MENTOR'S PERSPECTIVE: IMPACT OF WORKING IN A PROFESSIONAL

DEVELOPMENT PARTNERSHIP

by

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A dissertation

submitted in partial fulfillment

of the requirements for the degree of

Doctor of Education in Curriculum and Instruction

Boise State University

December 2019

BOISE STATE UNIVERSITY GRADUATE COLLEGE

DEFENSE COMMITTEE AND FINAL READING APPROVALS

of the dissertation submitted by

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Dissertation Title: Mentor's Perspective: Impact of Working in a Professional Development Partnership

Date of Final Oral Examination: 22 November 2019

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ACKOWLEDGEMENTS

The completion of this dissertation would not have been possible without the love, support, and mentorship of so many people that I am lucky to have in my life. First, I want to thank my husband Brian who from the moment I came home and told him I wanted to quit my good paying job to go back to school said, "Go for it. I got your back." Brian, you did have my back throughout the whole process. You finished remodeling three houses, worked 55-hour weeks at your more than full-time job, and emotionally supported me through my entire doctoral degree. You took your vacation days, evenings, and weekends to help make sure I was able to reach this dream. I love you and like you!

I want to thank my brother Ted and mom for calling me daily to make sure that I was staying on track and for counseling me throughout the entire process! This dissertation would not have happened had it not been for you both believing in me. Thank you to my brother Russ for helping to make me tough and for your support throughout the years. Thank you to my dad who has passed for teaching me to be confident and to not let anything get in the way of my goals. I am so thankful to have you all in my life.

Thank you to my committee members Dr. Bell, Dr. Shimon, Dr. Brendefur, and Dr. Wenner. Thank you for helping me work through the "messiness" of qualitative research. You all have shown me what it means to be a scholar, educator, and a good human. Dr. Bell and Dr. Shimon, thank you for your mentorship, guidance, and friendship over the past 17 years. I can only hope to be the educators you are and to make a positive difference in the lives of students the way you both have. Dr. Brendefur and Dr. Wenner, you have taught me to be a scholar, and I am eternally grateful for you both

for sharing your wisdom. Finally, I would like to thank Dr. Turner for taking me under your wing. You taught me how to be a researcher and to be a strong leader.

ABSTRACT

The purpose of this single case study was to explore a Physical Education (PE) mentor teacher's perception of working with a Professional Development Partnership (PDP) for over 17 years. The researcher coined the new term PDP, which deviates from a Professional Development School in that a PDP is not a school-wide endeavor. A PDP can be a model used for a teacher education program for subject areas where there are limited, or only one, teacher at the given school, as seen in PE. In particular, this study examined how a PDP influenced a mentor teacher's professional development and the ways in which value was created by partnering with the PDP. The study applied the Value Creation Framework (VCF) created by Wenger, Trayner, and de Laat (2011) for assessing value created from working in a Community of Practice (CoP). A CoP can be described as any group of individuals who are interested in a common endeavor, organically formed, meet regularly, and develop learning in a social nature, such as a PDP. The VCF was used as an analytical tool to identify how a mentor teacher can benefit from the involvement of a PDP. The findings from this study found that the PE mentor teacher increased their professional development as a result of working in the PDP. Additionally, as a result of working with a PDP, the PE mentor teacher found value in all five areas of the VCF including Immediate Value, Potential Value, Applied Value, Realized Value, and Reframing Value (Wenger et al., 2011). Findings from this study can have different implications for different stakeholders, however the researcher suggests

that the VCF be used to help assess the value the PDP model has for members involved

in the partnership.

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The researcher will use the analogy of building a fire as it may be similar to building a strong Professional Development Partnership (PDP). To create a strong fire, the builder must take great care. A fire needs three fundamental components: oxygen, fuel, and heat to ignite. When building a fire, one must build a foundation of kindling – first small amounts of kindling must be put on a fire, then all the way to building your way up to large pieces of wood. This analogy of building a strong fire may be applied to building a strong successful PDP. A partnership, such as PDP, takes time to develop properly. If time, trust, and an open mind-set are allocated, the partnership can ignite, and instructional change can result.

It is the hope of the researcher that a PDP model will be utilized around the country, and for that matter, the world, so that PE teachers and other teachers who are working in specialty areas may find other professionals to form a Community of Practice (CoP). Human interaction is the most important aspect of life. Make time for other teachers who have lost their way and help them find a new path to travel. Always remember why you chose to be a teacher in the first place. For me, it was to make a positive difference in childrens' lives and help instill a passion for learning. Seek to find answers to the questions you have and find others who share your same passions. Once you find your CoP, go for "walks and talks," meet after school, talk in the hallway, or leave the school and grab a coffee or beer. No matter where you meet, just make sure you are meeting and meet often. Never settle for good enough. Our society is a direct reflection of our school system. Fight the status quo. Thank you for teaching / working with our youth as you can make all the difference in a child's life.

CHAPTER ONE: INTRODUCTION

Introduction

People are social by nature, and teachers thrive professionally through collaboration and working alongside others in their profession (Hoadley, 2012). Collaboration and professional development are enhanced when they are discipline-specific. A teacher's professional growth can increase when it is done in a social environment where learning is enhanced through collaborative efforts and discussion with colleagues (Patton & Parker, 2015). Due to the fact that frequently, there is only one or a limited number of PE teachers at a given school, Physical Education (PE) teachers are put into collaborative groups with general education teachers. It is imperative for PE teachers to participate in discussions around their own curriculum, assessment strategies, and pedagogy (Armour & Yelling, 2004). Therefore, there is a need for PE teachers to have their own communities from which they can learn and increase their professional development (Patton & Parker, 2015; Johnson, Moorcroft, Tucker, Calvert, & Turner, 2017).

Teachers need to form a community to help reduce the feeling of isolation (O'Sullivan, 2007). It is beneficial for PE teachers and other practitioners in the related field to be able to meet regularly, participate in professional discourse, and ultimately be able to form a Community of Practice (CoP) (Johnson et. al., 2017). A CoP can offer individuals the opportunities to engage in meaningful conversations, share concerns, and create a space for social learning (Lave & Wenger, 1991; Wenger-Trayner & Wenger-

Trayner, 2015). A CoP is a group of people who share common endeavors, repertoire, and related experiences (Lave & Wenger, 1991).

A CoP can offer great value by providing individuals with a community of other like-minded people. For example, a PE teacher who has no learning community may feel isolated, but then they become a mentor teacher in a Professional Development School (PDS). PDSs are structured in a social work environment that supports collective learning and can have a positive influence on the mentor teacher (Cozza, 2010; Rodgers & Keil, 2007). When a robust PDS is formed, the PDS can become a CoP where the group can help develop and support innovation which can result in pedagogical change (Goodyear and Casey, 2015). Similarly, the PDS can provide a CoP where collaboration can increase professional development opportunities (Castle, Fox, & Souder, 2006; Riley, Hurwitz, Hackett, & Miller, 2005; Schvarak, Coltharp, & Cooner, 1998; Vontz, Franke, Burenheide, & Bietau, 2007).

The research that has been conducted on PDSs shows positive results from the mentor teacher (Tang & Choi, 2005; Rippon & Martin, 2006; Beutel & Spooner-Lane, 2009). Further research needs to be added to the literature on how PE mentor teachers perceive the partnership with universities and student-teachers, and the value the relationship adds to the mentor's career. There is a gap in research on what to call a non-school-wide PDS, and what value can be obtained for the mentor teacher involved in such a partnership. Additionally, it needs to be determined whether or not non-school-wide PDS partnerships can influence the mentor teacher's professional development.

The PDS model is not always a feasible model or the proper terminology to use when a partnership between one mentor teacher and a teacher preparation program. For

example, in music, art, and PE - there is only one or a limited number of teachers at the school, whereas in a general education setting, there are numerous teachers. Therefore, the researcher coined the new terminology Professional Development Partnership (PDP). A PDP deviates from a PDS (PDS), however, a PDP is not a school-wide endeavor where multiple mentor teachers are involved in the partnership. There are many members who can comprise a PDP, (a) the professors working in a teacher education program, (b) the mentor teacher, (c) student-teachers, (d) other mentor teachers working at schools where a PDP has been established, and (e) the school principal.

Statement of Problem

Teaching should be a collaborative rather than an isolated endeavor (Heidorn & Jenkins, 2015). Numerous PE teachers are the sole PE teacher in their building and are unable to form a community with others who teach the same subject matter (Curtner-Smith, 2001; Stroot & Ko, 2006; Parker et al., 2010). In schools where there are only one or two PE teachers, it is likely the PE teacher will be put into a group of general education teachers to form a learning community or the PE teacher will have no learning communities at all. There are similarities between PE and general education, and it is important to note that teachers from different content areas can engage in worthwhile conversations. Teachers in different content areas can benefit from collaborating, however, numerous differences exist between PE and general education. Without having other teachers who teach in the same subject matter, a teacher can lag in their ability to grow professionally (Parker et al., 2010).

When PE teachers don't have learning communities, the PE teacher can feel isolated or marginalized (Gaudreault, Andrew, & Woods, 2017). PE teachers have

express feelings of physical and intellectual isolation from other practitioners teaching at their school (Curtner-Smith, 2001; Stroot & Ko, 2006). Additionally, it has been reported that non-core academic subjects such as PE are often regarded as less important subject matters; which can lead to an increased feeling of marginalization (Kougioumtzis, Patriksson, & Stråhlman, 2011; Lux and McCullick, 2011). PE teachers need to confer with others in their field and be able to form a community (Parker et al., 2010).

Purpose of the Study

This qualitative single case research study explored the PE mentor teacher's perception of working with a PDP and how the interaction influenced their professional development. Additionally, this study identified the perceived value the PE mentor teacher had from working in a Professional Development Partnership (PDP), which the researcher has labeled as a CoP. This paper is structured with a review of the relevant literature, followed by a description of *The Value Creation Framework* (VCF) established by Wenger et al. (2011). In this paper, the VCF was used as the theoretical framework and analytical tool to help articulate the perception of how a mentor places values obtained through participation in a PDP.

Research Questions

Given the gaps in research on how PE mentor teachers perceive working with a PDP, this single case study aims to contribute to the literature addressing two primary questions which include a) what is the potential value created for the mentor teacher as a result of working with the PDP and b) how does working with the PDP influence the mentor teacher's professional development. The two specific research questions guiding this investigation were:

    a) Through participation in a PDP, how does a mentor teacher perceive the interaction influences their professional development?

    b) In what ways does a mentor teacher find value through their participation with a PDP?

Overview of the Study

Chapter One examines how Physical Education (PE) has similarities and differences from general education. The differences between PE and general education have led some PE teachers to experience a lack of community for which they can collaborate and obtain professional development through social interactions.

Chapter two provides a literature review exploring a) benefits of PE; b) knowledge gained through learning communities; c) The Value Creation Framework; d) Professional Development Schools (PDSs); and e) the benefits of being a mentor. This chapter takes a comprehensive exam of the literature on how social networks can influence a mentor teacher's professional development.

Chapter three describes the methodology used for this single case study. The chapter details the research design and procedures used for the data which was collected. The data was analyzed using the VCF. Finally, the researcher presented her bias and assumptions as it pertains to the study.

Chapter four presents the primary participant's perception of working with the Professional Development Partnership (PDP). Additionally, findings are presented from the four participants on how they perceived the PDP influenced the main participant.

Chapter five concludes that a PDP can create a CoP where a mentor teacher can find professional development and a great deal of support from the community members.

This study found that the PDP created a network of individuals who cultivated a community, social learning, and ongoing and sustainable professional development. Chris, the main participant in this study, found value represented in all five areas of the VCF (Wenger et al., 2011).

CHAPTER TWO: LITERATURE REVIEW

Differences in Physical Education and General Education

This literature review explores (a) benefits of PE; (b) similarities in PE and general education; (c) differences in PE and general education; (d) knowledge gained through learning communities; (e) The *Value Creation Framework*; (f) PDSs; and (g) benefits of being a mentor. It was necessary to take a comprehensive examination in these areas of research as it helped paint a picture of how partnering with teacher education programs may influence a mentor teacher.

Benefits of Physical Education

One might ask, "What is PE, and why is it important?" According to SHAPE America (2015), currently the nation's largest organization of health and PE teachers:

> PE is a planned, sequential K-12 standards-based program with written curricula and appropriate instruction designed to develop the motor skills, knowledge, and behaviors of active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. An essential part of the total educational curriculum, these formalized courses are taught by certified/licensed physical educators and focus on the skills and knowledge needed to establish and sustain an active lifestyle.

