (Appendix E) were designed for specific wording and sequence. The procedure for asking the questions was

the same. The probes used in the individual interviews were changed considerably in the focus groups to obtain information that was void in the individual interviews. With the open-ended interview style, according to Fraenkel & Wallen (2000), respondents answer the same questions, thus increasing comparability of responses. The practice of using the same questions and probes reduces interviewer effects and bias when multiple interviews are used.

The individual interviews were conducted prior to the focus groups. After evaluating each of the physical education teacher's individual transcripts, and prior to the focus groups interviews, the researcher and interview team met for a discussion about the transcripts and questions. Questions were modified to obtain more in-depth information. The researcher and interview team also discussed modifications in the handling of the interviews and proceeded with additional interview training for the focus groups. The additional training focused on listening for interviewee's responses that would invite more probing.

At the completion of analyzing the interviews, the interview team was brought in to discuss the findings. It was important that the researcher's interpretation of the transcripts was the same as that of the interviewers' when the interviews were conducted. After reading and evaluating an individual interview transcript, the researcher and interviewer discussed their interpretation of the interview. Through the discussion the researcher realized the words on paper did not always convey the interaction between the participants, body language, expressions, and other human responses that provided significant meaning to a person's answers.

Transcripts of the individual interviews were reviewed for content by the researcher, and interview team. It was determined that the questions were yielding primarily information concerning the teacher's program and limited amounts of information concerning the Rough and the teacher as a professional. Questions were modified after the review and increased in number. Probes were redesigned to gain more in-depth answers. Significant answers to the research questions were obtained from the focus group questions.

Data Analysis

As each individual interview was concluded, the audiotape was forwarded to the transcriber. The hard copy of the transcript was forwarded to the researcher and reviewed. It was imperative to examine the transcripts and observation notes to ascertain whether the information needed was actually being compiled before the larger group interviews commenced. It was also necessary to revisit the process on how the interview was conducted (i.e. the location, the amount of time allowed, and the manner that the questions were asked.) It was found that in some instances the interviewer directed the participant towards specific answers by asking leading questions. Appropriate interview questions are non-directional, and broad in scope concerning specific areas. Another reason for revisiting the questions was the narrow area of information obtained. The majority of the information received from the individual interviews was focused on the participant's programming. Very limited information was obtained concerning the institute and the participants.

In addition to the audiotaping observation notes were taken. Primarily this was done to record the interviewer's observations as they developed. The observations were insights concerning changes in information provided by the conversational partner when asked specific questions, areas of interest not originally speculated by the researcher, and pertinent pieces of material that influenced the interview process that needed to be recorded as the interview proceeded.

All data were analyzed in relation to previous studies in the field of professional development to validate or contradict data, as well as to provide new areas that had not yet been addressed. According to Marshall and Rossman (1989), "each stage of data analysis entails data reduction as the reams of collected data are brought into manageable chunks and interpretation as the researcher brings meaning and insight to the words and acts of the participants in the study" (p. 114). The steps in analyzing the data for this study were:

- a. Review of all transcripts for an overall understanding of the exchange between the interviewer and the participant. The process of studying the transcripts provided insight into the participant's interpretation concerning the purpose of the interview. Reading the transcripts also provided an insight into any bias of the interviewer.
- b. Reviewing the focus group interviews not only furnished information sought in the individual interviews but also gave the researcher a view of the interaction between the participants and how spontaneous the conversations became which certainly was not possible in the individual interviews.

- c. As the interview statements were studied, categories began emerging that interview statements fell within.

The first approach provided categories that were emerging from within the numerous pages of transcripts but did not break the information down into workable portions of data. A second approach to the interview analysis was performed to condense the transcripts to a more workable format. Forty-nine abridged versions of each transcript, representing all of the participants, were developed by using the concepts and themes in each category. Five steps suggested by Kvale (1996) were followed to assure accuracy in condensing and analyzing the meanings of the participant's statements:

1. As previously stated, each interview was read by the researcher in its entirety to get a sense of the whole picture through the eyes of the participant. From the focus groups, each participant's statements were separated from the other group members into abridged transcripts.
2. Statements provided in the transcripts that were determined to be beneficial to the research questions were condensed into briefer statements or messages. These were condensed and placed under a "natural meaning unit" column. Great care was taken not to lose, modify, or change the communication expressed by the participant whether in terminology or opinion shared. Condensing the information of over 260 pages of transcripts to an abridged version of under 75 pages with each person's statements identified separately made the analyses of the study more efficient.
3. A theme that dominated the participant's condensed message was derived at and referred to in simple terms as the "central theme". The theme of the

message was the focus of the statement. The central themes were placed in an accompanying column to the meaning units. The themes were studied for patterns.

4. The essential themes derived from the natural meaning units were arranged under the categorical codes found in the first approach. With this approach patterns emerged and sub-categories began forming. Organizational charts were designed to demonstrate the relationship of all data. This provided an overall descriptive account in a visual form. The themes produced the substance categorized under each categorical code and sub-categorical code. Several themes were repeated, some multiple times.
5. The patterns of themes were examined for a relationship to the specific purpose of the study. Questions were asked such as, “does this category relate to the teacher institute”; “does this area relate to the participant as a professional”; and “does this information relate to the participant’s program”; and “what does this theme give us that relates to the attributes of the professional development program that cause an impact on participants?”

To complete the analysis of the interview data, the statements were analyzed for any variables between interviewees of different codes (e.g. fes, msl), years as a teacher, level of teaching, level of degree, etc. The information was then compared to past findings of professional development studies.

Summary

Eight K-12 physical education teachers were selected for individual interviews to obtain information concerning the key factors that must be included to run a beneficial professional development program. Eight physical education teachers were interviewed about their impression of a teacher-training institute, the Rough, the impact it had on them as professionals and on their program development. Forty-one additional participants including educators from other subject areas and levels were interviewed in focus groups. Each individual educator and focus group interviewed was asked open-ended questions relating to the “Rough” institute and their education programs and themselves as professionals. The interviews were recorded on audiotape from which transcripts were written.

Three retired educators familiar with the ‘Rough’ institutes were selected to conduct the interviews. The interview team went through two interview trainings conducted by a professor highly experienced in qualitative research as well as the researcher of this study. The researcher established all selection guidelines, interview questions, and conditions involved in the interviews. The individual and focus group interviews were selected, scheduled, and conducted by the interview team members.

The individual interviews were conducted prior to the focus groups. Following the reviewing of the individual interviews, the researcher and interview team met, discussed information obtained from the questions, and modified the questions and the guidelines for the focus groups.

Participants in this study were professional educators who attended one or more of the “Physical Education in the Rough” teacher training institutes. The varied credentials of professionals representing kindergarten through university levels were secondary subject specialists, elementary classroom teachers, physical education teachers, administrators, preservice teachers, university professors and retired teachers. Among the three-interview team members, there were eight individual interviews selected from boxes divided according to gender, level of teaching, and small or large school district. The focus groups were selected from the remaining “Rough” participants who qualified. The final number of participants interviewed was 49.

Each interview team member selected the participants for the individual and focus groups she would be responsible to interview. Phone calls were made and following acceptance to being interviewed the interviewee received a consent form regarding participation and a summary of all information discussed during the phone call.

The individual interviews were conducted prior to the focus groups. Individual and focus group interviews were selected, scheduled, and conducted by the interview team members. Transcripts of the individual interviews were reviewed for content by the researcher and interview team. A revised set was developed for the focus groups. The probes used in the individual interviews were changed considerably for the focus groups to obtain information that was void in the individual interviews.

The process of studying the transcripts provided insight into the participant’s interpretation concerning the purpose of the interview. Reviewing the focus group interviews not only furnished information sought in the individual interviews but also gave the researcher a view of the interaction between the participants and how

spontaneous the conversations became which certainly was not possible in the individual interviews. As the transcripts were studied, categories began emerging that interview statements fell within. From the focus groups, each participant's statements were separated from the other group members into abridged transcripts.

The abridged transcripts were studied, and central themes emerged providing insight concerning the influence the training had on the participants both as professionals and in their programs. It became apparent through processing the transcripts that the objectives set forth in the training did emerge and contributed to the overall influence on the participants.

CHAPTER IV

ANALYSIS AND FINDINGS

The purpose of this study was to examine the influences a professional development program called “Physical Education in the Rough” teacher-training institute had on the educators who participated. The researcher sought out information concerning the influences impacting the participants as professionals and impacting the education programs the participants conducted. Also investigated was the participant’s impression of the institute structure and what contributed to the influence he/she felt. The researcher also studied the data presented by individuals according to the professional characteristics of the participants to see if a pattern of impact was prevalent. The findings were also related to information of previous research concerning the attributes that must be present in a professional development program to influence participants.

Brody and Davidson (1998) contend that the aim of professional development for educators is to equip teachers with new classroom strategies and experiences to assist the achievement of students. The writers state “by coupling the ideas of professional development and cooperative learning the relationship of the two sustains not only good cooperative learning practices in schools and classrooms, but the larger goal of creating schools that are learning communities.” (p. 5)

Accomplishing the aims of helping students achieve and creating learning communities requires the energy, expertise, and contributions of teachers. The accomplishment of such a task is obtained by cooperative efforts of teachers working together towards the same goal, student achievement. As the world of education continues to evolve, teachers must continually acquire skills and knowledge to meet the challenge. These challenges are met by continuing to be educated and trained. The vehicles that provide continuing education are professional development programs in the form of workshops, in-services, conventions, training institutes and continuing education classes in higher education institutions.

Categories Emerging as Necessary Factors In Findings

To assess the influences of the teacher-training institute on the participants of the Rough, transcripts concerning the Rough were made from conversations with physical education teachers, professors and classroom teachers who attended one or more of the institutes. The concentration of the research questions was on the attitudes, thoughts, experiences and practices of these teachers in relation to the Rough training.

Interviews were used to obtain information that provided for the findings cited within this chapter. Steps in the analyses of the information from transcripts were detailed in Chapter III to provide an understanding of how statements were condensed into units of information for manageable study. The following information provides the breakdown of the information gained from transcript analysis cited in methodology:

- each condensed unit had an overall theme,

- themes emerge into categories,
- when the relationship of each of the categories was outlined a definite pattern appeared,
- the categories fell into five levels, each level developing from the prior level.

“With content analysis, the researcher uses data on communication to identify patterns. This technique allows examination of data to determine whether or not the data supports an hypothesis.” (Marshall & Rossman, 1989, p. 98). By outlining the categories and sub-categories the researcher was able to relate the themes to the research questions. The first level of categories and subcategories provided the information concerning the attributes of the teacher-training program that contributed to the teachers embracing the information that influenced them to change both personally as a professional and in their programs.

Categories that emerged fell into line with the findings of the Eisenhower, Madison and CSHE studies. Categories were structure and form, duration, collective participation, content, active learning, support, trained instructors, and coherence. Categories such as the environment with sub-categories of ‘location and arrival’, ‘organization’ of the structure category, and the category ‘professional attitude’ were additional themes that were not discussed in previous studies. These themes were significant to the participants. The themes also provided areas that quite possibly were deterrents to successful professional development for some people: over-intensity and discomfort from the elements. All of this information is critical in future program development.

Participants Perceptions of the Structure and Content

Outlining the categories into levels represents an organization of the pattern of categorical codes that developed during the transcript review of both individual and focus groups. Considering the focus of the study that reflects the perception of the participants on the structure and content of the institute, the first level outlined begins with Environment and Structure.

Environment

In reviewing the themes the category that represents the first step towards influencing the participants would be the environment the teachers entered into upon arrival. Dance (fsl) shared with the interviewer, “it was real good because it kind of gets you out of your environment into another.” The environment of the institute was critical in that it affected the person’s attitude from the moment he/she arrived at the training. By studying the transcripts, it appeared the first hours of settling in and finding his/her place in the scheme of things did set the attitude that the teacher experienced throughout the training. “We got there and it was more relaxed than a traditional staff development meeting that you go to. You were more relaxed, and therefore, I think you actually offered more to your colleagues and program than you would in a normal workshop setting” (BooBoo, fe/ss). Smith, et. al.. (1992) stated that outdoor settings have been shown to increase participants’ self-esteem, reduce asocial behavior, and improve problem-solving abilities.

Three sub-categories that 'Environment' encompassed were 'Location', 'Arrival', and 'Grouping'.