Schools have been called as a refuge to help reduce sedentary lifestyles and promote physical activity among students, and PE provides multiple benefits to help children to lead a healthy life (Graham, Holt/Hale, & Parker, 2013). Obesity is one of the most persistent health concerns for children and adults, and nearly one-third of children

and teens - more than 23 million kids - are overweight or obese. Yet, it is estimated that only 3.8 percent of elementary schools offer daily PE (Lee, Burgeson, Fulton, & Spain, 2007). SHAPE America (2014) reported PE helps to provide positive impacts for childrens' physical, mental, and emotional health. Similarly, students who regularly engage in physical activities demonstrate better classroom behavior, superior ability to focus, and lower rates of school absence.

Additionally, Ntoumanis (2001) emphasized that PE can play a significant role in an individual's health by creating positive attitudes toward exercise if the student is motivated to participate in PE. PE programs have been demonstrated to provide opportunities for students to improve their fitness and overall health. Positive experiences in PE programs can influence children to be physically active as adults (Sallis & McKenzie, 1991). Many PE programs aid in improving a student's physical fitness, teach social skills and strengthen self-confidence. Overall, PE provides ample benefits to a child's overall health.

In 1983, a movement in the United States began with the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1993). The publication addressed the need for standards, assessments, and accountability in public education, as it was suggested that American students could not contest academically with students from other countries. The movement called for the development of content standards across all content areas, and to increase valid and reliable assessment to help students meet learning criteria and to hold schools accountable for students' learning (Zhu et al., 2011). PE standards have continued to change throughout the years; currently PE has five standards. These standards were written as a guideline to help ensure the effectiveness of

the program and aid as a framework to enhance students' performance in the gymnasium.

The National Standards and grade-level outcomes for K-12 PE state the National

Standards for PE are as follows (SHAPE America, 2014):

> Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

> Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

> Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

> Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

> Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Similarities in PE and General Education

It must be noted that there are times when a PE teacher and a general education

teacher can collaborate with one another about teaching strategies or teaching methods.

Additionally, cross-curriculum content knowledge is often needed, and an effective

teacher in any discipline is required to have knowledge from multiple domains (Resnick,

1987; Leinhardt & Greeno, 1986; Wilson, Shulman, & Richert, 1988). This being said, a

PE teacher may be able to collaborate with a general education teacher about similar

teaching practice. Teaching is a highly involved cognitive endeavor, and teachers must

have a full range of skills to be a competent instructor. It is imperative that students are

provided quality teachers to deliver instruction and compelling experiences in their

education. Many effective teaching strategies used in the general education setting are comparable to teaching in the PE setting.

<u>Teaching Strategies</u>

  As stated above, a PE teacher and a general education teacher may collaborate about teaching strategies, as they are analogous in nature. Marzano, Gaddy, and Dean (2000) identified successful strategies for increasing student achievement across grade levels and content areas as follows: a) identifying similarities and differences, b) summarizing and note-taking, c) reinforcing effort and providing recognition, d) homework and practice, e) nonlinguistic representation, f) cooperative learning, g) setting goals and providing feedback, h) generating and testing hypotheses, i) activating prior knowledge, and j) teaching specific types of knowledge. Marzano et al' strategies can help both PE and general education teachers successfully assist their students' academic needs, and teachers can help discourse around these teaching strategies.

  Not only are there similarities in effective teaching strategies across all content areas, but there are also several teaching approaches and teaching styles that are similar. The following teaching methods have been identified as effective teaching styles which can be used by both PE and general education teachers: Direct Style, Task (station) Style, Mastery Learning (outcome-based) Style, Cooperative Learning (reciprocal) Style, Inquiry Style, Guided Discovery (convergent) Style, Problem-Solving (divergent) Style, and Free-Exploration Style (Mosston &Ashworth,1986; Pangrazi & Beighle (2016).These teaching techniques have been established to help keep students engaged in learning and are methods often talked about by both PE teachers and general education teachers.

In addition to the similarities in teaching strategies and methods, PE and general education teachers both need to consider effectively using time, space, and equipment during their lessons (Rink, 2006; Pangrazi & Beighle, 2016). Similarly, the use of proper stop signals, grouping students for activities, distribution of equipment, and effective demonstrations are essential to quality teaching (Shimon, 2011). Moreover, providing proper cues for performing tasks and the use of appropriate feedback during learning are vital to a student's success in PE classes as well as in all classroom settings. Rink (2006) stated teaching strategies such as informing, extending, refining, and applying tasks are all important. Additionally, breaking down the content and sequence of skills into more manageable parts are helpful strategies to use when teaching. These procedures should be used in a PE setting as well as in a classroom setting.

Both PE teachers and general education teachers must also be reflective practitioners and engage in professional development. Professional development has been indicated as an array of educational practices that are aimed to improve practice and outcomes (Darling-Hammond & McLaughlin, 2011). Reflective teachers think about students' performance, plan lessons according to the curriculum, and continually think about increasing the effectiveness of their lessons (Graham et al., 2013). Professional development has the potential to increase teachers' knowledge, advance their practice, and contribute to their professional growth (Patton & Parker, 2015).

Differences in Physical Education and General Education

PE teachers and general education teachers have similarities; however, there are many differences between teaching practices. When PE teachers are placed in learning communities, it can be impactful to think about aspects that make PE diverse from the

general education setting. PE has its unique challenges that are often not seen in the classroom setting and can cause a lack of ability for PE teachers to be able to collaborate with general education teachers. These differences can cause marginalization (Kougioumtzis et al., 2011; Lux and McCullick, 2011), lack of funding (Richards, Templin, & Gaudreault, 2013), and a lack of community to help increase professional development (Curtner-Smith, 2001; Stroot & Ko, 2006; Parker et al., 2010). A lack of community for PE teachers can lead to further isolation and lack of innovation.

<u>Lack of Funding</u>

The lack of funding and interest in PE has caused many administrators to feel lost when observing a PE class. Many administrators believe if the children are moving, the PE teacher is doing their job. PE teachers state they do not perceive a high level of competence from their administrators to be able to identify good teaching practices in the gymnasium. Numerous PE teachers also indicate the current evaluation, *The Danielson Framework,* does not adequately assess their teaching performance. Charlotte Danielson, author of the Charlotte Danielson Framework for Teaching, acknowledges the need to alter evaluations for educators who teach in specialty areas (Danielson, 2007). The framework consequently needs to be adjusted to compensate for the fact different teaching issues are specific to education in specialty areas such as PE. Danielson (2007) described PE teachers often teaching an astronomic number of students each week, making it hard to have the same degree of in-depth knowledge of each student compared to a classroom teacher. Danielson encourages schools to have, "committees composed of representatives from many school districts and individuals active in their professional

organizations to develop specialist frameworks," (Danielson, 2007, p.110) where the administrators can adequately assess PE teachers' performance.

Lower Perceived Academic Value

Many PE teachers report feeling a lack of support from their administrators and other colleagues. Additionally, PE has a lack of monetary support in the majority of school districts (Richards et al., 2013). Unfortunately, many school administrators place a low emphasis on the quality of a PE program (Barosso, McCullum-Gomez, Hoelscher, Kelder, & Murray, 2005). Currently, there are also several school districts across the nation that do not require PE due to the lack of funding in the districts.

Marginalization

PE teachers can experience feelings of marginalization from other general education teachers, administrators, and from the district level both indirectly and directly (Eldar, Nabel, Schechter, Talmor, & Mazin, 2003; Mäkelä & Whipp, 2015). As the problem of marginalization compounds, many PE teachers feel they are unable to contribute to their schools in a meaningful way (Kougioumtzis et al., 2011). As feelings of marginalization continue, some PE teachers feel as if they are "second-class teachers" which can make it a challenge to form social networks, (Gaudreault et al., 2017).

Lack of Colleagues to Discuss Pedagogical Content Knowledge

As in any subject area, teaching content differs from subject to subject. Shulman (1987) coined the term pedagogical content knowledge, which can be described as the integration of subject expertise and skilled teaching within a subject matter where content and pedagogy are combined. Pedagogical content knowledge is the perfect mix of professional understanding a teacher has in their content area (Shulman, 1987).

Pedagogical content knowledge can be described as the "overarching conceptions of what it means to teach a particular subject, knowledge of curricular materials, and curriculum in a particular field, knowledge of students' understanding and potential misunderstanding of a subject area, and knowledge of instructional strategies and representations for teaching particular topics" (Grossman,1989, p. 25).

Shulman (1987) identified seven categories of teachers' knowledge as follows: a) content knowledge, b) general pedagogical knowledge, c) curriculum knowledge, d) pedagogical content knowledge, e) knowledge of learners, f) knowledge of contexts, and g) knowledge of educational ends. To help increase pedagogical content knowledge, it is imperative for PE teachers to have other PE teachers to collaborate with about their content knowledge (Patton & Parker, 2015).

Safety Concerns with Large Numbers of Students

Another area which differs between PE teachers and general education is the amount of movement which takes place in the PE setting. Many PE teachers take great joy in educating students to be active and relish in the opportunity to teach in an environment where students are moving. PE teachers may encounter safety concerns which can happen from active learning (Shimon, 2011). Physical activity, movement, and physical skill development are the primary objectives of a PE program, but this movement must be monitored by the PE teacher as injuries can occur in the gymnasium. PE teachers state that safety needs to be considered for all activities performed. PE classes create a higher risk of injury than any other settings in a school, and teachers must be diligently providing an environment safe for their students (Shimon, 2011). Nearly 25 percent of all adolescent injuries in the United States happen on school premises

(Danesco, Miller, & Spicer, 2000), with the majority of those injuries occurring in the gymnasium. Proper supervision can help ensure safety and prevent injuries in the PE setting (Hernandez & Strickland, 2005). PE teachers need to be able to collaborate with other PE teachers about these safety concerns and how to properly conduct their lessons. Conversations about ways to keep students safe as they move do not often come up with general education teachers.

Knowledge Gained through Learning Communities

Many PE teachers are the only PE teacher at their respective schools and are unable to form a community with others who teach the same subject matter (Johnson et al., 2017). When individuals do not have a community in which they can learn from, they can feel isolated and professionally stagnant (Curtner-Smith, 2001; Stroot & Ko, 2006; Gaudreault et al., 2017). Learning communities can play an essential role in increasing the professional growth of a teacher. Many mentor teachers report by entering a partnership with teacher education programs, the partnership increased their practice. Patton and Parker (2015) suggest communities can help break down feelings of isolation and enable teachers to converse with others within their practice. Professional learning networks have begun to develop in an education setting as an effective means for supporting teachers' practice (Andrews & Lewis, 2002; Strahan, 2003; Hollins, McIntyre, DeBose, Hollins, & Towner, 2004;).

Social Learning

Social learning theories have taken different forms throughout the years. Theories such as Vygotsky (1978), Bruner (1986), and Lave and Wenger (1991) view learning not just as an individual cognitive process, but as a social experience. Early work by Social

Learning Theories saw learning as a social experience where the individual around them can change their knowledge. Vygotsky (1978) and other cognition theorists view learning as a collaborative experience which can be enhanced through social interactions. In the 1920s and 1930s, Vygotsky (1978) described *Sociocultural Theory* as knowledge gained through the social process of culture and the society in which they live. Vygotsky viewed learning and development as taking place socially and culturally, which is shaped by the environment in which the individual lives (Vygotsky, 1978). As conditions change, a person's prospect for learning may increase. For example, the individuals working in a teacher education program may take a social learning approach and enhance their experience through socially working with one another.

Vygotsky (1978) coined the term 'the Zone of Proximal Development' which is described as the "distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers," (p. 86). Vygotsky advocated for the learner and the 'expert other' to work together jointly to enhance learning. The Zone of Proximal Development can also be described as the range of learning that can occur for an individual where learning can be increased by the support of a higher-skilled individual. While Vygotsky's groundbreaking work on Zones of Proximal Development was conducted with children, it can be applicable to other social settings such as the relationship established between a mentor teacher (the higher-skilled individual) and the student-teacher (lower-skilled individual). The student-teacher could develop a deeper understanding of best teaching practices as a result of working with the mentor teacher or 'expert other'.

In addition to Vygotsky's (1978) work on the Zone of Proximal Development, he also described the framework of organized structures as "schemas." Schemas are shared when individuals form a social group, and through social interactions. Rumelhart and Norman (1978) described the modification of schema through 'tuning', which occurs when existing schemata evolves and becomes more constant with new experiences. In other words, the individuals working in the teacher education program could increase each other's schemas through social interactions and sharing of stories.

Similar to Vygotsky's work, Jerome Bruner (1986) believed society significantly drove people's learning and the environment the learner lived in, and described the profound benefits of learning in social, cultural communities. Bruner stated in social negotiation, "learning in most settings is a communal activity, a sharing of the culture" (Bruner, 1986, p. 127). Bruner challenges that we must consider the extent to which culture shapes our minds.

This could be illustrated using the example of the student-teacher and the mentor teacher through the ways they develop culture and socially negotiate the learning environment in a given school. The student-teacher steps into a classroom or gymnasium where the culture and norms of the school already exist. The student-teacher may desire to change specific routines, procedures, or incorporate alternative teaching methods into the already established setting. Through negotiating with the mentor teacher and the students, the student-teacher may be able to adjust particular protocols in the pre-established routines. This change can come with resistance; however, this example helps illustrate Bruner's (1986) description of social negotiation where learning can be a

communal activity in which individuals share aspects of their life and culture while collaborating.

Social Learning Theories consider the world around us and alters how we communicate about the world (Elder-Vass, 2012). Our understanding and meaning of the world differ from group to group. Our reality is shaped by our culture, education, social networks, religion, environment, and countless other attributes. We are all unique individuals, and Social Learning Theories eloquently permit the individual to express their views, perceptions, and stories. Story telling can be described as individuals or a group telling, retelling, re-experiencing, and re-imagining stories of their lived-in worlds (Conelly & Clandinin, 1990; Denscombe, 2010). These stories can be articulated through different media, such as written text and/or interviews (Denscombe, 2010). From a narrative point of view, stories can be analyzed in terms of how individuals construct their personal or surrounding world (Dingyloudi & Strijbos, 2015).

By observing, interviewing, and questioning, a researcher can convey an individual's perception. Everyday interactions between humans are complex; Social Constructivism permits investigators to make obvious conclusions from these settings. Social Constructivism examines the development of a person's understanding of the world around them and how experiences are changed by social interactions with others (Bruner, 1986). Insight can be gained through dialog and listening. Central questions of Social Constructivism ask questions such as, "How have the people in this setting constructed reality? What are their reported perceptions, 'truths,' explanations, beliefs, and worldviews? What are the consequences of their constructions for their behaviors and for those with whom they interact?" (Patton, 2002, p. 132).

Communities of Practice

As stated above, learning is a social event. The work of Social Learning Theories such as Bruner and Vygotsky may have helped form the ideas of Lave and Wenger's development of Communities of Practice. Lave and Wenger's work on CoP (Lave & Wenger, 1991; Wenger, 1998) can be used as a theoretical framework or a lens in which the world can be viewed. CoP was a term coined by Jean Lave and Etienne Wenger's book from 1991 called *Situated learning: Legitimate Peripheral Participation*. Wenger further articulated the term in his book called *Communities of Practice: Learning, Meaning, and Identity* (1998) where he explored the inter-relationship of an insurance company and how communities were formed. Communities exist in nearly every avenue of life, including areas such as knowledge-building communities, learner communities, or teacher communities (Barab & Duffy 2012).

CoPs are constructed when individuals with common endeavors establish a community. The idea of CoP was established as the foundation of a Social Theory of Learning (Lave & Wenger, 1991). A CoP generates a space where learning is alive, collaborative, open, highly interactive, and is often informally structured (Johnson et. al, 2017). A CoP share common ideas and similar characteristics. According to Wenger (1998), CoP defines competence by combining three elements (a) mutual engagement, (b) joint enterprise, and (c) shared repertoire.

Wenger (1998) informs "learning reproduces and transforms the social structure in which it takes place," (p. 13). Members of a CoP are involved in new activities, can perform new tasks, and are able to master new understandings (Wenger, 1998). Activities and tasks performed by a CoP do not exist in isolation; rather, they are part of broader

systems developed within the social communities where meaning and learning is constructed (Wenger, 1998).

First, members build their community through mutual engagement, and this happens because each participant inhabits identity and uniqueness to the group. To be determined a CoP, the group must sustain mutual engagement to pursue enterprise with one another, so learning can occur. This building of learning is a significant cornerstone of all CoP. A community can be defined as membership in which the group shares mutual engagement or practice in a common endeavor. It is not enough to call the group of individuals a CoP if they work in the same school or a group of PE teachers who teach in the same school district. The group could be called a CoP if, "…they sustain dense relations of mutual engagement organized around what they are there to do," (Wenger, 1998, p. 74). It is imperative the members are included in what matters to the group to belong to the CoP. At times this may be talking about the newest teaching strategy or having a conversation about the stresses of the member's personal life. The unique contributions of each member of the CoP add to the development of the community. Wenger (1998) specifies a CoP is not always harmonious. Conflict, jealousy, and power struggles can commonly occur in a CoP as the group spends a considerable amount of time talking, inputting their opinions, and sharing the common daily routines.

Second, members are bound together through collectively understanding what their community is about, and they hold each other accountable to this sense of joint enterprise. Over time, the community cultivates routines, policies, actions, and ways in which they carry out work. A joint enterprise can be described as the collective process of negotiating and sharing mutual accountability. The community will not always share the

same ideas on all decisions, and in some communities, the community sees disagreements as productive (Wenger, 1998). The community is positioned within a broader system; for example, a mentor teacher and student-teachers are influenced by the institution of public education as a whole. The teachers and student-teachers must practice within the rules and policies designated within public schools; however, they must find time for fun, to gossip, and at times, to be off-task.

Functioning within the rules and finding time for off-task behaviors are both significant to the formation of a CoP (Wenger, 1998). The group needs to find ways to make life or work bearable. Professional development can be enhanced through social environments where collaboration is a priority. Members are bound together by a collective development of the understanding of what their community is about, and they hold each other accountable to this sense of joint enterprise (Wenger, 1998). CoP can help build a culture of collaboration and can enhance the professional development of individuals involved.

Third, CoPs have produced a shared repertoire of communal resources, language, routines, sensibilities, artifacts, tools, stories, and styles (Wenger, 1998). The history of these actions may change over time as the community makes new meaning of the symbols or ways to use the tools more efficiently. A CoP will have a shared history, and this history gives a sense of identity and belongingness. Sustainable change takes buy-in, and individuals must feel their voice is being heard. Individuals in the CoP can inspire and assist in the professional development of the others in the group.
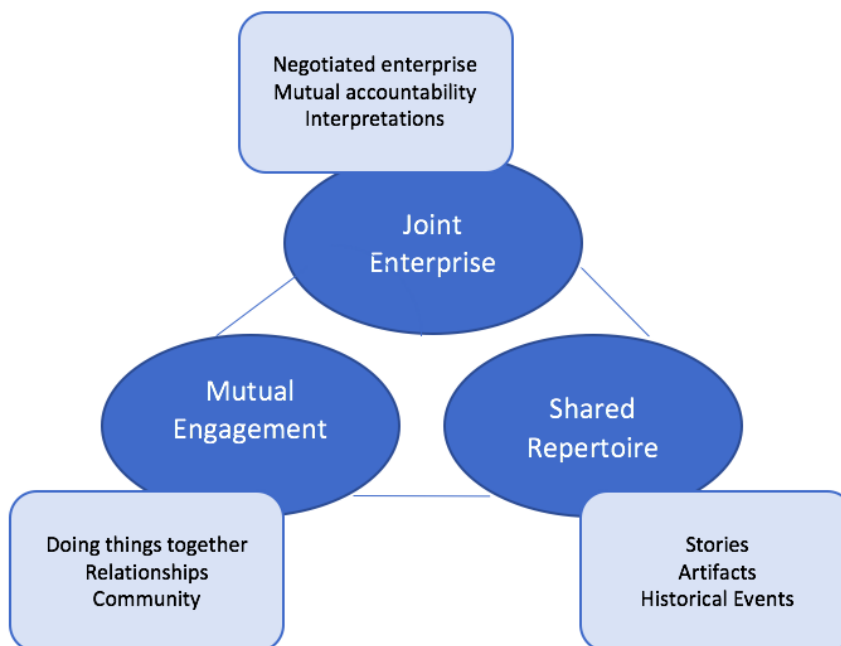
Figure 2.1   Communities of Practice: Learning, Meaning, and Identity Wenger (1998), p. 73

Wenger (1998) stated, "We wish to cause learning, to take charge of it, direct it, accelerate it, demand it, or even simply stop getting in the way of it. In any case, we want to do something about it," (p. 9). However, there must come a time where we stop and let learning happen organically and in an authentic form. Learning communities can be established in many ways. A learning community "focuses attention toward the ways which it is evolving, continuously renewing a set of relations…(among) persons, their actions, and the world" (Lave & Wenger, 1991, p. 50). We are surrounded by CoP in many different avenues in our lives. We contextually know how to exist in the daily operations in these communities. Wenger (1998) informs "learning reproduces and transforms the social structure in which it takes place," (p. 13), therefore, it is imperative that student-teachers are placed with a dynamic mentor teacher where best teaching practices are being implemented, and students are learning.

Lave and Wenger (1991) stated "learning is an integral and inseparable aspect of social practice" where all members can influence the community and can impact the culture. Hoadley (2012), described a CoP as an organic community where mutually agreed customs and rules exist. Ownership of the community is established gradually, and it can take years for the emergence of the cultural norms (Barab & Duffy, 2012; Hoadley, 2012).

The development of a CoP takes time (Hoadley, 2012), and multiple members of the group make up the representatives that develop its unique culture. For example, a CoP could involve mentor teachers, student-teachers, and university staff members in a teacher education program. In this relationship, the student-teacher could affect the culture of the program as much as the university professor. Each member of the partnership can bring their uniqueness to the table. A CoP creates a 'space' for meaningful communication which enables the expansion of the groups' pedagogy (Caldero´n, 1999).

When PE mentor teachers enter a partnership with a university teacher education program, often the teacher is excited to have others to network with about their content area. As the partnership continues to grow, the partnership may inspire the group to share knowledge about best teaching practices which could provide a forum for all members to grow professionally. CoPs help develop and support innovation, resulting in pedagogical change (Goodyear and Casey, 2015). Collaboration within a familiar setting transforms knowledge for all individuals involved in the community. "If PE is to move beyond the traditional pedagogies, then CoPs are a professional learning strategy that can support pedagogical innovation with change, especially when 'boundary spanners' help to get

them started" (Goodyear & Casey, 2015, p. 186). This *'boundary spanner'* could be the facilitator of the group or the university supervisor.

Legitimate Peripheral Participation

Lave and Wenger (1991) described the term *legitimate peripheral participation* as the experience of a *newcomer* over an extended period becoming an *old timer*. The community views individuals not independent of one another, but part of a cultural and community context (Lave & Wenger 1991; Wenger 1998). Hoadley (2012) stated, "initially, people may participate in tangential ways, but over time they take up more and more of the identity of group membership and centrality and more and more of the central practices of the group," (p. 291). This term could further be defined by the process of moving from an apprentice (e.g., a student-teacher) which is on the "periphery" of the community towards the "center" of the community (e.g., the mentor teacher and all other PE teachers in a high school). Through engagement, interaction, collaboration, and learned skills - the newcomer could become an insider. An insider is viewed by the established community (the old timers) as a part of their group (Lave & Wenger, 1991).

Newcomers join the community by participating in the everyday practices and shared enterprise in a CoP where members share and develop their ideas. The newcomer (student-teacher) may study an old timer's (mentor teachers) every move including what he/she does, the inner works of everyday life, daily conversation between colleagues, and how people who are not part of the CoP interact with the community. This is done with the hope to gain legitimacy with the group and become a full practitioner. The newcomer must increase his/her "understanding of how, when, and about what old-timers

collaborate, collude, and collide, and what they enjoy, dislike, respect, and admire" (Lave & Wenger, 1991 p. 95).