Location

"I had the same feeling driving over that I had for a regular convention, at first. When I got there the setting was just so different than a large university place or a gymnasium. It was a very recreational kind of feeling." (Shower King, mes) The settings were selected to place the teachers out away from the traditional workshop facility. The locations of the Oklahoma State Parks are wooded, submerged in nature, welcoming, and relaxing. The facilities were rustic and natural, rough and bare. The participants commented on how the facilities actually fit the outdoor theme of the training and contributed to the great experience. PipSqueak (fes) stated "for all of the activities and session, it needed to be an outdoor setting, and it worked. I thought it was perfect, I really liked it."

Of the 49 participants, 21 were considerably impacted by the location of the institutes. Positive responses consisted of "the location was beautiful", "the camp was wonderful", and "the layout perfect for the institute content". Four responses contributing to the 'rough' atmosphere arose from the lack of heat in the bare cabins and walking distance to the bathrooms especially in the cool night air. "We had cabins that had nothing but bunk beds. If you wanted a fan or a heater you brought your own and hoped you had electricity to use them. It turned off a little chilly that week and if you needed to go to the bathroom at night, you had to make a cold trip." (Crazy, mes)

Arrival

“I arrived a little bit later than the rest of them...got there and when I walked in everybody was just hee-hawing and playing a game and having a good time. I thought, well this is gonna be quite the weekend that I’m going to enjoy. And I did.” (Boss, fes). The arrival was the first formal welcoming of the participants on Thursday night. Comments cited under the code of ‘Arrival’ were along the lines of “taken care of,’ ‘social and friendly atmosphere’, and ‘welcomes with a smile’. BeeLady’s (fes) memory was “when we first arrived, we were immediately shown to our quarters, and were able to unpack. The staff was very good to show us around and tell us where to go and how to start.”

Along with Boss and Bee Lady, Crazy (mes) had similar responses concerning his arrival. “The one I went to everyone arrived the night before it actually started and being by myself, you know, I didn’t know anyone there. It was real surprising how social and friendly the atmosphere was and the staff just made you feel like you were home. We stayed up half the night the first night. The atmosphere was just great.” Wolf (mes) gave an excellent vision of his initial feelings: “The staff made you feel welcomed as soon as you arrived. You got settled into the cabin and got the electric heater going. Then, it’s just the excitement of something new and really not knowing what was gonna take place. Just kind of right where my thoughts were the first couple of hours I was there.” Many participants shared that the content of the Rough institute was so new to physical education professional workshops it was difficult to anticipate what was going to happen.

Thirty-seven of the participants commented on the warm welcome received upon arrival at the training. Three briefly mentioned their arrival, while nine did not comment.

Grouping

Every participant was placed into three distinctly different groups. Each grouping was purposeful with several objectives in mind. The main intention was to create three situations where people bonded with a new group of participants. “You were divided into three groups. You were constantly networking with brand new people you didn’t know. After you got to know them, you networked with them beyond the workshop with ideas, sharing equipment, etc. (Pike, fel). Thursday night was arrival time for the attendees. When the attendees arrived, they were greeted and offered assistance to unload and settle into the cabin they would occupy for the weekend. Food was prepared and out for the attendees to enjoy throughout the evening and late hours. Informal activities were going on throughout the evening for people to enjoy and get acquainted. The first group each participant would experience was the *cabin group*, the only form of grouping in which people could request to be with a particular individual. It was important to assure a positive connection between the attendees from the beginning to initiate a connection. According to the participants’ responses, the teachers felt part of the group even from the first and being able to share with the cabin mates at the end of the day was essential. Shower King (mes) shared the following: “there were four of us from the same district, and we might have tended to stay together. The organization of this whole program was to divide you out and share what you do or know or feel or

believe with other people from other parts of the state. Later in the evening when we four got back together again in our cabins, we had the experiences of all these people to talk about, as well as things that we just wanted to talk about concerning ourselves in our district. That was very valuable. It was good to have the opportunity to stay the night so you would have a lot more time to share.”

Siedentop and Locke (1997) state that teachers who share a common vision are most likely to make a difference when it counts, and by grouping teachers together who share the vision or work together to develop a vision are more than likely to make a difference. The teachers reported that they realized from the experiences within the groups how everyone could work together to achieve positive results with their students, even with teachers from other subject areas. “Not only were physical education teachers invited to the very first Rough, there were also science teachers and other interdisciplinary groups. The director wanted everyone to come together and that’s part of the point of the Rough: to make physical education not just a sole beneficiary of this wonderful workshop. We were all supposed to work together with other fields, and how we could do that was part of the workshop and it was fun.” (Corgi, fsl)

Thirty-four of the teachers commented directly about the first initiation to the groups. Fifteen did not comment about the grouping in the cabin, but the majority of the participants did comment about the groups assigned for the tracks. There were no negative comments pertaining to the grouping. There were concerns about being put with people they did not know in the beginning, but that soon changed into a plus. “The staff would divide us up so we had to meet new people. They wouldn’t let us be with our good friends. They figured us out. We were with people we hadn’t been around before

because they were not in the State Association. I felt it was neat that we got to know new people not only the ones we've known the whole time" (Cat Woman, fel).

Structure

The structure of the Rough was critical concerning the impact the institute had on the participants as individuals and towards all persons involved. Brody and Davidson (1998) stated that structures are ways of organizing the social interaction among people in a specific setting. As found in the Eisenhower, Madison, and CHES professional development studies, *structure* was one of the three key elements that was critical concerning the success of the training. The amount of time and effort given to the organization of the institute structure was evident to the participants and appreciated. Lexus (fu) shared the following, "I really appreciated the interaction. Also the organization skills that really attract me to workshops and to professional experiences. If they're not highly organized then I don't go again, and also if they don't provide me with something. So it has been really good." The participants commented that they felt the Rough instructors and staff valued the teachers and wanted to be involved in all parts of the program by participating and sharing in the entire workshop. Activities were varied, hands-on, and new to the traditional physical education programs. Luckner (1994) reports that many physical education and classroom teachers are new to the outdoor adventure programs. Receiving and retaining instruction is critical to the success of the teacher at transferring the information to his/her own students. The participants realized the desire of the instructors to make sure that each person understood the content and

delivery of the activities. Even though the schedule was strenuous and demanding, the camaraderie that developed was invaluable among all involved. The institute was structured to bring everyone closer together and at times forced them to depend on each other through demanding expectations. According to the data obtained, the intentions were successful.

The information pertaining to 'Structure' of the institute made up three sub-categories: 'Organization', 'Instructors and Staff', and 'Program'.

Organization

Notable comments directly reflecting "Organization" were cited 69 times. The sub-category organization involved a series of institute areas: ground rules for participants, scheduling, organization of materials and people, organization as a lesson in itself, logistics of institute, and how *rough* the institute actually was.

Kay, an elementary female classroom teacher (fes-c) provided information concerning the lessons gained from the organization. "Other workshops you attend, provide you information and send you on your way. This was a living, learning, hands-on experience that I probably have never experienced before. Tammy Fay and I teach third graders and we take 65 third graders overnight. We would have never ever done that without this experience. Never, ever been allowed to do this by our administrative people without the experience of this workshop and realizing that we had some training. We had a well-rounded training, including the training of being organized. You have people out on the rope – you have to be organized. You take 65 kids out overnight you

have to be organized, every minute of the day, every minute of the night needs to be organized. So we saw that and knew that, so this has been invaluable.” Graham, et. al.. (1993) state that actual experiences are used as guides for programming by excellent teachers.

Rabbit (fes) articulated her thoughts concerning the organization of the schedule. “The institute was on schedule and it stayed on schedule. A lot of workshops get off schedule and you never know when you’re going to be doing one thing or the next. But at this one when the staff said it would be a certain time, it was at that time. I appreciated that because you didn’t have to wonder about anything. You knew exactly what you were going to be doing, when you were going to eat, when you were going to start the next session, when you needed to take your bathroom breaks or whatever. It had to be though for the amount of things that we did, and the length of the time of the sessions. We didn’t sit and listen to lectures. We were actively involved in the activities and that was part of it too.” The constant activity without down time was the area receiving the most deliberation when asking for suggestive changes. Even though participants wanted the schedule to slow down, it was a consensus that it was to slow down only slightly because of the desire to participate in so many activities.

Several who had attended the initial Rough felt each training thereafter was modified and allowed slightly more time for transitioning between session. “If I remember right, the second workshop that I went to was not quite as strenuous as the first one. At the first one we were just constantly on the go, on the go, on the go, constantly active and you were exhausted by the time you left the workshop. But I don’t recall that from the second workshop. But it was a good exhaustion.” (Roadrunner, fes) This is an

area that must be reconsidered carefully. A fine line prevails between moving everyone too hard and allowing extra down time that means less sessions. There were participants who felt the pace actually assisted in the bonding because each person supported and encouraged the other to make it. This is an area of concern that must be further deliberated. Potential participants should not be sacrificed in lieu of additional sessions. The opposite should be the practice.

Forty-four of the attendees were very explicit in a favorable manner concerning the organization of the institute. Two made reference to the organization of the scheduling, while three did not make any references.

Instructors & Staff

Fifty-nine comments were cited on the chart under instructors and staff. 'Oklahoma resources coming together'; 'wanted to instruct participants'; 'new people presented new information on old subjects'; 'participated with group'; 'not ivory tower people' were typical comments. Throughout the interviews, the picture became quite clear about the persons who volunteered to instruct at the Rough teacher training institutes. The participants felt that the instructors wanted to be there and wanted to teach those who attended. The attitude displayed by the instructors was the desire to share their expertise with each participant throughout the training, not just in the sessions they were responsible to teach. Brody and Davidson (1998) contend that "a highly effective way to create sustained implementation of cooperative learning, or any new approach for learning and teaching, is to focus on the teacher." (p. 5). "The instructors were great to

me and you know one of them comes to mind, the one that taught the fly fishing. He stayed with me and kept working with me, showed so much patience, both fly casting and fly tying. The muzzle loader brought 3 types of black powder rifles to make sure we knew how to handle each type” (Hammer Head, me/ss).

Grandma (fes) stated “I think that the instructors were very capable of teaching and very knowledgeable of the subject area that they were responsible for. The thing about it I liked was that if they were not teaching their session they came into a different session to learn. It was nice to know that they felt so much a part of the group. In the groups as participants we could visit with them a little bit more freely. I know a lot of contacts were made down there for the specialists to come and help out with programs. So you really interacted with the people who were the presenters.”

Corgi (fsm) “The instructors made everything easy to understand and made sure you knew what they were talking about, what they were doing, and how to do it yourself. They worked until you figured it out. It wasn’t just here it is and there you go. They spent more than enough time to help you learn. We came out of there with the feeling that we could go back to school and do it.” Walsh (1998) explained that teachers would strive to develop new ways of thinking and actually address new challenges if they had the support of people from outside of the education system. The participants validated that statement with their responses.

BooBoo (fe/ss) provided information about participants who went to more than one training and had to go through a session presented at a prior institute. “Where I went to more than one workshop with different instructors and a few of the same sessions as before, I found that all of a sudden I was gaining more knowledge about some of the

same things but in a different way or a different aspect of it. That's one thing I did like about having the different professionals come in. The instructor might be covering the same area I had experienced before, but he/she was covering it differently." Siedentop (1992) stated that to develop and implement a program that reaches all learners, multiple approaches need to be use.

With 47 of the participants responding very favorably about the instructors and staff the following comment provides additional information concerning why: "the instructors knew what we were needing and what we were interested in. They also kept the humor going. They were not these people who live in an ivory tower trying to teach down to some lowly physical education teachers about what they ought to be doing. I think it was just a pretty good sharing experience." (BobbyFred, mss).

Program

Key words that appeared under the sub-category 'Program' were; hands-on, interdisciplinary, adaptable, varied, new and different. Two participants; Fog Dog (fsl), and Bobby Fred (mes), were positive about the varied program but found it difficult to provide such activities in their schools. The two teachers teach at the secondary level. Having the opportunity to work with core teachers, parents and the community is negligible. Personally each enjoyed learning the new activities, but considering the value of the sessions to their programs the two responded at a level three. "I work in a situation where we really don't have any kind of teams of teachers. There's no one for me to share in that respect where we go out as a team and do anything. With me it's an exclusive

program with just PE.” (Bobby Fred, mss). At Fog Dog’s school a very similar situation occurs. There are teams of teachers, but physical education professionals are not included. A third participant, Sharkey (me/ss) had a good time at the camp, but his interest in the area of outdoor education and non-traditional sports was limited. The training did not seem to have any influence on Sharkey professionally or on his programming. Seven of the participants did not make direct reference to the varied program of the Rough, but 39 did express genuine interest in the non-traditional program presented.