For example, some student-teachers may start to be seen by the mentor teacher as an insider as the student-teacher takes over classroom responsibilities, is considered by the students as the teacher in charge, actively participates in staff meetings, and contributes to day-in-day-out matters of a school. Lave and Wenger (1991) caution, however, that not all newcomers become an insider, as the pre-existing community may not accept some individuals. Just as the student-teacher can be viewed as an insider, a mentor teacher may become an insider with university staff members involved with the teacher education program and the university staff members within the schools in which they work. Well established teacher education programs have the potential for all individuals to become insiders in the community.
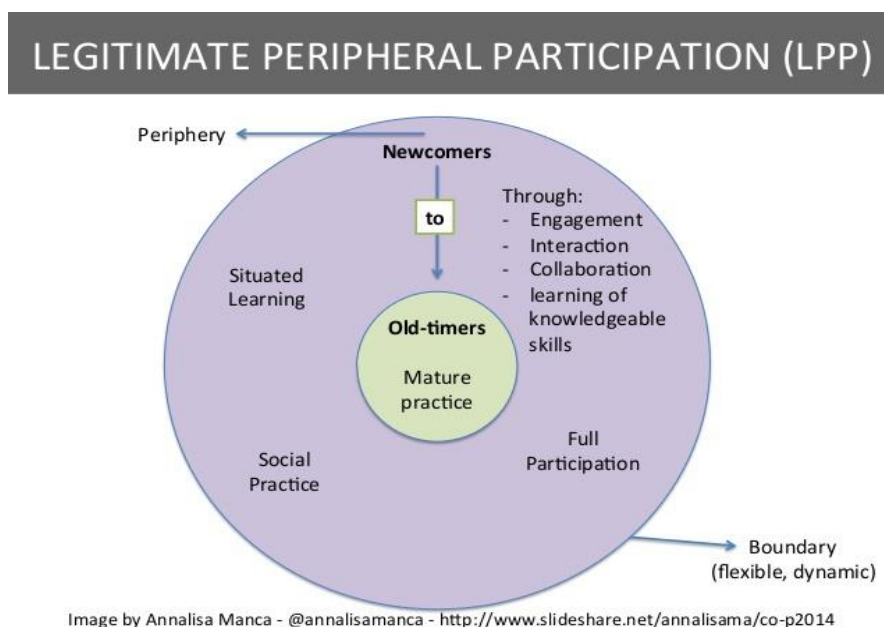
Figure 2.2   Legitimate Peripheral Participation (LPP)

Theoretical Framework

<u>Value Creation Framework</u>

The *Value Creation Framework* (VCF) constructed by Wenger et al., (2011) is the

theoretical framework used to frame this research project. The VCF is a conceptual

foundation for promoting and assessing value created within communities. The VCF

focuses and helps articulate the value produced through social learning. Social

interactions are classified by Wenger et al. (2011) by using the terms *network* or

community. A network can be defined as a more casual relationship between members of

the group where commitment to the group is minimal. Members of a network may share

access to resources such as a lesson plan, a phone number, equipment, or an idea;

however, frequently the flow of information stops after the resource is obtained and

discontinues after the short interaction. The term community is used to describe a group

of individuals who often meet about a shared goal in an enriching manner where

information and resources are shared. As described in Wenger's prior work with Lave,

communities can become something more robust and be defined as a CoP, as articulated

above.

Members of the community can find value through participation with others and

may find knowledge produced through the interaction. The VCF can be used as an

analytical tool to help describe the value produced through social interactions and the

value of the learning, which is enabled by community involvement (Wenger et al., 2011).

The phrase *value creation* is defined as the value of the learning facilitated by the

community when, "social learning activities such as sharing information, tips and

documents, learning from each other's experience, helping each other with challenges,

creating knowledge together, keeping up with the field, stimulating change, and offering new types of professional development opportunities" (Wenger et al., 2011, p. 7).

The framework is based on the four levels of the Kirkpatrick Model of Learning Evaluation (Kirkpatrick, 1976) which assesses the effectiveness of training, including affective, cognitive, behavioral, and contributive; however, the VCF has five cycles to help describe stories, narratives, or formative events of a community where members have developed professionally. The term 'cycles' describes value production by participating in a CoP (Wenger et al., 2011), and the cycles are as followed:

- Cycle 1. Immediate Value: Activities and interactions. The most basic cycle of value creation considers networking/community activities, and interactions that are sparking the interest of the individual.

- Cycle 2. Potential Value: Knowledge capital. Activities and interactions can produce "knowledge capital" when the value is realized at a later date and time.

- Cycle 3. Applied Value: Changes in practice. Adapting and applying knowledge capital that leads to change in practice, approaches, or protocol.

- Cycle 4. Realized Value: Performance improvement. After applying the knowledge capital, reflection on what effects the application of knowledge capital had on the member's practice is taken into consideration.

- Cycle 5. Reframing Value: Redefining success. Value creation is achieved when social learning causes a reconsideration of the learning imperatives and the criteria by which success is defined. This includes reframing strategies, goals, or redefining success at an individual, collective, or organizational level.

Figure 2.3   Wenger, E., B. Traynor, and M. De Laat. Chart from Assessing Value Creation for Communities of Practice and Networks: A Conceptual Framework. Need page Number

The VCF can be applied to many different social interactions. For example, a PE teacher. A PE teacher may meet another PE teacher at a conference, and the two teachers start engaging in conversation about what it is like to be a PE teacher at their school. The interaction is fun, light-hearted, and the teachers exchange emails. This could be an example of Immediate Value. Now the teachers have a new contact. Let's say that the teachers reach out to one another to work on a new education gymnastics unit. Neither of the teachers has taught the unit; however, they are eager to collaborate. The two teachers meet up to work on the project and develop the scope and sequence of the new unit. This new educational gymnastic unit is an example of Potential Value since it is possible the unit could be put into practice by the teacher(s).

If the unit was put into action by the PE teacher(s) - Applied Value would come to fruition. Now, let's say the teachers meet back up after they have taught the unit, and they reflect on how the unit has helped their students with their motor learning. The process of the teachers' reflecting on how the applied unit was applied would be an example of Realized Value. Taking this example to the next level, assume that the unit was a hit, and the district PE coordinator hears about the unit. Before the teachers started teaching the unit, educational gymnastics was not a part of the district curriculum; however, the district wants the unit to be a part of the district-wide curriculum. Finally, let's say the two PE teachers collaboratively meet with the district, the unit is added to the district curriculum, the two PE teachers conduct training for other PE teaches in the district, and the unit is successfully implemented into other schools around the district. The successfully applied new unit would be an example of Reframing Value. It is important to note that there are 'loops' existing between all five cycles, as the cycles are not independent of one another. There is no hierarchy between the cycles and value may be represented simultaneously between multiple value creation cycles (Wenger et al., 2011).

The framework provides the foundation for an evaluation process where the data is used to create a portrait of how communities and networks generate value for its members. If value is not created, most communities/networks will fall apart; however, narrative accounts of successful communities can be articulated through the VCF (Wenger et al., 2011). The cycles in the VCF describe rudimentary interactions between members of a CoP, all the way to a complex value creation which may lead to an organizational level where the member(s) redefine an organization's missions, goals, or ideas of success.

Professional Development Schools

PDSs are communities of individuals who form a partnership in a public school and involve the collaboration between mentor teachers, university faculty members, and pre-service teachers. When the Holmes Group described a PDS model, they recognized the concept was parallel to the previous school-university partnerships, like the "laboratory schools" John Dewey proposed at the beginning of the twentieth century (Schussler, 2006). The Holmes Group (1990) defined PDSs as:

> Bringing practice teachers and administrators together with university faculty in collaboration to improve teaching and learning on the part of their respective students. It is the hope PDSs provide opportunities for teachers, students, administrators, and university faculty to increase professional development where all individuals in the PDSs work on a) mutual deliberation on the problems with student learning and their possible solutions, b) shared teaching in the university and schools, c) collaborative research on the problems of educational practice, and d) cooperative supervision of prospective teachers and administrators (p. 56).

The National Council for Accreditation of Teacher Education (NCATE) was established as an organization to help ensure high-quality teacher preparation. From 1995 to 2001, NCATE worked with hundreds of teacher educators and practitioners and created the following characteristics of a Professional Development School. NCATE (2001) defined the five Defining Characteristics of PDSs as follows:

- Standard I: Learning Community—Addresses the unique environment created in a PDS partnership that supports both professional and children's learning.

- Standard II: Accountability and Quality Assurance—Addresses the responsibility of a PDS partnership to uphold professional standards for teaching and learning.

- Standard III: Collaboration—Addresses the development and implementation of a unique university/school community which shares responsibility across institutional boundaries.

- Standard IV: Equity and Diversity— Addresses the responsibility of the PDS partnership to prepare professionals to meet the needs of diverse learners

- Standard V: Structures, Resources, and Roles—Addresses the infrastructure PDS partnerships use and creates to support its work.

Similarly, the National Association for PDSs (NAPDS), a national PDS organization, released a policy statement in, "What It Means to Be a Professional Development School," at its 2008 meeting. The following are nine required essentials of Professional Development Schools:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;

2. A school-university culture committed to the preparation of future educators embraces their active engagement in the school community;

3. Ongoing and reciprocal professional development for all participants guided by need;

4. A shared commitment to innovative and reflective practice by all

   participants;

5. Engagement in and public sharing of results of deliberate investigations of

   practice by respective participants;

6. An articulation agreement developed by the respective participants

   delineating the roles and responsibilities of all involved;

7. A structure that allows all participants a forum for ongoing governance,

   reflection, and collaboration;

8. Work by college/university faculty and P–12 teachers in formal roles

   across institutional settings; and

9. Dedicated and shared resources and formal rewards and recognition

   structures.

PDSs are innovative institutions formed through partnerships between

professional education programs and P–12 schools. PDSs have a four-fold mission:

- the preparation of new teachers,

- faculty development,

- inquiry directed at the improvement of practice, and

- enhanced student achievement.

Giwa (2012) described a PDS as an advanced education program. NCATE (2011)

noted that both educators working in the school and university setting point to the gap

between research and practice. This can lead to poor articulation between professional

preparation and the real-world of school reform. PDS can help P–12 and university

educators seek to develop the linkages that allow universities and schools to benefit from

the partnership. PDSs can help prepare student-teachers for the challenges and rewards of teaching in the academic environment, can contribute to aid in the professional development of mentor teachers, increase student performance, and provide an opportunity for research to be implemented in the classroom setting (Abdal-Haqq, 1998; Teitel, 2001). Castle and Reilly (2011) acknowledge PDSs as having multiple characters which have the potential for promoting positive outcomes for student-teachers, including:

- earlier, longer, and more structured field experiences

- greater school-based and university-based faculty collaboration on coursework and field experiences

- greater integration of coursework and field experiences

- more exemplary models of teaching along with more trained mentors

- more frequent and sustained supervision and feedback from more people on a broader variety of roles and more time on-site by the university supervisor

- more exposure to diverse, school-wide authentic learning experiences

- more supportive and reflective discussion and dialogue around issues of practice and professionalism within a learning community

- more interconnections between teacher preparation, professional development, student learning, and inquiry.

PDSs aim to prepare student-teachers, mentor teachers and improve student performance through the application of research-based practices. Clinard and Ariav (1998) examined elementary PDSs in American and Israeli teacher education programs. The study took place for one year, and data was collected through observations, conversations, and end-of-year questionnaires. The authors concluded mentors enhanced

their cognitive coaching skills when they could guide their student-teachers. The mentor teacher described growth in their listening skills, asking challenging questions, providing non-judgmental feedback, and reassessing their classroom management. Through observations, inquiring, and insightful reflection, the mentor teachers increased their knowledge through the community and culture of learning brought about by working with the PDSs.

A seven-year longitudinal study of 1,000 graduates working within traditional education programs or in a PDS found that mentor teachers working in a PDS had greater teacher retention rates (Latham & Vogt, 2007). Members of the PDS partnerships find benefits from the collaborative exchange and report an increase in professional development opportunities (Castle et al., 2006; Riley et al., 2005; Schvarak et al., 1998; Vontz et al., 2007). Additionally, partnerships through a PDS enhance a collaborative work environment that supports collective learning (Cozza, 2010; Rodgers & Keil, 2007). PDS provide a clinical preparation site where all parties involved can benefit from the learning interactions which take place in the school setting and improve both the quality of teaching and the success of student's learning.

Benefits of Being a Mentor Teacher

It is crucial to prepare student-teachers for the challenges of teaching on their own. He (2010) and Schwille (2008) concluded that mentor teachers play an essential role in the pre-service teacher's future success. Student-teachers spend many hours with a mentor teacher. It is widely acknowledged that mentorship programs enhance student-teachers' success in preparing them to be a teacher, and that mentoring programs can be valuable to the mentors' success in the classroom (Resta, Huling, White & Matschek,

1997; David, 2000; Holloway, 2001). The relationship between a mentor teacher and the student-teacher can also pass on personal values and experiences to the next generation of novice teachers (Tauer, 1998). As student-teachers work one-on-one with mentor teachers, this relationship is designed to ultimately help student-teachers to be ready to have their own classroom.

Similarly, this partnership has been reported to increase the success of the mentor's career. Mentor teachers are essential to the success of a student-teacher, and many mentor teachers find having a student-teacher beneficial to their professional achievements (Tang & Choi 2005, Rippon & Martin 2006, Beutel & Spooner-Lane 2009). Regardless of the type of teacher preparation program, it has been reported that most mentor teachers find benefits from working with the programs. These successes can include enhancements in the mentor teacher's collaboration and reflection practices and professional development.

Collaboration and Reflection

It is essential that practitioners have other colleagues to collaborate with about their subject matter. The connection between the student-teacher and the mentor teacher can serve as professional development for the mentor teachers, and the mentor teacher appreciates being able to collaborate with another professional (He, 2010). Mentor teachers state when they continue to collaborate with their student-teachers for years after the partnership, the exchanges provide some of their richest collegial interactions (Boreen, Johnson, Niday, & Potts, 2000). Danielson (1999) stated student-teachers improve their teaching through professional conversations and by reflecting on their

teaching practices with mentor teachers, and mentor teachers also value reflecting and collaborating with pre-service teachers.

Teachers enjoyed the personal relationships established with the student-teachers and claimed these relationships were one of the most positive outcomes teachers gained from the experience of having a student-teacher (Iancu-Haddad & Oplatka, 2009). Similarly, Heller and Sindelar (1991) found the relationship between the mentor and a student-teacher increased productivity, improved instructional performance, and helped lower teacher turnover. Many individuals also felt a sense of gratification in their jobs which increased their sense of overall happiness.

<u>Professional Development</u>

It is crucial teachers continue to enhance their professional development and are willing to learn new teaching strategies. Mentor teachers can increase their professional development as a result of forming relationships with members involved in a teacher education program. Mentor teachers report a rise in personal job satisfaction, professional fulfillment, and esteem from working with student-teachers (David, 2000). Furthermore, many teachers feel it is important to "pay it forward to the next generation" of teachers; by mentoring, they can have a positive influence on education. Mentor teachers often learn new teaching strategies from student-teachers (Giwa, 2012). It has been found mentors view the opportunity as rewarding and mentors state the partnership can advance their careers through guiding, team-teaching, and collaborating with their mentee.

As a result of working with a student-teacher, mentor teachers reported using teaching strategies they have not used in years during the time they have a student-teacher (Oplatka, 2005). Mentoring promotes the professional development of both

mentors and mentees (Danielson, 1999). As the result of working in pre-service teachers, mentor teachers report an upsurge in professional growth, increase in professional competency, enhanced ability to be a reflective practitioner, and improvement in their coaching skills (Huling, 2001). Russell and Russell (2011) reported that many mentor teachers were enthusiastic about working with pre-service teachers as they were able to gain insight on new teaching trends and collaborate with another person about their subject matter.

Additionally, mentors were more likely to work with university professors on research projects as a result of working with a Professional Development School, which has the potential for academic growth and pedagogical content knowledge to increase within both the public schools and university (The Holmes Group,1990). Mentors found that having student-teachers provided them opportunities for renewal, re-energized them, and gave them a sense of commitment to their profession from the interaction of having a mentee (Oplatka, 2005). Findings from past research indicate teacher preparation program partnerships motivate mentors, and they embrace the opportunity to develop new skill sets from their mentees (Bova & Phillips, 1984; Lopez-Real & Kwan, 2005; Simpson, Hastings, & Hill, 2007).

Not only are mentor teachers often able to increase their professional development through working with a mentee, many mentor teachers also find having an extra set of eyes in a setting with large numbers of students to be beneficial. Mentor teachers may find having a student-teacher in their gymnasium can increase supervision (Hernandez and Strickland, 2005). The relationship between the mentor and the mentee can be favorable for both individuals and can increase a teacher's professional

achievements. Mentor teachers are essential to the success of a student-teacher, and many mentor teachers find having a student-teacher is also advantageous to their professional accomplishments.

Summary of Literature Review

This literature review examined, "What is PE, and the benefits of PE"? The literature review explored similarities and differences between PE and general education classes. This led to a review on why it is important for PE teachers to have others in their subject area to collaborate with, and social learning theories were examined. An in-depth study of Lave and Wenger's 1998 work on CoP was studied to demonstrate what makes up a CoP and the key components that make a community. Following, Wenger et al.'s 2011 Value Creation Framework was reviewed and will be the theoretical framework used in this study. A closer consideration of what aspects make up a PDS was studied. Finally, the benefits of being a mentor teacher were investigated to help determine the effects of working with teacher education programs, and the impact it can have on the mentor teacher.

CHAPTER THREE: METHODOLOGY

Introduction – Qualitative Single Case Study

As described in the review of the literature, a PDS offers multiple benefits to the members involved in the partnership. The question then becomes, what do we call a teacher education program partnership which is not a part of a Professional Development School, yet still has strong partnership ties with the members involved in a teaching training program? The researcher has coined the term PDP to describe the collaborative relationship which exists between the following members – a mentor teacher, school administrators, teacher educators at the selected school, professors involved in working with pre-service teachers, university supervisors, and pre-service teachers. A PDP shares nearly all the same components of a PDS; however, a PDP has not been accepted as a school-wide model. This community is formed through the interaction of the individuals involved in the pre-service education program. The researcher believes that it is important to make the distinction between a PDS and a PDP, and for new terminology to arise, as a PDP has a unique relationship between its members.

This qualitative single case study aimed to examine a mentor PE teacher's perception of the effects of working within a PDP. In this study, the main participant was named Chris (all names of individuals, schools, and universities are pseudonyms). Chris' partnership with the PDP at Unity Valley University was the sole partnership examined, since it is the longest, most robust, and the most exemplary case. The researcher deemed Chris' partnership with the PDP as an exemplary case for a multitude of reasons,

including the fact Chris had worked with the PDP for 17 years, had been a teacher for 22 years, and would collaborate weekly with members of the PDP. While the research was being conducted, Chris did not work at a designated school-wide PDS; therefore, the term PDP was used to describe the partnership.

A single case study design was used for examining the research questions posed in this study. Due to the fact that PDPs have not been studied before this research project, this research aimed to shed light on how the partnership influences a mentor teacher. A case study can be described "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used," (Yin, 1984, p. 23). A single case study can best be articulated through a comprehensive exploration of an in-depth case (Creswell, 2003) where a detailed descriptive, enclosed by time and place, case is examined. The study was designed with consideration of the single case and was described through the collection and examination of extensive data (Creswell, 2013; Merriam, 2009). Single case studies can provide a forum for an in-depth investigation into complex issues by observing a natural phenomenon which exists in a set of data (Yin, 1984).

This single case study used qualitative research methods as it allowed the researcher to explore social and human problems in a real-world setting. The study aimed to depict Chris' lived experience working with the PDP through examining multiple forms of data including interviews, data forms, and other documents (Patton, 2002; Merriam, 2009; Creswell, 2013). Qualitative research helps to capture an individual's lived experiences and personal narratives (Patton, 2002). More specifically, this study

was conducted with the goal of learning how working with a PDP created value for Chris using VCF. Through the use of the VCF, the researcher was able to provide a foundation for the evaluation process where the researcher integrated heterogeneous sources of data to create a picture of how communities or networks potentially create value for Chris (Wenger et al., 2011).

Research Design

<u>Sampling Procedures</u>

For this study, purposeful sampling was employed as the researcher wanted to gain deep understanding and insight (Merriam & Tisdell, 2016) on a single participant working in the PDP. Additionally, criterion-based sampling was used for the selection of the participant in this study (Goetz & LeCompte, 1984). This method was used to select the participant, Chris, as he met the "predetermined criteria" (Patton, 1990) for the research project. "Predetermined criteria" was classified as follows: (a) the participant has been recommended by his principal, (b) the participant was approved by Unity Valley University staff members to have student-teachers, (c) the participant has collaborated weekly, for the past 18 years, with staff from Unity Valley University, and (d) the participant has written the PE Curriculum for the State Department of Education.

The above criteria were the basis for the researcher to determine this exemplary case. Unity Valley has no formal assessment to determine the level of the quality of mentor teachers while partnering with a student-teacher. However, the mentor teacher participating in this case study has been thoroughly trained from Unity Valley University. He continued to work alongside professors at the university and has been strongly recommended by student-teachers as an effective mentor.

Participants

Chris was the primary participant in this single case study and an in-depth examination was conducted to help articulate the value or lack of value Chris experienced by working with the PDP. For triangulation purposes, four of Chris' colleagues who were able members of the PDP were interviewed to enrich the case study. These colleagues included Dr. Lambert - a university professor, Aaron - a mentor teacher and one of Chris' former student-teachers, Mrs. Kelly - Chris' current principal, Mr. Brown - Chris' former principal. These four colleagues were interviewed on how they view Chris' career has been influenced as a result of interacting with the PDP. The five interviews occurred for triangulation and validity purposes.

Chris

Chris is the main participant in this study. While the study was taking place, Chris was employed in an urban public school located near Unity Valley University. He had taught as an elementary PE teacher for 22 years. In 2002, Chris met Dr. Lambert, a PE professor at Unity Valley University and the PDP began. Chris had worked with 50+ student-teachers, had been a University Adjunct Supervisor for a total of 10 years, and had been trained to evaluate student-teachers' final work portfolios. Chris had attended training provided by Unity Valley University and was identified by the professors at the university as a competent and qualified mentor to work with the student-teachers. Chris had presented at numerous State and National Conferences and was a member of SHAPE America.

In addition to working with student-teachers, Chris also worked with Dr. Lambert's *Elementary PE Methods* students. He had worked with approximately 85

Elementary PE Methods students. These students were in their junior year and were enrolled at Unity Valley University. The methods class met for two days a week. One day a week, the classes were conducted at the university where students were instructed on how to deliver best teaching practices in an elementary PE setting, and the other day of the week, the method students and Dr. Lambert would go to Chris' PE classes and co-teach lessons. On the days that the methods students were at Chris' school, they applied the knowledge they had obtained and practice teaching the knowledge to Chris' K-6 grade students in small group settings or with entire classes with assistance from Chris and Dr. Lambert. Additionally, Chris participated in the following professional committees:

- Leadership Team

- Safety Team

- Adapted PE committee within his school district

- Art Committee

- Smart Goals Committee

- Mission/Vision Statement Committee

- IEP and IEP(Speech) Administrator Designee

- 504 Committee

- Working on his Leadership Degree Ed specialist degree (Masters)

- Presented at 9 national conferences and 10 state conferences

- Conducted countless district trainings

- Attended professional training throughout the United States

- 2016 State Elementary PE teacher of the year

- 2011 mentor of the year – Unity Valley University

- Teacher of the Year - School District for *Outstanding Service Award*

<u>Dr. Lambert</u>

Dr. Lambert had worked at Unity Valley's Department of Kinesiology for 21 years. Before working at the university, he had taught elementary and middle school PE and health classes. Dr. Lambert was the professor who developed the PDP and had worked with Chris for 18 years. Through the development of the PDP, he was able to help prepare pre-service teachers and worked with local K-12 schools, including his most extended partnership, which was with Chris. Additionally, Dr. Lambert and Chris partnered to teach *Elementary PE Methods* course at Chris' school for eight years. The Elementary PE Methods class provided instructions for planning, organization, and management techniques when teaching PE in the elementary school setting. Dr. Lambert was interviewed for triangulation purposes, and the interview occurred in his office at Unity Valley University (Appendix B).

<u>Aaron</u>

Aaron was a student-teacher with Chris as his elementary mentor teacher in 2003. During the study, Aaron was a mentor PE teacher who also worked with Unity Valley University and taught PE at a Jr. High School in the same school district as Chris. Aaron had taught for a total of 15 years, had worked with seven student-teachers, and worked with Unity Valley University for a total of seven years. Aaron had been a University Adjunct Supervisor for three years and was trained to evaluate student-teachers' final work portfolios. Chris and Aaron had both attended training provided by Unity Valley University. The professors at Unity Valley PE Preparation Program identified Aaron as a

skilled mentor PE teacher. During the study, both Chris and Aaron collaborated weekly, and both of them were working on their administrative leadership master's degrees. Chris and Aaron had both presented at State and National Conferences together and had collaborated regularly for the past nine years. Aaron was a member of SHAPE America. Subsequently, Aaron was also interviewed for triangulation purposes since he had many interactions with Chris.