The term *modification* was used in respect to the program content. Forty-six of the participants responded to the modification of the Rough sessions. The responses related to two major areas: the ease in which the Rough sessions can be modified for elementary through secondary, and the adaptability of the sessions to meet the limited abilities of students who are physically and/or mentally challenged. For the most part, the activities presented at the Roughts were not adaptable for K-second. Grades three and up are a more appropriate level. Lady Blue (fes) shared her opinion concerning the adaptability to lower grades: “Some of the activities were geared for junior high, high school and some things I could adapt to my elementary age. If I would make a suggestion it would probably take into consideration finding a balance there for all levels. Some of it I could use. I did the fishing and tennis and low impact stuff. But some of the other ones are what I consider higher level than what I teach. I teach lower elementary.”

Professional Influences on Participants Professional Attitude

The category that follows the Environment and Structure is Professional Attitude. This category is an observation of the participants of themselves. A pattern of 140 short phrases and adverbs contributing to 'attitude' appeared throughout the transcript review.

The delivery of the content within the institute challenged individuals beyond their own expectations and encouraged a number of them to look within themselves. Teachers reported that the experience made them realize and feel what their own students possibly felt when facing a new subject content in the classes conducted at home. The learning that took place stretched the teachers beyond the comfort zone they had been living and working. Manross and Templeton (1997) have stated to increase their knowledge in what they teach, teachers must engage themselves in seeking new and updated materials. By going through this with other teachers and sharing throughout the total experience, the teachers developed a sense of communion and strength with one another and with the profession. Overall the teachers felt validated and worthwhile at the completion of the outdoor experience. A number were so energized personally they became certified instructors for programs presented at the Rough (e.g., Project WILD, WET), workshop presenters (e.g., district in-services, OAHPERD), and curriculum chairs for the districts in which they worked using the information gained at the Rough. Learning while participating and reflecting upon the experiences have more influence on teacher education than conventional learning (Tatto, 1998; and Buchmann, 1986).

The descriptions of emotions and observations were divided into the three sub-categories: Overall Opinion, Personal, and Motivation.

Overall Opinion

Beneath the subheading of 'Overall Opinion' was placed the listing of 51 responses participants shared concerning what each felt about the Rough and how he/she responded to the Rough. From being challenged in areas that were out of the participant's comfort zone to being stirred by human effort, the Rough experience seemed to have hit deep into the hearts of the participants. "One element of the experience that really made a difference to me was the whole support system. I came home revived knowing I did things I didn't know I could. Getting out of my comfortable realm, facing challenges, and trying something new, like repelling, then not being afraid to do it. I could only have done that with the support of the other participants and the instructors." (Mom, fel-c). Warrior, a student teacher at the time of the Rough shared, "we had full showers at camp Wah-Shah-She. It wasn't rough at night but it was rough during the day. We had great sleeping arrangements, we just didn't sleep very long."

Throughout the interviews, the participants spoke of the relationships that began as total strangers and closed the institute as steadfast friends. The relationships included both fellow participants and staff/instructors. The bond that was created became the base of support at the training and beyond. Teacher (mes): "the feeling at the workshop was fantastic. You're with a group of people that want to develop into better teachers. They're not just the average people cause those are not ones that want to make the effort to go to a workshop that you're going to have to get out of your comfort zone. Once the building starts taking place and you begin to step a little bit beyond those comfort levels then you begin to get a stronger and stronger feel. More motivation, more strength, and

more bonding, which is what I think we're there for." Tatto (1998) explains that learning while participating and reflecting upon the experiences has more influence on teacher education than conventional learning. The experience that the teachers received forged a bond that is still very strong to the time of this study according to the participants.

The impact of watching fellow professionals step out of their comfort zones, face challenges and succeed because of the other professionals that surrounded each of them had a huge effect on many of the teachers. Shower King (mes) shared an insight that provided a sensitivity to others at both the Rough and on to the students he teaches. "I came away with a real appreciation for just the human effort. There were teachers there that were not in good physical condition. I can only imagine how they wished they were in better shape when they went through the schedule, because we who are in descent shape struggled. But they went through it and did real well. Just that effort, that human effort. I remember thinking, kind of transferring those thoughts when I was watching them, to my students; that yes, my students could do this. Even those that weren't in the greatest physical condition, they could get through this and come away from it thinking I survived that. What a self-esteem builder."

Personal

Pioneer (me/ss): "Professionally it gave me a sense of belonging, a sense of need and also accountability. You know you're no longer the teacher that's being thought of as 'send my kids to so I can get my planning time'...and there's some validity into what you're doing. Physical Education in the Rough workshop made you feel like and gave

you the strength to say “yes” I am important. Yes, what we do is important, and by getting the regular classroom teacher involved and exposing them to what we already know, it is very important. Again, it just added to your sense of wealth.”

Fifty-six comments are outlined beneath the sub-category ‘Personal’. The participant’s personal responses overwhelmingly relate to his/her professional side. Comments such as reputation as authority, changed attitude about PE, educator of the whole student, and I just wanted to be involved, are only a few of the statements that give this researcher the idea that the challenges in the Rough allowed the teachers to find themselves again. Batman (mes): “My attitude towards my job has changed since the Rough. I see myself as a more rounded teacher, not just a coach, not just somebody that teaches how to dribble a ball, I see myself as an educator. An educator of the whole student.”

Teachers expressed being challenged and taken out of their comfort zone. “Something that I have gotten out of it, more than anything that definitely related to teaching children, is I was challenged at the Rough. I am an outdoors athletic person and I have never repelled. It was frightening, and I had to really be coaxed into it and I teared up. It took everything that I had, but after I did it... the challenge made this workshop different from other workshops I have been to. I understand the challenges the children face.” (Kay, fes-c).

Other participants found educational activities that would bridge the gap between physical education and other subjects, including the core. The teachers expressed that they just didn’t know how. Twenty-two of the participants were teachers with 21+ years in the career of teaching. Eighteen others had 11-20 years in the field. Without

professional development programs that show the physical education teacher the activities that will bridge the gap, the opportunity to gain the knowledge would be very limited. The Rough provided an avenue for the teachers to become knowledgeable and grow. “One element that really made a difference to me was the Rough experience gave me confidence in myself and gave me credibility dealing with the other teachers on issues. It made me feel more a part of the classroom and a different relationship with the faculty.” (Yappy, mes).

“When I became a physical education teacher at my school, the other teachers were rolling out the ball. I didn’t like teaching at all. Now, because of the curriculum I developed due to the Rough experience, I headed up the curriculum committee for our school district and wrote an outdoor education program. It was incorporated into the education curriculum for the district.” (Bass, msl). A number of the participants reported serving on curriculum committees; heading the change in the curriculum of his/her school; becoming a trained facilitator in programs they were introduced to at the Rough; becoming a presenter at professional development programs in Oklahoma and surrounding states; being selected Oklahoma Teacher of the Year and Southern District Teacher of the Year; and being respected by core subject teachers.

Motivation

Thirty-five comments were listed under Motivation. Crash (fes) said “professionally I think it got me out of a nutshell. You kind of limit yourself and I hadn’t been to a workshop for quite awhile. I don’t feel comfortable missing school very much.

I like to be with my classes, but something about me; the Physical Education in the Rough workshops really hit me. It just broadened my whole horizon. It just made me realize that there was more out there than these few things that I was teaching. There were more activities that I never thought about.” The motivation behind the statements came from not only the instructors, staff, content of sessions, it also came from being and sharing with fellow professionals. “The Rough workshops just really helped me to be more motivated in what I wanted to do due to being around the other professionals” (Grandma, fes). Rambo (fes) expressed her thoughts; “These workshops are like a shot in the arm. If you’re kind of down and in a rut, maybe taught too long and you want something new to excite the kids, you go to these professional workshops and talk with other professionals. It changed what I believed was physical education. Listening to their problems and the excitement of learning new material, it invigorates you and readies you to face the world, and do the best job you can.”

The participants used the words excited, motivated, renewed, revitalized, recharged, encouraged, as well as others throughout the conversations. As different participants shared, it was like a new experience to learn again. It was invigorating, challenging, exciting. For many of the career teachers it was the beginning of a new career. At least three were on the cuff of retiring, then decided to delay because of the new opportunities they had been given to share with the students. Shorty (fel) shares that “at first when I started attending these I had been teaching several years and was getting really dry. I mean it’s kind of re-charged me and I took back new information to the school. I was excited to go back to the kids and teach. Each workshop I went to I came back with one or two new ideas.” The you-can-do-it attitude is transferred to students

when the teacher is enthusiastic about what he/she teaches, thus motivating the students to improve their skills. (Pintrich & Schunk, 1996).

According to the information provided on the transcripts, the major contribution to the renewal of the participant's energy and enthusiasm was the confidence developed due to the connection among all of the participants. As each hour passed the connections between the people became stronger. Teachers became steadfast friends.

Forty-six of the participants responded with statements that demonstrated major impact on them as professionals. Two attendees were rather reserved with their opinions. Both teachers were elementary, one male, BackPacker and one female, Blowfish who was a classroom teacher. One individual, Sharkey, was not influenced. BackPacker was influenced personally and has implemented skills learned at the Rough in his own personal life, such as all the skills associated with backpacking. He explained to the interviewer that he is rather reserved and even though he had the opportunity to develop relationships at the Rough and could integrate sessions into his program he chose to keep back and stay in his own zone. Blowfish, attended the Rough with two other teachers, and was really charged to return home and implement a program as a team. Blowfish was transferred to another school in her district following that year. As a classroom teacher the collaboration with a physical education teacher makes the development of a hands-on outdoor program smoother. Blowfish has had little success in establishing a team of interested teachers.

Network and Collaboration

Within this study the term 'network' is used when the researcher is connecting the participant to fellow attendees of the Rough, physical educators or other professionals outside of the school in which the participant works. The term collaboration is used when the researcher is relating to working with teachers and administrators within the participant's school, parents, and community citizens. The two categories will be addressed separately.

The network that developed at the Rough and carried on to the teachers' home sites was a significant influence to changing or modifying the teachers' existing program for the majority of the participants. The teachers realized that most professionals were at the training because each one wanted to be. The mutual desire to learn something new and the excitement produced by the new ideas and avenues of programming strengthened the relationships of the participants. A number of total strangers, became steadfast friends. They became support systems upon return home - personally, professionally, and in program modification. The presentation of information, activities, and techniques for collaborating with teachers of other subject areas, administrators, parents, community, and agencies proved invaluable to the participants when each returned to his/her school site. The physical education teachers were no longer alone in a segregated subject area if they chose not to be. The training experience left each with the knowledge of how to be seen as an integral program of the total school curriculum. Tatto (1998) contends that positive and meaningful change depends on attention to teachers' beliefs, attitudes, and experiences. The overall collaboration within the community validated the participants

as teaching professionals with a program that was essential to the community. Siedentop and Locke (1997) contend that programs should be linked to the community. Citizens should be allowed and encouraged to participate. The network that had been established at the Rough became the stimulus for the network developed at home for the majority of the participants. Network has four sub-categories: Participants, Instructors, Core Teachers, and Administrators.

Participants

Only seven comments are listed under 'Participants' but were repeated a minimum of 55 times. The overall theme concerned working together. Sharing ideas on how to implement the activities presented at the Rough appeared to be a major factor concerning the participant actually going home and implementing the activity. Perch (fel) shared "you met other people from all over and learned about their program. You just really got a good mix of stuff." This finding corroborates the findings of the Eisenhower and Madison research. Teachers who are able to share about the activities, beliefs, ideas and concerns build a unity that prevails and strengthens as time passes.

Tammy Faye, an elementary-classroom teacher (fes-c) expresses a unique situation she was in: "Kay and I were classroom teachers with all of these physical education teachers. It was a good learning experience for us, and we were able to find out how the different teachers did these activities in the physical education classrooms, instead of the core classroom." A few teams of teachers attended the Rough from the same school. These normally consisted of a combination of classroom teachers and the

physical education teacher. In these situations the classroom teachers are able to practice one of the requirements Manross and Templeton (1997) explain needs to happen for teachers to communicate effectively with one another. This needs to happen to increase the teacher's understanding of the subject matter being taught in the physical arena of the Rough. Being actively involved with the physical educators would enhance the teaching style necessary for the learner to learn and know how to respond to situations that might occur with the students in the active setting.