Mrs. Kelly

Prior to the PDP being formed, Mrs. Kelly first met Dr. Lambert when she was a student in Dr. Lambert's Elementary PE Methods course during the first year that Dr. Lambert became a professor at Unity Valley University. Mrs. Kelly and Chris first met while they were both coaching basketball at the elementary level. Mrs. Kelly then worked with Chris as his assistant principal while Mr. Brown was the principal for one year. During the time that the study was conducted, Mrs. Kelly had been Chris' principal for five years. Chris had worked with approximately 26 student-teachers. Additionally, there had been approximately 20 *Block I* (a term used to describe the semester before student-teaching) students who have worked with Chris during the time she has been Chris' principal. Chris and Mrs. Kelly had not presented together at any state or national conferences.

Mr. Brown

Before Mrs. Kelly was Chris' principle, Mr. Brown was Chris' principal for 12 years. While Mr. Brown was Chris' principal, Chris had approximately 26 student-teachers and 26 Block I student-teachers. Together, Chris, Dr. Lambert, and Mr. Brown had presented at three PDS National Conferences.

Table 2.1   Participants demographics

Chris	
Years taught as a PE teacher	22
Years participation in the PDP	18
Number of student-teachers	52
Number of Block I student-teachers	46
Number of years being a University Adjunct Supervisor	10
Aaron	
Years taught as a PE teacher	14
Years participating in the PDP	7
Number of student-teachers	7
Number of Block I student-teachers	7
Number of years being a University Adjunct Supervisor	5
Number of years working with Chris	15
Number of conferences presented with Chris	4
Dr. Lambert	
Years taught as a PE teacher	9
Number of years working in the PDP	18
Number of conferences presented with Chris	9
Mr. Brown	
Years being Chris' principal	13
Number of years working in the PDP	12

Number of student-teachers Chris had during the time he was the principal	26
Number of Block I student-teachers Chris had the principal	26
Number of conferences presented with Chris	3
Mrs. Kelly	
Number of years both Chris and Mrs. Kelly both coached basketball at the same time	10
Years being Chris' assistant principal while Mr. Brown was the principal	2
Years being Chris' principal	5
Number of years working in the PDP	7
Number of student-teachers Chris had during the time she was the principal	26
Number of Block I student-teachers Chris had during the time she was the principal	20
Number of conferences presented with Chris	0

Site

Cypress Dale Elementary School was located near Unity Valley University in an urban setting in the Northwestern United States. According to the National Center for Education Statistics in 2017-2018, Cypress Dale Elementary has approximately 660 students with 32 full-time teachers, 54% male students, and 46% female students.

Cypress Dale Elementary had 3 out of 5 stars on the School Star Rating System, and 11%

of the students on Free and Reduced-Price Lunch.

Data Collection

During the final semester of Unity Valley's PE Teacher Preparation Program, the

university had student-teachers complete 16-weeks of a Professional Year Internship,

Chris is one of the mentor teachers who has student teachers. Upon proper completion of

the internship, the student-teachers would receive a K-12 PE Teaching Endorsement.

Since the teaching endorsement is a K-12 endorsement, the student-teachers spend eight-

weeks each in an elementary and secondary PE setting.

Chris was given guidelines on how to integrate the student-teachers to assume all

teaching responsibilities. Student-teachers were first given minimal responsibilities such

as taking roll, distributing equipment, assisting individuals or small groups, and shadow

teaching portions of the mentor teacher's lesson. During the first few weeks, the student-

teacher was under constant supervision by Chris. By week two, the student-teacher began

to teach one or two classes a day. This teaching load would gradually increase as Chris

felt the student-teacher was ready to take over the PE classes fully. During this time, the

student-teacher began working on their sample unit, lessons, and assessments. By week

four or five, the student-teacher would assume complete responsibility for teaching,

planning, and evaluation responsibilities.

During the eight weeks that a student-teacher was with Chris, the student teachers

were asked to act as an educational support system for the student-teacher. Additionally,

Chris would help prepare and demonstrate the Core Teaching Standards (InTASC 2011)

that assist in the preparation of teachers. The standards are as followed:

- Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Standard 2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

- Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

The University Supervisor acted as a support system for Chris and the student-teachers. In this study, the University Supervisor was Dr. Lambert. Dr. Lambert helped

ensure that Chris and student-teachers were able to navigate through the partnership in a meaningful way. Dr. Lambert collaborated with Chris and the student-teachers through phone calls, emails, observations, evaluations, feedback, and through collaboration about pedagogical knowledge. Additionally, Dr. Lambert would travel to Chris' school and observed student-teachers weekly.

Multiple sources of data were used in this project. No honorarium was given to the participant for their participation in this study. First, Chris was given the *Personal Value Narrative Form* (Appendix C.) created by Wenger et al. (2011) from the Value Creation Framework. Next, Chris was interviewed, followed by interviewing four of his colleagues to gain insight on how they perceive Chris was influenced by working with the PDP. Wenger et al. (2011), articulated,

> Many indicators without stories reflect too many assumptions. Many stories without indicators fail to cross-reference and reveal key cycle-specific elements of potential broader value creation. It is the combination of data for each cycle with cross-cycle stories that yield an integrated picture of the value created by a community or network. By itself, one indicator is merely suggestive, and one story is anecdotal, but the cumulative effect of a set of indicators with a collection of related corroborating stories starts to provide robust evidence (p. 37-38).

Interviews

All interviews focused on the perspective of Chris' work with the PDP. Four of Chris' colleagues were interviewed for a richer depiction of Chris' career working with the PDP and for triangulation purposes. Independent interviews were conducted with Dr. Lambert, Mrs. Kelly, Mr. Brown, and Aaron. Interview questions were adapted from a

template created for educators to capture the different cycles of value creation, which was

created by Wenger et al. (2011). Each interview was conducted outside the participants'

work contract hours in their offices or at a quiet location such as a public library. The

interviews were digitally recorded, and each interview was conducted in a semi-

structured manner (Roulston 2010). The interviews lasted approximately 45 minutes

each.

Chris' interview.

Chris was interviewed two times in a semi-structured manner (Roulston 2010)

(see Appendix C) to help determine how he perceived working with the PDP. Chris'

interview was conducted through self-reporting of his perception of whether or not he

obtained value through working with the PDP.

Chris' colleagues' interviews.

Dr. Lambert, Aaron, Mr. Brown, and Mrs. Kelly's interviews transpired through

inquiring how each of them perceived how Chris had been influenced through his

participation with the PDP (see Appendix B). These interview questions were constructed

to allow Dr. Lambert, Mrs. Kelly, Mr. Brown, and Aaron to articulate events where they

felt Chris did or did not experience value while working with the PDP.

Personal Value Narrative Form

The Value Narrative Form was given to Chris to generate data on whether or not

he obtained value form the five cycles in the VCF. The *Personal Value Narrative Form*

(Appendix C) aided in allowing Chris to tell his own story of how working with the PDP

influence his career. Wenger et al. (2011) stated:

"Usually, those who can tell the story are the people involved in networking and communities. They are the ones who have both done the learning and taken it into practice. In other words, they are both the carriers and the witnesses of the process of value creation across cycles. But they may not have through that process and need some framing to articulate the connections among the cycles of value creation," (p. 34).

The Personal Value Narrative Form was given to Chris and was collected a month later. The researcher wanted Chris to have adequate time to describe his overall experience of participation within the PDP. The researcher purposefully wanted Chris to have a chance to reflect on the questions and to format thoughtful answers on the questionnaire. The Personal Value Narrative Form was used to help produce a robust picture of the contributions of his PDP community or network.

Observation

Observations were conducted weekly for six months. During this time, two different student-teachers were working with Chris. Additionally, four Block I pre-service teachers were working with Chris. These observations allowed the researcher to hear and see how the members of the PDP and Chris interacted and the type of information being exchanged. During observations, field notes were taken, and direct quotes were written down. Additionally, an audio-recorder was used at times to capture the discourse being exchanged. Observations occurred during regular school hours, before and after school, during prep time, and during the lunch period. Three times when observations were being conducted, Dr. Lambert's elementary education teachers were teaching their lessons in Chris's PE classes. During these observations, the elementary

education classes were being taught in Chris' gymnasium and 26 pre-service teachers co-taught a 30-minute lesson with one another. The elementary education teaching majors taught their prepared lessons, and Dr. Lambert, Chris, and the student-teacher working at Chris' school at the given time would watch, video record, and collaborate about the pre-service teachers' lessons. After each taught lesson, Dr. Lambert and Chris would give feedback to the pre-service teachers.

<u>PowerPoint Presentation</u>

A PowerPoint, which was presented at the National Professional Development Conference was analyzed using the VCF. This presentation was developed and presented by Dr. Lambert, Aaron, Chris, and the researcher. The presentation highlighted Chris and Dr. Lambert's 18-year partnership in the PDP. The PowerPoint was used as a data point as it helped to depict Chris' narrative and the impact the PDP had on his teaching career.

Confidentiality

Students were not interviewed or observed in this study. The participants were interviewed and were given a consent form prior to collection of data. The participants were informed direct quote might be used in the findings portion of the study. Additionally, the participants read the following statement:

> The following questions are to help the researchers obtain information about your demographics. Due to the make-up of (un-name state's) population, the combined answers to these questions may make an individual identifiable. The researchers made every effort to protect your confidentiality, where all names and school names are pseudonyms. However, if you are uncomfortable answering any of the questions, you may leave them blank.

The principal investigator (PI) kept the data in her office at Unity Valley University. All audio-recorded material (i.e., interviews, observation notes, and survey form) were captured on an electronic device (e.g., iPhone or iPad). Following the interview or observation, the PI uploaded the audio-recorded material into a private file where only members of the research team had access. All data in this study has been written in a way to provide anonymity.

<u>Data Analysis</u>

All interviews were audio-recorded and transcribed verbatim. All transcribed interviews along with the Personal Value Narrative Form were analyzed through the lens of the five value creation cycles to help articulate the value that is perceived to be produced as a result of working with the PDP. The five value creation cycles are categorized as followed:

- Cycle 1: Immediate Value: Activities and interactions. The most basic cycle of value creation considers networking/community activities and interactions sparking the interest of the individual.

- Cycle 2: Potential Value: Knowledge capital. Activities and interactions can produce "knowledge capital" when the value is realized at a later date and time.

- Cycle 3: Applied Value: Changes in practice. Adapting and applying knowledge capital that leads to change in practice, approaches, or protocol.

- Cycle 4: Realized Value: Performance improvement. After applying the knowledge capital, reflection on what effects the application of knowledge capital had on the members' practice is taken into consideration.

- Cycle 5: Reframing Value: Redefining success. Value creation is achieved when social learning causes a reconsideration of the learning imperatives and the criteria by which success is defined. This includes reframing strategies, goals, or redefining success at an individual, collective, or organizational level.

The Value Creation Framework created by Wenger et al. (2011) was used as the analytical tool to identify the ways Chris created value from the interaction of working with the PDP. In this research project the term "value creation" was summarized as the personal learning Chris obtained through the involvement with the PDP, the knowledge sharing with other community members, and through networking with the group. Table 2.2 describes key elements of each value cycle and provides examples for each value creation cycle (Wenger et al., 2011).