The extended time in the Rough experience, along with the intense structure bonded the teachers according to the information obtained through the transcripts. When the bond was created, it lasted. "A lot of us have gotten so close, and I do believe a lot of it has been from the Rough. At the state convention we were close, we were friends and we would do things, but then we left. It seems like through the years we're together more, and we do things together more since our Rough experience." (Wonder Woman, fes) Xena (fsl) shared the following: "To have all these people from your profession that you haven't been around before, and then out with them in a camp atmosphere, just really was a good experience." The participants repeatedly brought up the fact that individuals from all over the state were involved in the training. The new faces, programs, and desires to be involved were major factors to the success of the training. A critical element that kept appearing throughout the transcripts was; bonding was created because the structure kept people within designated groups for specific situations over a long period of time.

There were two individuals who did not associate as closely to others, Sharkey and BackPacker. (BP) "I think the institute provided a great opportunity to meet and visit

with fellow professionals. I probably didn't take as much of that opportunity as I should, but that's my fault not the institutes. The activities did effect me personally. Very shortly after the training I became a backpacker and have backpacked with some men every summer."

Instructors

Shorty (fel) summed up a lot of the participant's observations: "An element of the experience that really made a difference to me was the enthusiasm that was there of everyone involved, including the staff and instructors. People were there because they wanted to be there." The participants reported that the instructors became one of the most important tools in assisting the incorporation of new activities in programs at home. "After my first Rough I called some of the Wildlife instructors, and they really helped me a ton right then. I have become a certified aquatics and fishing instructor since I went. I was able to do a lot of the things through those connections in my classroom because of the people that were instructors at the Rough." (Bass, msl) Bass demonstrated, just as many of the other participants, that contacts with outside organizations and groups will create opportunities for teachers to reflect on their own teaching objectives, strategies, and development. According to Walshe (1998) this is a necessity for teachers to grow.

Forty-four of the participants expressed strong feelings concerning the network opportunities with fellow participants and instructors both at the institute and beyond the Rough experience. This networking has proven, by the information obtained through the transcripts, to be beneficial in the modification of existing physical education programs.

One of the teachers did not develop close relationships with any of the people involved, while three were not cited as having any comments directly related to the category.

Core Teachers

“I’m trying to get more involved with my classroom teachers. It’s hard for the classroom teachers to see the relevancy in working cross-curricular with physical education.” (Rabbit, fes). Six participants spoke directly to the lack of collaboration with core subject teachers prior to the Rough. One specific reason was the lack of knowledge concerning how to bridge the connection. The Rough gave them the activity programs that were designed primarily for teaching science and math using physical activity. The teachers reported that they had an understanding of how to work the subject areas into the physical program and this benefited the collaboration that developed. However, as Rabbit explained, sometimes it is not what the physical education teacher knows; it is the attitude of the other subject area teacher that becomes the obstacle.

A few secondary teachers did not have success in becoming partners with the core teachers at the schools. At the secondary level, units of teachers are established, and the physical education teacher is normally excluded from those teams.

BooBoo (fes), “We have a K-12 faculty. We do have some teachers bleed over into other class like the Project WILD and PLT, etc. We go from one aspect of those programs in the classroom to the physical education room and then into the music room.” Fifteen participants commented that they now are collaborating with core teachers. Through the collaborative process core teachers are reported to be looking at physical

education differently. Respect for the subject area of physical education by the core teachers is being felt and appreciated. Dance (fsl) has been instrumental in changing the curriculum at her school. She talked at length about how the Rough had played such a key role in the change. The following statement provides a small segment of her transcript: "Wildcat Experiences, a new curriculum for our school, is for the eighth grade. Teachers involved represent all kinds of subject areas. The teachers use all of the experiences from the "book" (Rough workbook) in addition to other activities. The teachers then modify what needs to be done. This program has also been used in the community at various safe houses through Neighbor to Neighbor."

Prior to the Rough only six teachers reported a significant involvement with core teachers. Three expressed collaboration on some activities or projects at a minimal level: nine barely worked with teachers outside of the physical education program. Fourteen reported no collaboration or didn't even talk about it. Seventeen did not respond.

Following the Rough institute, 26 of the participants reported sharing significant collaboration with core teachers as well as elective teachers. Five were involved to some extent, while seven work with one or two core teachers, or they work on a school project together, leaving eight having no comment. Three teachers still do not collaborate with teachers of other subject areas.

Administrators

Another key group of people is the administrators. The teachers on the whole reported that prior to the Rough administrators were somewhat supportive of the physical

education program. Actually little contact was made about going beyond the traditional. The administrators for Bee Lady and BooBoo were not supportive of either attending the Rough. Neither administrator saw the relevance. Six were provided total support prior to the Rough. Seventeen were supported for their average program, making sure the teachers had equipment, facilities, and support for the program. Eight had very little support from the administration concerning any activity outside of traditional team sports. Eighteen did not reply on this category.

BeeLady (fes) reported, "The superintendent was not going to let me go. The Rough director, by my request, called the superintendent and my principal. They finally allowed a professional day off. They were not receptive to the idea at all. When I returned he was much more pleased at what I had learned, and what I was implementing into my program." Administrators need to support teachers in their search for new knowledge through professional development (Lambert, 1999). As seen in this situation if the teacher had not taken the initiative to have the Rough director speak to the administrators, the teacher would not have been able to attend, and the students would most definitely not benefited. BooBoo had received the same lack of support. She put in place the same call for action as BeeLady and ended up with the same results. Both participants have been allowed to attend any professional development programs available due to the Rough experience. Other participants reported having gone back following the Rough, energized about starting an outdoor education program that would involve camping and many of the lifetime skills. The administrator felt the liability of the field trip would be too great. All activities are performed on school site.

In contrast to the above situations, a significant number of participants reported the same type of response to the program as Buzz (fes-c). “Our administrators are aware that the Rough was a different type of physical education program, and they felt it was something that we could use. The principal is pretty encouraging and has never discouraged me from doing anything that I want to do, and I guess that’s the biggest thing. They haven’t tried to discourage me from implementing any of the activities that I’ve implemented.”

After the Rough experience the administrative support changed drastically. Thirty-three of the participants felt an increase in the administration’s support for the teacher’s program. Seven were supported adequately, and three were not supported by the administration.

Community Citizens

Twenty-five comments ranging from ‘no connection before’ to ‘positive outlook – no negativism’ were listed under the community category. The teachers expressed the support of the community for programs that impact all kids in positive ways as well as impacting the kids to be positive about their community. Wings (fes), “Anytime that you’re enriching the program or helping the children’s ideas, I think the parents and the community are always supportive. People in the community have come in and instructed karate, self-defense, and spelunking. The community is very supportive and willing to help” Hootie Owl (fes) shared how ideas spawned at the Rough carried over to her program. “I had hardly any contact with the community before the institute. Now that I

have been given new ideas I have been much more active about bringing in people to meet my classes such as the pro-golfer.”

“We have done fishing, bb gun shooting, shooting safety, spelunking and camping. Our local game wardens come in and teach the fishing and shooting activities.” (Buzz, fes-c).

Parents

Parent involvement, as expressed by the participants, has been minimal in the past. With the Rough activities there is a way for parents to become involved in a positive way for the school and for the family. A professional development program should provide opportunities for the teacher’s program to link to the community and parents so those people can volunteer to participate (Siedentop & Locke, 1997). Yappy (mes) stated “One of the big benefits that my principal talks about is a lot of dads are involved. This is just a parental thing that whenever we have activities at school a large majority of the parental influence is the mom. But when we’re taking the kids to the lake to camp, fish, do camp fires, etc, we get lots and lots of dads that can all of a sudden take off the day of work. This brought a-lot of volunteer dads into the school.” Roadrunner (fes) shared with the interviewer, “I think probably one of the greatest things that has come out of this for me personally is, before I didn’t really involve parents in my classroom or with my programs. We invited parents to come watch, but as far as allowing the parents to come in and be a student with their child. ‘By putting on an outdoor education program, I involve my parents now and it’s a total family thing. It

gives parents new information that maybe they don't know about or never used, something they can take back as a family and use it. I've had more response from parents, commending me personally, on what a fine job and how much different physical education is with their child than what it was when they were kids, and they really like that. That is one of the things that I am very proud of." Throughout the transcripts participants provide comments from parents relating to the difference in the physical education program the child is in compared to the physical education program they were put into. The response is in favor of their child's program. "My parents are impressed that it's more than just basketball or football, that you're trying to do other different things, and they're excited for their kids to learn new and different things" (Leonardo, fel).

Families

By involving the parents, the teachers felt much stronger support for their programs. A key factor for the support and one that the participants are very proud of is how the program changes impacted the families instead of just the child in the program. Teacher (me/ss) shared how his program involves teaching parents. "We do parent programs on the ropes where the parents come in and get an opportunity to do the indoor ropes course with their son or daughter. We also have a scuba program where parents are allowed to join with their children when we teach our sixth graders. When we go on our outings out backpacking and camping, parents participate along with us."

Thirty-three of the participants were enthused by the positive involvement of the community, parents, and the family. Two provided opportunities, though not expansive. Three did very little to encourage involvement, while 11 did not record any reaction.

Influence on the Participant's Programs

Two categories concerning the participant's programs are Curriculum and Programs. The content provided for these two categories dealt directly with the program the participant conducted at home.

Curriculum

Findings revealed contributions of the Rough to the participant's curriculum ranged from a few activities to a totally new curriculum. Though an extremely large majority of participants modified or rebuilt their program, some participants chose to remain with the traditional including only a small amount of the Rough sessions.

In the schools where the physical education programs were significantly modified, very favorable results occurred with the students at both the elementary and secondary levels. Activities and sports outside of the traditional offerings in physical education allow success for all students not just the athletes. Spencer (1998) concludes that teaching a wide range of activities provides a better opportunity to reach a higher percentage of students and can promote self-directive behavior. It is concluded that students want to be active but need to be provided a different selection than the

traditional. When students are offered enjoyable, challenging and self-fulfilling activities, they will respond favorably.

Three sub-categories reflect the patterns of comments concerning Curriculum: Activities, Materials, and Resources. A sub-component of Activities was coded All Kids. The sub-categories of Curriculum pertain to all of the components used to produce a program. The information provided is directly connected to the Rough institute.

Activities

The activities presented at the Roughs were nontraditional individual and team activities/sports. The largest percentage of activities presented were defined as outdoor education, lifetime, recreational, family, and interdisciplinary by the participants. A broad and interesting curriculum would be provided with the integration of core subject content into nontraditional activities and sports as well as the traditional suggest Kinchin and O'Sullivan (1998). Many of the Rough participants expressed that the introduction to the new activities renewed their desire to teach again.

Sixty-three offerings of activities were recognized during the review of the transcripts. Those activities receiving the highest number of repetitions were lifetime activities, no trace camping, tennis, and team building. The span of activities ranged from nontraditional sports such as Lacrosse and Korfball, to outdoor pursuits such as fishing and water safety, to science and math based programs such as Project WILD and Project Learning Tree. Every activity listed under the category code of 'Activity' has been implemented in one or more school programs. Several combinations of activities

were described in the transcripts. Teachers appear to be mixing the offerings in the program so all of the students find an activity they can be successful at and enjoy. “I’ve gotten really far away from games, and I do very little in the area of competitive games. Archery, golf, fire building, camping, and tennis are a few activities we do in the program. I just think all the things that were offered in the Rough were geared towards enjoyment and self-improvement” Trout (fel).

Lulu (fu) contributes: “I think team building is good for your program because it goes with everything that you have to do as you get older, working with teams, working with people, and team building is a great way to learn how to do that.” “Two elements of the experience that really made a difference to me were the variety of activities and trying to let the college students know that they can do a lot with the activities.” (PigPen, fu).

“It’s a fact that you’re teaching these kids lifetime skills and things they have not ever experienced before... just got back from Red Rock Canyon just last week and there’s kids who’ve never been to a state park, never been hiking, never experience being out in nature like that before because of the family situations and things.” (PipSqueak, fes).

Forty-five teachers have incorporated activities from the Rough as primary components of the programs conducted. Two have added some of the activities.

All Youth

Teachers expressed being challenged by many of the activities. For many it was an experience long forgotten. The teachers realized the activities could have the same

impact on the students. Children could be reached who had not been reached before. Children who had low self-esteem could be successful, and self-esteem could be built in a positive direction. PowWow Girl (fes) stated, “Maybe if you can’t reach a child in other sports or core subjects, you may in the out-of-doors. Maybe he’s a discipline problem, so I just think working with other teachers that we can really see what lies beneath that little child and go for it, at all of his senses.” Pioneer (me/ss) shared “Kids feel like they can accomplish more; there’s more positive feedback; it’s not competitive.”