Table 2.2   **Value creation cycles and definitions (adapted from Wenger et al. (2011), p. 21–23).**

Cycle	Reflecting on Value Creation: Key Elements
Cycle 1: Immediate Value - activities and interactions	**Key Elements -** • new participation • quality of the mutual engagement • fun, inspiring, and convivial • relevant activities or interactions • new interactions or connections
Cycle 2: Potential Value - knowledge capital	**Participation Changes Participant - Key Elements -** • new skills or knowledge • understanding of the domain • feel more inspired by the work • gained confidence in ability to engage in the practice **Participation Changes Social Relationships – Key Elements** • access to new people • know new members well enough to know what they can contribute to learning • trust them enough to turn to them for help • feeling less isolation • gaining a reputation from participation **Increased Access to Resources from Participation – Key Elements** • new tools, methods, or processes • access to documents or sources of information Position in Community Changes – Key Elements • the community changed the recognition of expertise • acquired a new voice through collective learning

	Participation transformed the view of learning – Key Elements
	• new opportunities for learning
Cycle 3: Applied Value: **changes in practice**	**Key Elements -** • use of the products of the community/network • apply a skill acquired • leverage a community/network connection in the accomplishment of a task • enlist others in pursuing a cause that is cared about • use a document or tool that the community produced
Cycle 4: Realized Value: performance improvement	**Key Elements -** • saved time or achieve something new • more successful • implement an idea into action • change in evaluated performance • organization has been able to achieve more due to participation in the community/network
Cycle 5: Reframing Value: redefining success	**Key Elements -** • process of social learning led to a reflection on what matters to self or others • suggest new criteria and new metrics to include in evaluation • new understanding affecting those who have the power to define criteria of success • new understanding translated into institutional changes • new framework or system evolved or been created as a result of this new understanding

<u>Trustworthiness</u>

To increase interrater reliability, the data were analyzed using descriptive codes and were given to another researcher who had no association with the PDP. The researcher also had another doctoral student look over the interview questions to help ensure that questions were asked in a manner that was unbiased. This individual independently cross-examined the data.

Researcher Bias and Assumptions

As I continued to teach, I felt as though I was on an island by myself. There was only one other PE Teacher who taught part-time at my school, and our prep times did not overlap. Our administrators had a broad range of jobs that they needed to perform and were unable to spend time in our classrooms. I found that I had no one to talk to about curriculum, lesson plans, or teaching strategies. There was no one with whom I could collaborate, and I felt that I was not advancing professionally. However, early on in my career, I was able to work with pre-service teachers. My pre-service teachers challenged me daily and drove my professional development forward. Their fresh ideas were inspiring, and they constantly questioned my every move. I had to be on my toes, and nothing went unnoticed. I had to keep current on my teaching practices and know the content well. Had it not been for my student-teachers, I fear that my teaching would have become stagnate. Therefore, I would consider myself an insider on my research project. I have taught for seven years and over that time, mentored nine student-teachers. I also currently work at Unity Valley University, have served as an Adjunct Professor for seven years, and have supervised student-teachers for two years.

CHAPTER FOUR – FINDINGS

Introduction

This Chapter presents the findings from the primary participant, Chris. As described in Chapter Three, Chris was interviewed, observed, and given the Personal Value Narrative Form created by Wenger et al. (2011) from the Value Creation Framework. Additionally, interviews were conducted with Dr. Lambert, Mr. Brown, Mrs. Kelly, and Aaron. These interviews were used for triangulation purposes to help determine a) how did Chris perceive working with the PDP and was there an influence on his professional development, and b) in what ways did Chris find value through his participation with a PDP?

This Chapter first presents the findings from Chris' perception, followed by Dr. Lambert, Mr. Brown, Mrs. Kelly, and Aaron. The findings are presented under the five value creation cycles categorized as follows: Cycle 1: Immediate Value: Activities and interactions; Cycle 2: Potential Value: Knowledge capital; Cycle 3: Applied Value: Changes in practice; Cycle 4: Realized Value: Performance improvement; Cycle 5: Reframing Value: Redefining success. As noted in Chapter 2, looping can exist between all five cycles, as the cycles are not independent of one another.

Cycle 1: Immediate Value

Cycle 1: Immediate Value can be described as activities and connections between members and recognized that small interactions have value in and of themselves. An example of immediate value could be when a PE teacher makes a new contact or starts to

form a new network of like-minded people, and there can be immediate value from the new interaction. Through a new network, the PE teacher may report having fun meeting another professional in their same field who has a similar interest. The PE teacher may gain value just from having another person to collaborate with or may find new perspectives from networking with others.

New Participation

Chris

Chris first began teaching in 1996 and started teaching at Cypress Dale Elementary in 2000. Before meeting one another, both Chris and Dr. Lambert stated they felt something was missing in their professional careers. In 2001, Dr. Lambert and Chris met after Dr. Lambert's children kept coming home and talking about the positive experiences happening in Chris' PE class. Dr. Lambert went to Cypress Dale Elementary and visited Chris' class during school hours to determine if, as described by his children, quality education was occurring in Chris' gymnasium. Dr. Lambert was impressed with the quality of education. Chris felt that the partnership first came to fruition because, "I taught PE based on a skill theme approach, repetition, and mastery of skill - it kind of matched up with what [Dr. Lambert] was teaching at the university. So, conversations started to strike up about my willingness to work with him and maybe host some more students in a little more structured environment."

Initially, the new partnership between Chris and Dr. Lambert began slowly. Chris felt he and Dr. Lambert approached teaching PE in a similar manner and it helped to build the bridge which acted as a catalyst for the new partnership. Chris described in the early years of the partnership he was "ready for a new challenge. I knew what it could be

like in the gymnasium, and that it could be better than it was. I wanted it to be better than it was, but I don't think I knew the right questions to ask….". Chris had already obtained his Master's degree in Curriculum and Instruction; however, he still felt that something was missing. He had a great deal of knowledge, but he was the only PE teacher in his building, and he had no community of other physical educators with whom he felt he could collaborate with.

Chris was honest and stated that when he first entered into the partnership, it fed his ego and that it felt good to be picked to be in a partnership with Dr. Lambert. Chris shared when he initially started the PDP, he was "probably naïve in understanding what I would get from this experience. In my mind, I was like this is really cool. I'm going to get to work with PE teachers. I'm going to get to share my philosophy. I'm going to get hands-on experience [with pre-service teachers] and countless hours to be able to share my philosophy." Chris also thought that it was going to be helpful for the student-teachers to have "real world" experiences where the pre-service teachers were going to be able to practice teaching in the K-6 public education setting.

Dr. Lambert

Dr. Lambert started his career as a professor in 1997 at Unity Valley University in the K-12 PE teacher preparation program where he taught pedagogy courses and made field placements for the student-teachers. Dr. Lambert started early in his career looking for quality mentors to place pre-service teachers. Dr. Lambert sought to form a partnership where trust, social learning, growth, long term goal setting, refinement of practice, and collaboration could take place. For four years, Dr. Lambert tried to find mentor teachers by, "testing the waters to see how open teachers were to working

together. If they were good teachers that I wanted student-teachers to go out with, then I would continue to work with them". During the first couple of years in his career, Dr. Lambert was working with many different elementary mentor teachers; however, he felt that no true partnership was deeply developed prior to the partnership with Chris.

Dr. Lambert began to visit Chris's school and spent a great deal of time observing Chris teaching his PE classes. Dr. Lambert stated, "I realized how good [Chris] was and the potential he had," and after determining Chris could be a dynamic mentor teacher, Dr. Lambert talked to Mr. Brown, Chris' principal, about Chris becoming a mentor teacher. Dr. Lambert stated that the partnership started as "fairly simple". Dr. Lambert expressed that at the beginning of the partnership, he "pretty much ran the show" and would facilitate most of the conversations with the pre-service teachers.

Mr. Brown

Mr. Brown was the principal for 15 years while Chris was the PE teacher at Cypress Dale Elementary. Before Chris started working at Cypress Dale, there had been a few student-teachers who had placements at the elementary; however, after a period of time, Mr. Brown decided to take a break from working with pre-service teachers. This decision was made because at the time, there was not a Professional Development School partnership taking place, and Mr. Brown did not feel the teachers were benefiting from the placements. Mr. Brown stated, "I arrived at [Cypress Dale Elementary] and I thought we needed to kind of step back and so we did, and of course at that point [Chris] wasn't at [Cypress Dale Elementary] when I first got there."

Several years later, Dr. Lambert and Chris approached Mr. Brown, and they discussed what the PDP would entail. Mr. Brown recalled,

We sat down and [Dr. Lambert] and another professor from [Unity Valley University] came and presented what they wanted to do with us at [Cypress Dale Elementary], and at that point we did not really have any student-teachers at [Cypress Dale Elementary], and that was my decision. Then [Dr. Lambert] and another professor came, and they presented their concept. [Chris] and I, we listened. We didn't make any comments at that point, but we listened and asked some questions and then [Chris] and I sat down and talked about it and of course it sounded good to both of us, but the decision, as far as yay or nay, I threw it into [Chris'] lap. I said, 'If this is something you want to do, I'm ok with it' and he said, 'Yeah, I think I'd like to proceed.' So, at that point, he called them back, and we initiated the professional development piece of PE at [Cypress Dale Elementary].

Mrs. Kelly

Mrs. Kelly first met Dr. Lambert when she was an undergraduate student at Unity Valley University and she was taking Elementary Teaching class where Dr. Lambert was the instructor. Years later, Mrs. Kelly graduated with her Master's in Education Leadership degree from Unity Valley University, and she became an assistant principal while Mr. Brown was the principal at Cypress Dale Elementary.

Mrs. Kelly was also a part of the early years of partnering with the PDP. She stated, "I was with [Dr. Lambert] when he first started the partnership with [Cypress Dale Elementary], and we were working in [Unity Valley University] and we taught classes in [Chris'] gymnasium as college students. Then I watched it morph into the [PDP] and what that looked like and the value of having the people come through."

<u>Aaron</u>

Aaron did not have an in-depth knowledge of how Chris and Dr. Lambert first started the PDP, and whether or not there was value obtained by the first initial interactions. Aaron first met Chris when he was a student-teacher working with Chris as his mentor teacher. Aaron talked highly of the experience that he had working with Chris as his mentor teacher and stated he learned an enormous amount of information from Chris. Aaron became a PE teacher and in 2012 he was asked to be a mentor teacher by Dr. Lambert. Soon after Aaron became a mentor teacher, Chris and Aaron began to collaborate often about being mentor teachers. Aaron stated that Chris seemed to enjoy their new relationship as colleagues.

Cycle 2: Potential Value

Potential Value can be described as the activities and interactions which may not be realized immediately, but rather the value can be realized at a later date and time. Wenger et al., 2011 articulated that Potential Value can be produced simply through collaborating with another individual. Collaboration can generate *knowledge capital* where the new knowledge may or may not be applied later. Potential Value can be useful even if it is never realized, as members can learn from the stories of other participants, (Wenger et al., 2011).

An example of Potential Value could be when a PE teacher meets another PE teacher where both of the teachers have an interest in improving their teaching practice. The two PE teachers may start to meet up monthly to discuss challenges they are having as PE teachers and strategies they use to overcome those challenges. Carrying out this

example, if the PE teacher does not put the learning into practice, Wenger et al. (2011) would still describe the act of discussing teacher strategies as Potential Value.

New Members of the PDP Contribute New Knowledge

Chris

Chris stated in the early years of working with the PDP, he felt motivated and energized through working with the partnership. The new network he gained from being a part of the PDP included pre-service PE teachers, professors, and other mentor PE teachers. Chris stated the new network greatly expanded the number of individuals he was able to potentially gain knowledge capital from. Chris expressed early in his career he had a deep desire to become the best teacher he could be and stated early in the partnership he sought out opportunities where he could expand his teaching repertoire.

Chris describes early on in the partnership he was able to gain a great deal of knowledge capital through collaborating with members of the PDP about new teaching strategies. This knowledge capital was gained primarily from the pre-service teachers and Dr. Lambert. He felt, especially early on in the partnership, that he was exposed to new PE pedagogical content knowledge. Chris saw great value in the social aspect of working with the PDP and found "opportunities to talk in a classroom, commentate, to listen, to share ideas, to reflect together - that social aspect of having somebody else out here is maybe the most invaluable piece to the mentor teacher." Chris felt especially early in the partnership that he gained access to resources from participating in the PDP. During the study, Chris was observed talking with the student-teachers before school, after school, during prep periods, and while classroom instruction was being given.

Moreover, Chris specified a decrease in isolation and increase of collaboration and stated, "We're talking shared experiences, we're talking what has worked here what hasn't worked here, we're talking collaboration which a lot of this partnership stuff is. We're talking about finding people who think like you who want to get better and sharing ideas." Chris talked in detail about how the PDP allowed him to be a part of a community where he was able to collaborate with other individuals about PE pedagogy. Chris felt that interdisciplinary dialogue was a key element in reducing the feeling of isolation. Chris stated,

> You don't feel as isolated anymore, because, you kind of feel in the PE world, you are kind of out on a little island. Often, you are the only PE teacher in the building. Whereas classroom teachers talk about feeling isolated too, but it's on a more minimal basis so at least in the physical educator's mind. There are two or three other grade level teachers. They do collaborate. They can talk. They get an opportunity to talk shop at break times or prep times or lunches because they usually go together. Here, in this world, there is nobody to talk that shop with. We can talk in general with classroom teachers. We can learn from them and apply it to PE. But generally, what we do in PE they don't apply to the classroom. We can talk discipline, we can talk classroom management, and we can talk procedures, but [PE teachers and classroom teachers] can't talk about what we are doing in our classroom to make it better. Our impressions of circumstances are different, and so when you can share that with somebody else in your classroom, you grow immensely. And so, when I have university students out here, it is having another professional out here. They are professional because that is one of the

expectations, that they come out here from [Unity Valley University] and you

need to act that way. You need to talk that way, and you need to be that way. I get

mentored here as well, so we get to talk shop.