Throughout the transcript comments concerning the inclusion of all children, positively influencing students who are tagged discipline problems, and something for every child kept appearing. “I think probably the greatest thing that has come out of the Rough training is the students who are not the so-called “athletes”, the more outdoorsmen type of students, boy and girls, both have a part of the program, or the year, that they stand out. Now they have a time they are highlighted and those other students are able to look up to those kids.” (Roadrunner, fes). The comments similar to Roadrunners were cited twelve times.

Participants who have attended multiple institutes have noticed the student’s eagerness to learn new activities from the training. Shorty (fel): “My older students ask when I’m going to another workshop and bring back something else that is new again.” Teacher (mes) made a similar response concerning the recognition his program has received: “Every time a recognition is given the kids become that much more excited about what they are going to get to do. Kids want to do different things, and we do.”

Thirty-two of the participants spoke about the students they teach and the positive impact it has made on the students. Two teachers briefly mentioned how their students enjoy the different activities. Fifteen did not talk about the students directly.

Materials

Materials in the format of extended lesson plans covering all presentations and activities associated to sessions, videos, resources for additional free materials, and access to equipment became invaluable in recreating the Rough sessions and other new contributions to the teacher's program.

Materials provided to the participants consisted of all the sessions and additional materials that related to the sessions. The teachers responded very favorably to the materials provided at the completion of the workshop. One hundred and eleven comments were recorded in this category. Each instructor was required to provide pertinent information concerning the session presented. In two sessions throughout the seven Roughs, materials were not provided. Participants cited both sessions. The teachers made it clear that materials covering the activity taught are a necessity if the presenter wants the activities from the session presented in school programs. The materials were complete and readily usable. RecMan (mu) shared "I have the ability to go back and still use that notebook. I've never gotten that kind of resource through any conference with that much information in it." "I don't throw anything away, cause at some point I know I'm gonna be able to use it somehow, somewhere because of the training." (Shorty, fel).

The classroom teachers benefited from the materials as well. Tammy Faye (fes-c) provided the following: "I have not used the resources from other workshops as much as I have used the resources that came from the Rough." Several of the teachers told of how they have loaned much of their materials to teachers teaching other subjects. Those same teachers were proud to say that they have become a major resource center for the school faculty.

The availability of equipment was a key factor for many educators. Participants talked about administrators questioning the decision to attend the institute since a number of the sessions required equipment not typically found in schools. The availability of the equipment to the participants by the institute staff and instructors made a huge difference in the programs developed in the schools. The equipment was provided at no cost to the teachers outside of shipping back to the resource. In many cases the resource person delivered the equipment and instructed. Roadrunner (fes) stated "Something that really made a difference to me was opening my eyes to other things that are out there to offer within my classes to include more children in the curriculum. Also important was the accessibility to people, to new equipment, to grants, and information."

Forty-seven participants contributed information directly related to the materials received. Not only were the materials readily available at the institute, the participants learned how to access similar materials from various resources when they returned home. One source of information the participants received in the workbooks was a contact list of all participants, instructors and staff at the institute. Thirteen participants commented on how beneficial the list has been.

Resources

Resources in the field have been a major help for the teachers. Being able to call and have an immediate response from someone who would come out and help teach a unit, provide materials, and /or provide equipment has had been very beneficial to program development. “After the first Rough I called some of the wildlife department personnel, and they really helped right then, helped a ton.” (Bass, msl).

Due to the information provided by the Rough staff and instructors, as well as developing new programs with focus and interdisciplinary content, the teachers were able to obtain grants to support their programs. The grants have been awarded to the programs that conduct off site opportunities for the students. Nine teachers have received grants to subsidize their activity programs. Mom (fel-c) explained, “We received the Healthy Lifestyle’s grant because of resources gained from the Rough. We knew what we were doing, and we were able to obtain people through information in materials from the Rough.” Madonna (fes), one of the cofounders of Project Eagle told the interviewer, “We have our own funds through grants that we write for and support our program.”

Thirty-six teachers felt the access to resources was a primary factor in the program they developed. Two teachers used the resources for materials. Eleven did not comment directly on the use of the instructors after the Rough. A large number of the participants contacted the agencies and used persons in their locality that were volunteer facilitators for the agencies educational programs.

Programs

Programs Before

The participants' programs ranged from roll out the ball, to programs with diverse offerings. Eighteen participants said their programs consisted of traditional offerings such as competitive sports for secondary and dodgeball. The elementary programs primarily had basic motor skills, games, and lead-up games to sports. Eighteen repetitions of traditional games and sports were noted. The inclusion of content to gain knowledge of various disciplines was not a part of the curriculum, except in the introduction of multicultural games. "I was in a rut until I went to the Rough. It got me so excited I couldn't wait to get back to school, now that was something at that time too!" (Hootie Owl, fss). "Before I went to the Rough, I was new and worked with two older teachers who were in the gym doing the ol' role out the ball stuff. I didn't like teaching at all." (Bass, msm). Even though there were a number of participants who had programs that were not accountable to the education process, there were a number of developmentally appropriate programs. These programs were traditional in nature but did not encompass the nontraditional areas. Backpacker (mem) shared, "I had a good program; manipulatives, rhythm, jump rope, strength work, and traditional sports. I had no outdoor education activities."

No community contact, dry and boring, rolled out the ball, and little or no collaboration are a portion of the 41 comments concerning the participant's program before the Rough. A few felt they had a very diversified program minus outdoor education. Twenty-eight participants did not feel their programs equaled the quality that

they do now. Seventeen admitted their programs were not at the level they realized they could reach. “I did a lot of games, did athletics, and I think other stuff. That’s what I saw myself doing, and I knew I wanted to do more, but I didn’t know how. I knew there was a way to incorporate science, but didn’t know how. I knew it was out there, but nobody ever showed it to me.” (Batman, mer).

Programs After

The programs that were implemented at the participant’s home site due to the influence of the Physical Education in the Rough teacher training institute provided the information for the final level of the categories program. According to the teachers the Rough provided teachers with the hands-on experiences, knowledge, and resources that contributed to changes in programming. Redesigning a physical education program, even minimally, required the involvement of school personnel and the community as a whole. The program content had to provide for every child’s differences and abilities to produce favorable results.

Participant’s programs following the Rough varied. Changes from the implementation of one or two activities to developing an entire program for outdoor education were noted. Some programs appeared not to change. “As far as a lot of the outside stuff, we have a lack of funding and facilities. We are not doing a lot of the things that we weren’t yet into. We are still more into the gym type athletics. It was just because I actually shared a gym with a female class, a female instructor, and a lot of times we would do things coed” (Duck, mes). The teacher did not implement any

activity or related activity in his own program. Other teacher's programs included teaming with core and elective teachers, embracing parents and community citizens, as well as, outside resource people. Fifty-nine comments appear under the heading of 'Programs After'. Phrases such as; program boomeranged, unlimited field trips, and drastically changed imply a considerable change in programming. Phrases that were representative of only a small amount of the teachers interviewed: lack of facilities and funding – stopping implementation, sports oriented – no change. The programs do vary across the spectrum but are weighted in the full implementation direction.

Participants were implementing a large number of Rough sessions and non-traditional activities along with interdisciplinary activities inspired by the Rough. The programs involved a team effort of both a physical education teacher and two or more core teachers, parents and community citizens. A portion of the equipment the teachers were using was borrowed from the Rough resources or other resources discovered by the teacher. Equipment was also being acquired by grants the teachers have applied for and been awarded. The grants were provided by the local districts in some cases and in others, the teachers were awarded national grants. Forty-one teachers made these significant changes to their programs. Three teachers did implement several of the activities and worked with a few fellow teachers. The remainder did add a few activities to their programs. Teachers expressed the lack of knowledge about how to integrate, how to involve the parents and community, and about agency resources as being the reason their programs had not contained the outdoor education and interdisciplinary content prior.

Monopoly (fem) shared with the interviewer, “I think that I’ve always tried to plan a real well rounded physical education program, but after I attended the Physical Education in the Rough, I realized that there were so many different things that I could be doing. Things that are not very hard to implement into the program and go along with our objectives.”

Forty-one of the participants made sessions and professional practices from the Rough a priority in their programs. Three implemented various activities and did collaborate with one or two teachers. Four felt it would be good to initiate some of the Rough sessions, but due to personal reasons and limitations in the school the implementation would be hard.

Extended Programs

Extended programs are the programs where the teachers reported taking the students off campus for a half-day to a weeklong field trip. Two of the programs had already included field trips prior to the Rough institute. The remaining 23 began taking students off campus due to the influence of the Rough experience. The listing under the category heading of Extended Programs provides titles of programs that envelop a curriculum that crosses through the school. “The environmental activity camp situation that our school is involved in, is part of the activities that we learned at the Rough and that’s made it possible because I wouldn’t be doing the activities that I am doing now if it wasn’t for the Rough.” (Grandma, fes). Each of the programs listed under the category of Extended Programs, involves off site trips from a day to a week. Teachers of different

subjects as well as community specialists teach interdisciplinary content. Parents are involved in the teaching, assisting, and even as learners in various programs. Each program has a team who collaborates and runs the program through the school year.

Twenty-five of the forty-nine teachers direct such programs. Many of the programs are under the outdoor education umbrella. The physical education teacher is the primary coordinator.

Youth

Youth is a subset of extended programs. Thirty-five comments and repetitions are listed on the chart with 'love it, want more' having the most repetitions. The comments such as: feel accomplishment, positive feelings towards each other and themselves, watch their own behavior, and want new things were expressed with enthusiasm by the teachers. Bass (msl) shared with the interviewer that "A lot of kids that had terrible grades or weren't athletes found other avenues that they could turn to. Some of the kids I had, when they got into high school, instead of partying and getting into drugs and stuff, were out at the lake camping and fishing all weekend." "We went on this trail and had to sit on our bottoms and slide down the trail. They loved the challenge of having to do something that was a little on the edge." (Trout, fel). Another observation concerning kids being away from the school on an extended program shared, "When the kids are out and not in the setting of the school, they are quick to share and feel more comfortable with each other, and they teach each other." (Dance, fsl).

Recommendations for Change

The interview participants were asked for suggestions about changes that would prove beneficial for future professional development programs such as the Rough. The comments concerning what time of year and length of time the Rough institute should run were: have workshop during the school week; run the workshop Thursday through Saturday; vary the times of year the Rough is offered; and have the Rough in the summer. Comments concerning the structure of the Rough institute were: provide extra down time after lunch; provide down time to analyze, think through, and gather thoughts; provide more time to share with others; prior to lunch and dinner, each track should discuss with their members ideas from the day; and no speaker after dinner. Other responses were concerning the structure were: have time to explore site on their own; readjust time allotments for different sessions; keep the same pace as the latter Roughs; pushed to be active and involved; slowing down the workshop would mean it would have to be extended to additional days, or the elimination of sessions, keep it the same; have more Roughs; and no changes.

Comments concerning activities: video all sessions; provide hard copies of all sessions; find balance in activity levels, need more for lower elementary; journal throughout the workshop; keep adding new activities; be able to go back to a session a second time; teachers bring an activity of their own and present it; and design the workshop to reflect an actual outdoor education unit.

Additional recommendations were: make more accessible and available for teachers and college students; bring in a few kids from the schools; require all physical

education teachers to go; lack of males is a concern, change the advertising to bring more in; and, eliminate the morning cowbell for wakeup.

A number of the recommendations are feasible and would prove beneficial to any professional development program. One suggestion that is a major concern is the lack of men. A solution could possibly be forming a committee of male Rough participants and asking them to address this problem.

The most critical element needing attention is providing additional down time for sharing and relaxing. This change would be conducive to bringing in more educators who are unable to handle the intense activity. Eliminating structured sessions after dinner is also a suggestion that needs to be implemented. Providing an assortment of fun and relaxing activities in the evening would provide an opportunity for people to share and wind down for the night.

Findings In Relation to Participants

Forty-nine individuals volunteered to be interviewed for the purpose of finding out information concerning the programs significance in their own actual growth and development, the education program they conduct and their relationship with co-workers, community, and professionals. The participants also volunteered to share their perception of the structure and content of the Rough.

Eight of the individuals represented eight possible categories as explained in Chapter III. These eight physical education teachers were interviewed on an individual basis. Four of the eight individuals did not make any significant changes to the program

they conduct. Three of the four were men. Three, two men and one woman, taught at the secondary level and were employed by large school districts. The third man taught at both the elementary and secondary level in a small school district. A few activities were taught to their students but on a limited basis. The programs conducted at their school were primarily traditional sports. The elementary teacher works with teachers from other subject areas on a limited basis where the secondary teachers did not. This was also the case concerning a working relationship with parents. The female teacher in this foursome did share that she did begin working with professionals in the field on a continuous basis and grew personally as a professional. She had not worked with core teachers concerning her program content until she attended the Rough. In addition, she became more active in workshops offered throughout the state and in her own district. One male teacher had his master's degree and had been teaching between six to ten years. The remaining three had earned their bachelors degree and had been teaching for 16 plus years.

The remaining four individuals consisted of one man and three women. The man and one woman taught at both the elementary and secondary levels, leaving the remaining two women teaching elementary. Except for one woman, all taught in small school districts. Each of these individuals made major changes to their programs; three take their students off the school site for one to several day field trips and camping expeditions. One of the teachers had already been working with teachers from other disciplines, but all four made significant strides to building a strong interdisciplinary program with the assistance of core subject teachers. Three gained support from the administration and the community, while one had already had strong support. In contrast with the previous four teachers, these four shared the impact the changes made on the

children and the parents. Even though the individual interview questions were slanted heavily towards the individual programs, these four teachers elaborated on the Rough institute and its attributes. They were very clear about how the organization, instructors, and program contributions made the training successful for them.

Of these four individuals, three have obtained a masters degree. Two have taught 11 to 20 years while the remaining two are seasoned teachers with over 21 years in the field.

The focus groups were comprised of 30 females, 18 elementary physical education teachers and five classroom teachers. Four of the teachers taught at the secondary level and three at the university level. Eight represented large school districts and 12 were from small districts. Eleven men participated in the focus groups; seven taught at the elementary level and three at the secondary level. One university professor participated in the study.

Of the 41 focus group members 13 teachers felt they did not have a well-rounded program where 24 felt their program benefited the students. No teachers reported implementing any of the type of sessions they were introduced to at the Rough. Following the Rough experience one did implement a few of the offerings, and two added a unit of outdoor activities. One did not comment. The four individuals consisted of one male and one female elementary teacher along with one male and one female university professor. Thirty-seven reported making major changes in their programming with 22 conducting off site field trips and overnight campouts. The outings all dealt with outdoor and environmental activities. Six men and sixteen women developed the extended programs that involved both teachers from the core subject areas and parents.

The information from the transcripts demonstrated a change in collaboration with core teachers, administrators and parents. Only five teachers prior to the trainings had worked with the core teachers. Following the training, 22 teachers began working with teachers from the classroom and specific subject areas. Administrators demonstrated interest in the new programming. From the teachers' responses only five felt they had total support from the administration prior to the institute. Thirteen had good support and six had some support. Following the training and the changes in the program, 22 teachers felt strong support from the administration. Five did not see changes, and six received minimal support. A total of 29 teachers began working with parents concerning the new programming. Three worked with parents on a limited basis, while 11 did not comment. Of the 11, four were university and the remainder was a balanced mix of females and males at each level.

The impact on the teachers upon arrival at the trainings did make a significant difference about how they envisioned their weekend. Thirty-six teachers shared the positive feelings they felt when they were greeted and how they were treated throughout the evening. The respect shown to each as an individual and the relaxed and friendly atmosphere helped the individuals to feel comfortable in the new surroundings. The manner in which they were grouped was commented on by 33 of the teachers. Fifteen did not comment. The impact on the teachers apparently came from the organization of the institute and the instructors. Respectively 40 and 41 teachers commented at length on these two distinct areas: how the organization of the entire institute allowed them to concentrate of their own needs and fully enjoy the learning experience, and the high

quality of instructors who demonstrated sincere concern about the participants and what they learned.

Of the 41 teachers involved in the focus groups, there did not appear to be any differences on the impact of the training directly relating to the groups according to the years teaching, the degrees earned, nor the number of training institutes attended.

Considering all persons involved in this study, differences did show in those who chose to attend the training institutes. Thirty-two elementary teachers were involved in comparison to nine secondary teachers. Four teachers taught both elementary and secondary bringing the possible secondary total to 12. Four professors attended. The smaller schools were represented at a higher level than the large districts. Twenty-eight teachers from small districts attended compared to a total of 17 from large districts. The largest number of teachers attending came from the 21+ year's experience. That number was 22. Two teachers attended who had only one to five years experience, six who had taught for six to ten years, nine from the 11 – 15 year bracket, and nine who taught for 16 – 20 years. The year total reflects the individuals total at the time of the study, not necessarily the total number of years teaching at the time they attended an institute. Even with the additional time between the training institutes and the study, it is apparent that the largest number of teachers seeking continuing education had been in the teaching field for an extended number of years.

Twenty-seven teachers had earned a bachelor's degree, 16 a masters, and three professors had earned a doctoral degree. Sixteen professionals had attended from three to five Rough institutes. Eleven attended two institutes, leaving 22 attending one.

As discussed in the section on bias, there were concerns about teacher's influence on others in the focus groups. Fifty percent of the individuals involved in the individual interviews did not appear to be as influenced by the training. Only 2.7% of the individuals of the focus group appeared not to be influenced. The difference in percentages could be attributed to peer pressure in the focus groups, but it could also be attributed to the changes in questioning/probing and to the interaction of individuals bringing situations to memory. Considering that 51% of the individuals described the field trips that have evolved from the influence of the institutes the researcher tends to contribute the difference in percentages to the change in questioning/probing and interaction of individuals.

Discussion of Findings

The professional development program provided a situation that teachers felt a genuine respect demonstrated by others for themselves and for their profession. This is a key dimension in enabling the kind of positive outcomes evident in the data of this study. As stated by Zeichner, Klehr, & Caro-Bruce (2000), concerning the Madison study, teachers' expectations of how they should be treated by other individuals was raised due to the treatment and support they were shown in the program they were involved. The teachers in this study also expressed a change in how they looked at themselves personally and professionally due to the treatment received in training. Unlike the previous studies discussed, the attribute of demonstrating respect was a major influence in how the teachers changed professionally. The unfamiliar treatment had a tremendous

affect on their confidence when they returned to work with core teachers, parents, and community citizens.

It was essential that teachers had the opportunities to share at length with other professionals in their field of specialty concerning content and practices. Also quite affective, having core subject educators who taught at the same levels mixed in the groups. The opportunities to discuss how to integrate the core content into the physical education classroom were extremely valuable. The information exchange on how to approach core teachers upon the participants return home was critical in implementing sessions into the school program. This time was provided throughout the activities and throughout the training. Coherence of teachers, as stated from the findings of the sixteen Eisenhower programs, the Madison and CHES study, is critical. The Tatto study demonstrated that a lack of coherence by instructors produces little influence on participants. Teachers were able to communicate and interact with other teachers, sharing experiences and ideas. As this study demonstrated the time teachers had to share was the key to the teacher knowing how to implement the content into their own program. The sharing time bonded the individuals and built a learning community.

Additional time to share was the most requested change suggested by the participants. Unlike the other studies discussed, the Rough institutes provided planned opportunities outside the daily sessions for the teachers to share professional experiences, ideas and questions. They were placed into situations where they came to know each other personally, thus strengthening the network and the feeling of support. This additional program opportunity had a tremendous effect on the participants professionally, personally, and on their programs. This is seen as a significant attribute

towards the success of the training influence not discussed in other studies. Sixty-four percent of the participants requested additional time specifically for informal communication.

Content and opportunities necessary for teacher learning and changes in practice were provided and proved effective. Hands-on learning, active participation in the learning process with other teachers was fundamental for the teachers to change their beliefs and to transfer the knowledge into their own practice. “Collective participation, writes Birman, et. al.. (2000), has a number of advantages, it enables teachers to discuss concepts and problems that arise during the staff development activity.” Teachers facing challenges together, supporting each other, and sharing the experiences enhances the probability of change in the teacher’s practice. Opportunities were provided that supported in-depth examination of educational theories and practices in light of teachers’ beliefs and experiences. The teachers realized that these new concepts would help pupils develop conceptual understandings of subject matters and a critical but positive view of physical education. (Tatto, 1998) stated that this process is a necessity.

The information gained from the Rough institute provided the teachers the content and tools necessary to bridge the gap to teachers of other subject areas, parents and the community. By teaching content in this professional development program that was interdisciplinary in nature, and integrating core subject matter into familiar physical activities, the teachers were given tools and knowledge to relate to teachers of other subjects. As cited in both the Eisenhower studies and the Madison study, teachers of varied subject areas, working together through activities, learn from each other and develop a respect through the sharing process concerning the connection of their areas of

expertise. Within this study the opportunities to share with core subject teachers and instructors who presented interdisciplinary material gave the teachers tools for change in their programming. A number of participants stressed the desire to teach interdisciplinary activities but had no knowledge concerning how to develop and interdisciplinary program nor what to teach. The institutes gave the teachers the building blocks to do so. Unlike the findings of the other four studies, the sessions were directed towards integrated physical activities, a totally new concept for many of the participants and presenters.

Teaching the participants how to include parents and other persons beyond the school was critical in developing support and assistance for their programs. In this study the success of the change in programming was benefited by the inclusion of persons beyond the school personnel. The knowledge on how to include parents and community was imperative to the extended programs that were developed. The Eisenhower series of studies, the CSHE and the Madison study referred to support by the education community but did not refer to parents and community.

The quality of learning for the participant's students depended on the quality of learning and opportunities provided for the teachers at the Rough. In each successful study the key to the teachers embracing the material taught was the expertise of the instructors and facilitators. This was also a critical factor within this study. As stated in the previous studies, the expertise of the instructors was a beneficial key to the success of the sessions. An additional and highly significant finding with this study was the involvement of the instructors and staff members beyond the facilitated sessions. As stated by many participants, the instructors participating in sessions they were not

conducting, involving themselves in all activities outside of the daily sessions gave the teachers opportunities to develop one on one relationships with the presenters. Within these relationships in-depth questions, answers, ideas and solutions were discussed. Familiarities between the presenters and participants developed, and close bonds were established. This influenced significant changes in programming for the participants.

Structure and form of the Rough provided coherence that was consistent throughout the program. The opportunities for continuous learning were available beyond the Rough. As in each study reviewed except for the Totto study, the programs that provided on-going training by structured trainings connected to the original development program, demonstrated success with the carry-over into the teacher's practice. Extended trainings were available upon request by the participants. Specialized workshops consisting of extensive training in a specific activity were sporadically offered. Unlike CSHE, Madison, and Eisenhower studies, the ongoing success of the trainings did not depend on mandatory or scheduled extended trainings. It must be stated that over 60% of participants did return for multiple Rough institutes for ongoing learning.

The opportunities were be structured and organized, but care needed to be taken concerning the intensity of the activities, the pace of the schedule, and the duration of the total experience per day. Consideration needed to be given to the abilities of the participants and the need for time built within the schedule to reflect and feel relaxed. This consideration was beneficial to the participant's ability to absorb and share what they learned. Within this study comments were made throughout concerning the intensity of the program. Teachers involved in the training have a much greater

opportunity to feel the challenges participants' face than instructors of staff do. Though the intensity was created by the inclusion of a large number of sessions, it would be of greater benefit to education, to the teachers, and to the youth in the school programs to cut down on the number of sessions and decrease the intensity. By not having access to daily schedules of the other cited institutes, it is only by assuming that the researcher of this study concluded that the other programs were not as intense. This researcher does feel from comments made throughout the interviews that the schedule should remain tight but less intense. Also the findings acknowledge less structure in the evenings.

Summary

To assess the effectiveness of the Rough teacher-training institute, transcripts concerning the Rough were made from conversations with physical education teachers, university professors and classroom teachers who attended one or more of the institutes.

Categories and themes that emerged from statements made by the participants who were interviewed were aligned according to the affect each area had on another. This provided a way of tracking what attribute of the institute created an influence on the person professionally and on his/her program. The categories and sub-categories that were derived from the Rough institute were: *environment*, sub-categories institute location, participant arrival, and participant grouping; *institute structure*, sub-categories, organization and duration, instructor and staff cohesion, along with the program of hands-on activities that related. Other factors categorized were: *professional attitude*, sub-categories, overall opinion of institute, personal impact, and motivation in teaching;

network / collaboration, sub-categories, participants interaction at institute and beyond, instructors assistance beyond institute, ability to interact with core teachers, gaining support from administrators as well as the community, skills to involve parents and families. The final two categories are: *curriculum*, activities to include in program and reach ALL youth, materials obtained and can be accessed, resources in the form of physical and monetary help; and *programs*, sub-categories programs before and after, extended programs that are interdisciplinary and off-site, and the direct impact on youth.

Findings paralleled those of the Eisenhower, Madison, and CSHE studies. The Tatto study could have possibly seen more overall success with the implementation of some of the key factors found in the mentioned studies and the Rough. The key factors that are noted as being present when teachers are influenced to make changes in their practice are: structure and form, duration, collective participation, content, active learning, support, trained instructors, and coherence.

Additional findings from the Rough study demonstrated attributes not stated in the other studies that were significant in influencing the participants professionally and in their programming. These attributes were a demonstration of a high level of respect, informal involvement of instructors and staff, and learning non-traditional interdisciplinary content. Areas that were possibly deterrents to successful professional development: over-intensity and discomfort from the elements. These findings will be used to structure future teacher trainings.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the various influences of a professional development program referred to as “Physical Education in the Rough” teacher training institute on the educators who participated. The researcher sought out information concerning the influences the institutes had on each participant as a professional and on the education program he/she conducted at his/her professional site. Also investigated was the participant’s impression of the institute structure and what contributed to the influence he/she felt. The findings of this study were related to information of previous research concerning the attributes that must be present in a professional development program to influence participants.

The research questions that guided this study were:

1. What were the teachers’ perceptions concerning the structure and content of the teacher-training institute?

The teachers shared their perceptions of the Rough providing significant information that were key factors into the influence felt by those who attended.

2. How did the training influence them as teaching professionals?

The participants were influenced professionally. This was demonstrated by the increase in working relationships with core teachers, administrators, parents, and community citizens, as well as peer professionals throughout the state.

3. How did the training influence the education programs they conduct?

A large number of participants' were influenced to implement content presented at the Rough into their own programs. The teachers not only implemented the physical activity component of the sessions but also the subject components for core areas.

Conclusions

The conclusion is, teachers can be influenced to change professionally concerning their working relationships with peer teachers, core teachers, parents and community citizens. Teachers can also be influenced to modify or radically change the programs they conduct. This can be accomplished with male or female teachers who have taught for any number of years, subject area, or those who have taught in small school districts as well as large school districts. The influence is related to careful designing and implementation of appropriate professional development programs. A number of specific factors should be present in the program to influence the teachers to change their beliefs, thus impacting change. This study looked into this situation and found attributes that made a difference to many of the participants who attended.

The perceptions concerning the structure and content of the teacher training related to three major areas: organization, instructors and staff, and the composition of the content in the programs. Due to the attention given to these areas by person's involved in the development and implementation, an extremely high percent of the participants were impacted significantly. Duration of the institute, support by the staff, quality of the instructors, non-traditional and interdisciplinary content, intentional grouping of individuals for participation, hands-on activities, structure and form in which everything was designed, and the coherence of sessions and persons involved brought about the impact. Attributes or key factors must be present to assure teachers immerse themselves in the learning experience to the point they will accept the teaching and implement the content into their own practice (Manross & Templeton, 1997).

The participants were influenced professionally. The bonds between the participants and between the participants and instructors/staff existed beyond the institute. In the development of a professional development program it is critical that the program be developed with respect for the professional subject the institute will be addressing and the participants who will be attending.

Over 80% of the participants were influenced to make major changes in their school programs following the Rough institute. Professional development programs must consist of activities that do have carry-over to the field in which the participant works. The sessions must be designed so that the participants can immerse themselves in the learning process. Providing extended training and assistance beyond the initial training is imperative to the inclusion and success of the sessions in the school programs.

Appropriate Physical Education is necessary to improve the health of our nation's youth. Instead of increasing Physical Education programs, the programs are declining throughout the United States for various reasons, primarily for the lack of being accountable to the education process. In order for teachers to bring their programs in line with the process there is a need for beneficial professional development.

The attributes discovered in this study substantiate and add to what has been found in other professional development studies as key factors to the success of professional development programs. The success is measured by the teachers' acceptance of the material and implementation into their own practices, both professionally and in their programs.

It is imperative that the findings of professional development programs that lead teachers to change their practice be implemented into appropriate programs for physical educators. People in charge of developing professional development programs need to embrace these attributes for physical educators as well as other subject specialists. To change the situation with physical education, to provide developmentally appropriate and well-rounded programs that will be beneficial and interesting to all youth, professional development programs must be designed and implemented for teachers to attend. Brody and Davidson (1998) contend that the aim of professional development for educators is to equip teachers with new classroom strategies and experiences to assist the achievement of students.

Recommendations for Further Research

Based on the findings and conclusions of this study, three recommendations for further research regarding factors that influence participants in professional development programs are recommended. The following recommendations are based on the factors found to be included in the Eisenhower, Madison, CSHE, and Rough studies.

A series of institutes are designed with the absence of specific factors found beneficial in the studies on impact of professional development programs. The following studies would include a number of necessary factors but be void of one or more factors deemed critical.

1. The most critical factor that was found in each successful study and void in the Tatto study was coherence. The institute would be designed with the same duration and the new less intense schedule format as the Rough. Location, greeting, and grouping would be the same. Expectations concerning participation would be shared with participants and instructors. The instructors would be quality and genuinely concerned about the participants. The major difference would be that the institute would consist of an array of sessions that do not relate to each other, nor would the instructors work as a coherent unit. Instructors with different philosophies as well as different styles of teaching would be brought in to conduct the sessions. The sessions would be a mix of subject areas (e.g., a math session relating to engineering, team sport session, and a science session concerning astrology). Each participant would attend every session just as in the Rough. The quality of

resource materials would remain the same. There would be extended trainings offered in the specific areas beyond the institute.

2. The second study would be on an institute that combined teachers of various levels in each group. The institute would be designed with the same duration and the new less intense schedule format as the Rough. Location and greeting would be the same. Expectations concerning participation would be shared with participants and instructors. The instructors would be quality and genuinely concerned about the participants. An umbrella theme would encompass the institute thus providing coherence, and the instructors would work as a cohesive unit. The grouping of participants would be deliberate. Each group of participants would have a mix of elementary, secondary and university instructors. Subject specialists would also be split among the groups. Though difficult to schedule, the participants would be regrouped after every two to three sessions in the attempt to create a lack of collective participation among those in the institute. Materials would be of the same quality and follow-up training would occur.
3. The third study would demonstrate a lack of structure and effective organization. The institute would be designed with the same type of location, duration and grouping as the Rough. The instructors would be quality and genuinely concerned about the participants. An umbrella theme would encompass the institute thus providing coherence between the sessions, and the instructors would work as a cohesive unit. Schedules, grouping assignments and maps with session locations would be handed out to the

participants upon arrival. No personal attention or demonstration of effective organization would be evident other than the initial handouts. Instructors would be shown the same courtesies as the participants, a schedule and a map. Staff members would be available to answer questions. The instructors would furnish materials during sessions. Follow-up training would be available upon request.

At the completion of each institute an evaluation would take place as well as a follow-up evaluation and possible interview at a later date. The information to be accumulated would be the perceptions of the institute by the participants, the influence the training had on the participants as professionals and on their programs.

By eliminating the cohesion among the sessions and instructors, the content would not connect thus not providing the participants depth in the knowledge accumulated. The overall effect could be fragmented learning. Having an array of instructors with different styles of teaching the possibility of active learning in every session would be minimal. Cohesion and active learning are two factors found to be important in successful development programs.

Collective participation is another factor found to be of necessity. By mixing the audience the level in which the instructor introduces the subject matter would most likely be inappropriate for a number of the teachers. By breaking the groups of participants up every few sessions developing a close relationship with others in the institute would be difficult. In the Eisenhower, Madison, and Rough study the cohesion that developed among the participants was strong that bond carried on beyond the institute.

Organization and structure are critical to the success or failure of a professional development institute. These two attributes provided the opportunity for the institute staff and instructors to demonstrate respect to those who attended. By eliminating a high level of organization and structure for a three-day institute disarray could certainly prevail.

By implementing the three institutes as described, the findings could demonstrate that all factors must be implemented together, or that a combination of a portion of key factors is necessary. The key factors that must be implemented for beneficial professional development could be designated upon completion of the studies.

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APPENDIX A
'ROUGH' INSTITUTE
SCHEDULE

Physical Education in the Rough Teacher Training Institute Schedule

April 28-May 1, 1994 Boiling Springs Group Camp 1

April 28, 2:00 p. m. Camp will be open for early arrival

<u>Thursday, 28th</u>	2:00 p.m.	- 2:00 am	<i>Registration</i>
	8:30 p.m.	- 9:00 p.m.	Introductions of Staff
	9:00 p.m.	- 9:15 p.m.	State Park Presentation
	9:15 p.m.	- 9:30 p.m.	Country Assignments
	9:30 p.m.	- ?	Country Line Dance
	After		Facilitator Meeting
<u>Friday, 29th</u>	6:00 - 7:00	Rise and Shine	<i>Registration for Friday arrival</i>
	6:10	- 6:40	Workout - Wake up with Charlotte and Sherry
	7:00	- 8:00	Breakfast
	8:00	- 8:15	Break
	8:15	- 9:00	Family Fitness Day (Sit with your Country)
	9:00	- 11:30	Setting Up a Camp Site Lunch (While setting up camp site)
	11:30	- 11:45	Break
	11:45	- 3:45	Block #1
	3:45	- 4:00	Break
	4:00	- 6:30	Block #2A
	6:30	- 6:45	Break
	6:45	- 8:00	Dinner
	8:00	- 9:00	Fitness and Nutrition
	9:00	- 10:00	1/2 Night Hike / 1/2 Knot Tying
	10:00	- ?	Songs and Campfire Comradery
<u>Saturday, 30th</u>	6:00	- 7:00	Rise and Shine
	6:10	- 6:40	Workout - Wake up with Charlotte and Sherry
	7:00	- 8:00	Breakfast
	8:00	- 12:00	Block #3
	12:00	- 1:15	Lunch
	1:15	- 5:15	Block #4
	5:15	- 5:30	Break
	5:30	- 6:30	Cooking Lesson
	6:30	- 8:00	Each camp will cook and feast on their own creations
	8:00	- 8:30	Break
	8:30	- 9:45	1/2 Night Hike / 1/2 Knots
	9:45	- ?	Auction
<u>Sunday, May 1</u>	6:00	- 7:00	Rise and Shine
	7:00	- 8:00	Breakfast
	8:00	- 10:00	Block #5B
	10:00	- 10:15	Break
	10:15	- 11:45	Group Picture / Breaking camps
	11:45	- ?	Lunch / Camp Clean Up / Pack Up & So Long

APPENDIX B
PARTICIPANT INFORMATION

Participant Information

Code Name	Special Code	Year Taught	District Size	Level Taught	Degree Level	Wksh/ year	"Roughs" Attended
Backpacker	mel	21+	11e-4s	Elem	BS	1-2	RC
Bass	msh	6-10	14e-7s	MS/JH	BS	1-2	OH WSS
Batman	mes	6-10	6e-3s-1a	Elem	BS	7-8	RC OH WSS
Bee Lady	fes	21+	4e-2s	Elem MS/JH HS	BS	3-4	RC RN
Blowfish	fel-c	1-5	65e-20s	Elem	BS	5-6	WSS
Bobby Fred	mss	21+	6e-3s-1a	MS/JH	MS	1-2	OH
BooBoo	fss	11-15	1e-2s	Elem MS/JH HS	MS	3-4	RC BS RN WSS
Boss	fes	6-10	1e-2s	Elem	BS	3-4	OH RN WSS
Buzz	fes-c	6-10	3e-2s	Elem	BS	3-4	BS RR WSS
Cat Woman	fel	21+	18e-8s-1a	Elem	MS	5-6	RC OH RR RN WSS
Corgi	fsl	21+	57e-23s	MS/JH HS	BS	Retired	RC OH BS RN
Crash	fe/sr	16-20	2e-1s	MS/JH	MS	1-2	RC BS
Crazy	mes	16-20	1e-2s	Elem HS	BS	9+	OH
Dance	fsl	16-20	57e-23s	Elem MS/JH HS	MS	3-4	RC
Duck	msh	6-10	34e-7s	MS/JH HS	MS	1-2	RC QM
Fog Dog	fsl	21+	57e-23s	MS/JH HS	BS	Retired	RC QM OH BS
Grandma	fes	21+	7e-4s-1a	Elem HS	MS	Retired	RN OH RR RN WSS
Hammer Head	me/sr	11-15	1e-1s	Elem MS/JH HS	BS	9+	WSS
Hootie Owl	fss	21+	5e-2s-1a	MS/JH	MS	1-2	RC
Kay	fes-c	11-15	6e-3s-1a	Elem	BS	9+	RR
Lady Blue	fes	16-20	1e-2s	Elem	BS	1-2	OH RN
Leonardo	fel	21+	20e-7s	Elem	BS	5-6	OH RR
Lexus	fu	21+	Level 2	MS/JH U	Doc	3-4	RC QM
Lu Lu	fu	16-20	Priv U	MS/JH HS U	Doc	3-4	RC OH
Madonna	fes	21+	3e-2s	Elem MS/JH HS	BS	1-2	BS WSS
Mom	fel-c	6-10	65e-20s	Elem	BS	5-6	OH RR WSS
Monopoly	fel	11-15	34e-7s	Elem	MS	9+	BS
Perch	fel	11-15	18e-8s-1a	Elem MS/JH	MS	9+	RC
Pig Pen	fu	16-20	Level 2	Elem MS/JH HS U	MS	3-4	BS RN
Pike	fel	21+	65e-20s	Elem	BS	5-6	RC OH RR RN WSS
Pioneer	mss	6-10	6e-3s-1a	Elem HS	BS	5-6	RC BS RR
Pipsqueak	fes	16-20	7e-4s	Elem MS	BS	9+	RC RR RN WSS
PowWow Girl	fes	21+	3e-2s	Elem MS/JH HS U	MS	Ret	BS RR RN WSS
Rabbit	fes	21+	3e-2s	Elem	MS	3-4	RR
Rambo	fes	21+	1e-1s	Elem JH U	MS	5-6	RC
Rec Man	mu	11-15	Private U	U	Doc	1-2	RC
Roadrunner	fes	16-20	2e-2s	Elem	BS	3-4	OH RN WSS
Sharkey	me/sr	16-20	1e-2s	Elem MS/JH	BS	1-2	OH
Shorty	fel	11-15	18e-8s	Elem MS/JH HS U	BS	3-4	RC OH BS RN
Shower King	mes	21+	6e-3s-1a	Elem	MS	5-6	OH
Tammy Faye	fes-c	21+	6e-3s-1a	Elem	BS	9+	RR
Teacher	Me/ss	21+		Elem MS/JH	MS		BS
Trout	fel	21+	65e-20s	Elem	MS	5-6	QM WSS
Warrior	mes	1-5	7e-4s-1a	Elem	BS	5-6	WSS
Wings	fes	11-15	3e-2s	Elem	BS	1-2	OH
Wolf	mes	21+	1e-1s	Elem	BS	1-2	RC
Wonder Woman	fel	21+	34e-7s	Elem MS/JH HS U	MS	3-4	RC RR RN
Xena	fsl	21+	18e-8s-1a	MS/JH HS	MS	1-2	RC
Yappy	mes	11-15	6e-3s-1a	Elem	BS	3-4	OH

Participant Information Legend

- Code Name: name chosen by participant for anonymity.
- Special Code: code referring to the participant's:
 - Gender.
f = female m = male
 - Present teaching level
e = elementary s = secondary
 - school district size
s = small l = large
- Year Taught: number of years teaching in a professional position.
- District Size:
 - e = elementary s = secondary a = alternate
- Level Taught: level taught throughout the participants' experience.
Elem = elementary

 MS/JH = middle school or junior high
 HS = high school
 U = university
- Degree Level: highest degree earned by educator.
 - BS = bachelors
 - MS = masters
 - D = doctorate
- Wkshp / Year: average number of workshops attended per school year, consisting of inservices, workshops, conventions, conferences, and trainings.
- "Roughs" Attended: locations of the Physical Education in the Rough teacher training institutes each participant attended:

RC	Robbers Cave State Park group camp	November, 1993
QM	Quarts Mountain State Park group camp	March, 1994
OH	Osage Hills State Park group camp	April, 1994
BS	Boiling Springs State Park group camp	April / May, 1994
RR	Red Rock State Park group camp	March, 1995
RN	Roman Nose State Park group camp	April, 1996
WSS	Camp Wah-Sha-She, Girl Scout camp	April, 1997

APPENDIX C
PARTICIPANT LETTER
AND
CONSENT FORM

CONSENT FORM

I, _____, hereby authorize _____ to conduct an interview with me in reference to the “Physical Education in the Rough” teacher training institutes. I understand this interview will be a significant part of research data for the study called, “The Influence of a Professional Development Program on Participating Educators in Oklahoma.”

The following have been identified as elements of the interview process.

- Oklahoma State University is the higher education institution whose faculty will be supervising this study.
- The interview will be to obtain my perspective of the influence that the training’s structure and content has had on my growth and development as a teacher, and on the education program I conduct.
- The information will be used to modify future institutes to produce the highest quality professional development program possible. The information will also be used to provide significant knowledge to the education community on the creation of affective professional development programs.
- The selection of site, date, and time will be a mutual decision on the part of the interviewer and myself.
- I am aware of the possibility of a second interview.
- The interview will be a relaxed and informal conversation recorded on audiotape.
- There will be neither experiments nor risk associated with my participation.
- Due to my involvement in the interview process, I will be given an opportunity to provide additional information for articles, as well as co-authorship. I will also be provided a scholarship in the form of a fee waiver to a future “Physical Education in the Rough” teacher training institute.
- I am aware that total confidentiality will be practiced concerning my participation, if I so deem.
- I am aware that if I so choose, I may obtain a copy of the study for colleagues, administrators, and myself.
- If I wish to speak to the OSU faculty member who is supervising this study, I may contact, Dr. Betty Edgley, 110 Colvin Center, Stillwater, OK 74078; phone 405-744-7680; email: bedgley@okstate.edu
or Sharon Bacher, IRB Executive Secretary, Oklahoma State University, 203 Whitehurst, Stillwater, OK 74078. Phone: 405-744-5700.

I understand that participation is voluntary and that I will not be penalized if I choose not to participate. I also understand that I am free to withdraw my consent and end my participation in this project at any time without penalty after I notify Dr. Betty Edgley.

Consent

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____ Time: _____

(a.m./p.m.)

Signed: _____
Signature of interviewee

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign.

Signed: _____
Project director or authorized representative

APPENDIX D
INDIVIDUAL INTERVIEW
QUESTIONS AND PROBES

Individual Interview Questions and Probes

General questions and probes to be discussed in the interview are as follows:

1. Describe your physical education program prior to the institute.
 - a. Describe the content of your program.
 - b. Describe collaborative work with academic core teachers.
 - c. Describe the support provided by the administration and community for your physical education program.
2. Discuss your reasons for attending the institute.
 - a. What were your initial thoughts about the institute?
3. Discuss your perceptions of the institute.
 - a. How did the institute contribute to networking with fellow educators?
 - b. What did you think about the structure and content?
 - c. How many trainings did you attend?
 - d. What influence did the institute experiences have on your program?
 - e. How did the institute experiences influence you personally and professionally?
4. How were the teacher trainings similar to or different from other professional development experiences?
 - a. What types of sessions were presented that you believe could be modified for various grade levels?
 - b. What ideas and methods did you gain that could be used to involve community leaders, parents and organizations?
 - c. As a professional who has attended one or more of the institutes what do you see as areas that with modifications would enhance the institute to a higher level?

APPENDIX E
FOCUS GROUP
QUESTIONS AND PROBES

Focus Group Objectives, Questions, and Probes

Please use as a prompt into the discussion allowing for a consistent message between the three of you.

Prompt to open discussion with focus group:

A professional development program should provide a participant material and information that would be beneficial to the educator professionally and to the way the educator conducted his or her program. The goal of this interview is to find out if the teacher training institute(s) called Physical Education in the Rough had any influence on any of you and the programs you conduct. If you were influenced: in what way, how, and what modifications were made to your education program?

Interviewer: To be able to obtain this information I must acquire in-depth answers to questions that meet the following three objectives:

1. To find out your perception of the Rough as a professional development program.

The discussion will cover how the institute was structured and what it offered you as a participant, if it offered anything.

2. Did the training have any influence on you personally as a professional?
3. Did the training have any influence on the way you approached your own program?

Questions and probes:

1. How did you find out about the "Rough" institute?
 - What were their initial thoughts at that time?
 - What did they do to come?
 - (support from administrators: financial and time)
 - (type of leave they had to take)
 - (did they go by themselves)
2. In the first couple of hours after you arrived how did you feel?
 - (Be careful you should not say any adjectives such as welcomed, family, lonely. They have to say it.)
 - (facilities)
 - (meeting people)
3. How did the initial beginning relate to other professional development programs, such as workshops, conferences, etc.
4. Overall how did you feel about the "Rough", (their perceptions)?
 - (networking [fellow teachers, instructors])
 - (structure, [schedule, grouping, site, facilities, food, materials received, cost])
 - (content -
 - instructor expertise
 - could it be modified for their grade level,
 - was it adaptable,
 - could it be implemented at their school)

- (did they come back - how many times? did they go to any other of the teacher trainings or workshops related to the series such as Project WILD)
 - (do they think the institute should be handled differently - what and why (ex. schedule)
 - (should it continue - why)
 - (equipment availability)
5. How do the Rough's compare to other professional development programs?
6. How did the institute experience influence you personally as a professional?
- (did it help to make connections with other professionals at the institute)
 - (feel like they had the support of others when they headed home)
 - (influence to work with other subject teachers in their school - not necessarily core subjects)
 - (working with community leaders, parents)
 - (support of local organizations)
 - (influence to go to other professional development opportunities)
 - (join professional associations)
7. Did the experience at the Rough influence you to do things differently with their programs at home? If so, how?
- (content -
 - - no different than before, just polished the old ways
 - - implemented new "out of the box" activities, may not be necessarily what was presented at the rough
 - - make it more rounded with new experiences

- - How did kids respond if changes were made)
- (bring in agency professionals to teach special activities)
- (special physical education or all-school projects/programs)
- (Administrator's support, community support? -
 - - time
 - - financial support
 - - physical support)

8. Describe your physical education program prior to the institute

- (content)
- (collaborate with other teachers)
- (administration support)
- (community support)
- (special projects/programs)

APPENDIX F
INSTITUTIONAL REVIEW BOARD
FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: March 1, 2000 IRB #: ~~ED-00-210~~

Proposal Title: "THE INFLUENCE OF A PROFESSIONAL DEVELOPMENT PROGRAM ON PARTICIPATING EDUCATORS IN OKLAHOMA"

Principal Investigator(s): Betty Edgley
Nan Restine
Velinda Dianne Baker

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature:



Carol Olson, Director of University Research Compliance

March 1, 2000

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA ²

Velinda Dianne Baker

Candidate for the Degree of

Doctor of Education

Thesis: THE INFLUENCE OF A PROFESSIONAL DEVELOPMENT PROGRAM ON PARTICIPATING EDUCATORS IN OKLAHOMA

Major Field: Applied Educational Studies

Biographical:

Education: Graduated from Yukon High School, Yukon, Oklahoma in October, 1967; completed internship and earned certification as Histological Technician from St. John's Hospital, Tulsa, Oklahoma, 1969; Bachelor of Science degree in Health, Physical Education, Recreation, and Dance from Oklahoma State University, August, 1972; Master of Science degree in the area of Housing, Design, and Consumer Resources in 1980 at Oklahoma State University. Completed requirements for the Doctor of Education in Applied Educational Studies at Oklahoma State University in May, 2001.

Professional Experience: Physical Education teacher in public schools a total of eighteen years: eight years middle school and three years elementary in the Stillwater, Oklahoma public school system. Three years elementary and four years at the high school in the San Antonio Independent School District; four years Physical Education Coordinator for the Oklahoma State Department of Education, Oklahoma City, Oklahoma; three years graduate assistant and adjunct instructor in the Physical Education Department at Oklahoma State University, Stillwater, Oklahoma; one year as Director of Education Resources, United States Olympic Committee, Colorado Springs, Colorado; one year as Visiting Assistant Professor at Oklahoma City University, Oklahoma City, Oklahoma.

Professional Memberships: Society of State Directors for Health, Physical Education, and Recreation, American Alliance for Health, Physical Education, Recreation, and Dance, Oklahoma Association for Health, Physical Education, Recreation, and Dance