<u>Mr. Brown</u>

Mr. Brown did not report any data in this section.

<u>Mrs. Kelly</u>

Mrs. Kelly did not report any data in this section.

<u>Dr. Lambert</u>

Dr. Lambert agreed with Chris about the exchange of learning through the

partnership. Dr. Lambert expressed that early on in the partnership, Chris asked lots of

questions and was always up for a challenge. Chris was "hungry to go deeper and do

more." Dr. Lambert felt Chris was exposed to vast amount of knowledge capital when he

and Chris began having the Elementary Method classes out at Cypress Dale Elementary.

During this time, Dr. Lambert would spend the entire day out in Chris' gymnasium two

times a semester. This allowed Chris and Dr. Lambert to spend large amounts of time

together. Dr. Lambert articulated a deep level of trust that he had with Chris. Dr. Lambert

stated that Chris expresses his feelings, concerns, and ideas to Dr. Lambert and others in

the PDP.

<u>Aaron</u>

Aaron spoke about the relationship Dr. Lambert and Chris had built over the years

and stated, "They're pretty much best friends in my opinion. They do a lot of things

outside of teaching together to keep building that relationship because they have to be

very honest and candid." Aaron went on to say there are times he has heard Dr. Lambert

and Chris collaborate on an idea, and Chris had been honest with Dr. Lambert to let him know some lesson plan ideas might not work or be the best approach. Aaron stated Chris always looks out for what is best for his students and his school and is honest with members from the PDP about not implementing anything that is not in the students' best interest. Aaron stated both Chris and Dr. Lambert are, "very transparent to each other about you know here's where we're going, what we want to try, and then yes this worked, no this doesn't work." Aaron felt that through the time that Dr. Lambert and Chris spent writing their book together, they were able to build a strong relationship. Aaron articulated Chris, "has enough confidence in what he does, and their relationship is at a spot where they can have very serious disagreements about something, but it's always very professional, and it's not personal. They always come up with a compromise and a solution."

Cycle 3: Applied Value

Cycle 3: Applied Value is the *knowledge capital* that is put into use. The new knowledge capital gained by an individual may be adapted or modified before it is applied. An example of Applied Value could be, "reusing a lesson plan or a piece of code, exploiting synergy between business units, changing a procedure, implementing an idea, trying a suggestion, enlisting members of one's network for a cause, or leveraging a collective voice to make a case for an organizational decision, (Wenger et al., 2011, p. 20).

An example in Potential Value, a PE teacher may be shown a new teaching strategy; however, at that point, the teacher could choose not to use the new teaching strategy or may decide to apply the strategy into their teaching. If the teacher utilizes the

strategy, this would result in Applied Value since there has been a change in practice which occurred from social learning.

Apply Skills Acquired from Participating in the PDP

Chris

Chris expressed that Applied Value happened at a more frequent rate earlier in the partnership. Chris articulated Dr. Lambert would frequently ask Chris to model a teaching strategy when the methods classes would come out to observe Chris' classes. Chris would either teach the strategy right then and there or would research the proper way to implement the teaching strategy Dr. Lambert challenged Chris to teach. Chris explained the process when he stated, "next time they were out here, I would model that for them, and then I'd go, well maybe I need to model this too and so the push to do different things helped fire up my imagination and my mind on what else I could be doing." Chris declared that the requests would cause, "me to grow because then I'd go back to the drawing board, I'd had to redesign a lesson, and I'd have to redesign my thoughts."

Chris relished in learning new teaching strategies and applying new teaching management techniques which he learned for the PDP into his gymnasium. He also stated that because of the PDP, he had changed how he taught some of his units and how he taught the skill progression within the units. Additionally, Chris felt the PDP helped him to apply and integrate cutting-edge research into his gymnasium.

Chris stated, "I continue to see myself as a lifelong learner in PE". Chris was enthusiastic to try and apply knowledge gained from the PDP into his teaching practice. For example, Chris told a story of a student-teacher who challenged the way he was

teaching the sequence of one of his units. The student teacher felt that Chris should

change the order he was teaching a skill progression. After an in-depth conversation, and

through exploratory teaching, Chris decided that the student-teacher was correct. Chris

takes pride in the fact the student-teacher was confident and trusted him enough to

challenge his teaching and to help make improvements to the lesson. An outsider may

view Chris as being the authority figure in the relationship; however, Chris makes it

explicitly known to the pre-service teachers that they are all here to learn from one

another and everyone has a role in the educational process. Chris stated, "we have to be

open as educators to another perspective, or we can't learn." Chris indicated,

> We challenge ourselves as teachers to continually evolve and change and learn
>
> new practices and look at data differently and more thoroughly and really figure
>
> out how can we apply it and then we are challenged to go, I don't know it all, ….
>
> So, we share ideas and we have to be open. I like to share, and I like things to be
>
> shared with me. I think I learn best that way.

Through the partnership, Chris shared that members of the PDP would challenge

him to incorporate new ideas into his teaching practices. This caused him to research new

teaching strategies and teaching styles which he would have not otherwise explored had it

not been for the PDP. As a result of working with Dr. Lambert, Chris stated Dr. Lambert

provided resources which increased his professional development. Chris felt that Dr.

Lambert invested in him professionally and the partnership provided higher quality

experiences for his elementary students. Additionally, Chris felt through the years of

being involved in the PDP, he had been able to provide better experiences for the pre-

service teachers entering his classroom. Chris believed the partnership has been an ongoing endeavor. Chris stated:

… the partnership helped me develop immensely as a professional. I got new sets of tools. I was handed state of the art cutting edge philosophy, and skills that were being taught at the university were being shared with me. I was able to implement those. I was able to model those. I was able to observe [Unity Valley University students], who had a lot more creativity, with fresh perspective, come out and teach my students. I was able to take those things and help develop myself as a teacher.

Dr. Lambert

Dr. Lambert expressed Chris' experienced Applied Value during the early stages of the partnership. Dr. Lambert stated,

His level of knowledge, his expertise and the more we were together, the more on the same page we became. Not that I am the guy that has all the information and knowledge, but we are learning together. And it has improved my thoughts, and teaching him, and working with children, and all those things. [Chris] has gained an immense amount of knowledge and has gained in his ability to present information through going to conferences.

Dr. Lambert stated that teaching is a complex endeavor and he wanted to set the pre-service teachers up for success. He felt working with Chris provided a placement where he believed the student teachers would be successful. Dr. Lambert trusted Chris to provide positive opportunities for pre-service teachers. Dr. Lambert expressed,

[Chris] and I were able to come to common ground on a lot of different things. It took years to do a lot of this stuff and then we would challenge each other on different things. He saw what I was trying to do, and I saw what he was trying to do and merging those things together, and it's been a great benefit to both of us, as well as both sets of students. Then we got to a certain point – we are doing almost everything together. From the students in my education majors to my students in the PE major.

Additionally, Dr. Lambert expressed value from Chris being able to constantly work with other professionals. He stated,

 …interacting with people about behavior management, or time management, any of those things you apply it to your own teaching. When you know that people are constantly in your gymnasium watching you teach. You have to be on your game and you are modeling those behaviors. He is always on. There are no days off for [Chris].

Mr. Brown

Mr. Brown did not report any data in this section.

Mrs. Kelly

Mrs. Kelly also stated Chris applied new skills obtained through working with the pre-service teachers. One particular area that Mrs. Kelly gained skills in from working with the pre-service teachers was Chris' applying to apply new "verbiage" into his teaching repertoire. Mrs. Kelly went on to describe Chris' willingness to continue to apply new knowledge gained from the PDP. She stated, "he is not beyond picking up something that his student-teachers are doing, so I know he's constantly picking up little

pieces he learns from their interaction and teaching. He and I have talked about it. I've seen it. I've seen him be like well [name of Chris' current pre-service teacher] did it this way, so I'm going to do it that way."

Additionally, Mrs. Kelly had seen Chris increase the amount of technology which he used in his gymnasium as a result of collaborating with members of the PDP. Mrs. Kelly stated that the student-teachers have challenged him to use technology in different ways, and Chris emailed the district office and was able to get 15 iPads which he uses on an ongoing basis in his gymnasium. Mrs. Kelly stated, "And I think the partnership has allowed him to constantly learn and grow".

Aaron

Aaron expressed that he did not spend a great deal of time in Chris' classroom since he was Chris' student-teacher. However, both Aaron and Chris are working on their master's in administration and are both in the same classes. They talked weekly and had a weekly class together while the study was taking place. Aaron has brought his student-teachers to Chris' class to observe the teachers. Both Chris and Aaron reported having many conversations around strategies Aaron was using in his gymnasium, and Aaron felt through their ability to collaborate, both their teaching practices were enhanced.

One of the topics Chris and Aaron discussed emerged from a training Dr. Lambert conducted in 2016. The training focused on ways to increase knowledge of how to evaluate student-teachers and techniques to provide feedback to pre-service teachers. The attendees of the training included members of the PDP and other PE mentor teachers. Since the training, Aaron and Chris have continued to discuss the learned techniques and felt that they have increased their confidence to conduct student teachers' evaluations in a

clearer and more effective manner. Aaron expressed he believes Unity Valley University

did a fantastic job of teaching the pre-service teachers new teaching strategies and

innovative ways to teach skills to K-12 students. An example of an innovative teaching

strategy Aaron described was using video analysis with the K-6 students, where the

students would watch a quick 30-second video in slow motion. The student-teachers

helped the K-6 students break down the video and analyze their performance. Aaron

stated that pre-service teachers,

> …can make self-changes and that was never taught to me when I went to school.
>
> These guys coming through now, and [Chris] probably feels the exact way, these
>
> students come through now, and they have these ideas of oh, 'I want to use
>
> cellphones and videotape students in class, so they can do a self-analysis on their
>
> skills or whatever skill they're working on'. I was never taught that and [Chris]
>
> was before me and so I know he was never taught that. So, he gets ideas like that
>
> from the students. A lot of technology stuff because the students are learning that
>
> as they go through it's changing the way we teach.

Enlist Others into the PDS

Chris

As the relationship between Chris and the PDP continued to grow, the partnership

started to catch the attention of the general education teachers. The general education

teachers began to inquire about the partnership and wanted to team up with Unity Valley

University. The general education teachers started to see the value the PDP was having

for Chris. Chris described how the teachers began to look at the benefits of having

additional teachers, guidance from the university professors, and access to supplementary

resources from the PDP. Chris described how the teachers viewed the benefit of having additional adults in the gymnasium, "They would come down here to pick up their kids or drop off their kids and would see that I was in there and I'd have one or two [Unity Valley University] students Kinesiology PE majors in there with me. I was working with students, and they were working with students, and my class size number was minimized."

After a great deal of collaboration between classroom teachers, Chris, Mr. Brown, Dr. Lambert, and other professors from Unity Valley University and Cypress Dale Elementary entered into an initial stage of becoming a school-wide PDS. As noted in Chapter Two, a PDP and a PDS share many similarities, however, a PDS is a school-wide endeavor. After five years, the PDS disbanded. Chris explained that, "teachers felt like maybe it was too much on their plate. So, it kind of disappeared and it only took about six months for it to be gone and the general education teachers wished it could come back, but that just has not happened … the [PDS] evolved into a school-wide thing and has kind of transitioned back to just a partnership in the PE departments. However, after the PDS dissolved, Chris and the PDP continued to remain in a strong partnership.

Dr. Lambert

Dr. Lambert talked about how a school-wide PDS was formed for five years. Dr. Lambert felt the K-6 benefited from working with the PDS and was disappointed the PDS did not last longer.

Mr. Brown

Mr. Brown did not report any data in this section.

Mrs. Kelly

Mrs. Kelly did not report any data in this section.

Aaron

Aaron did not report any data in this section.

Smaller Class size

Chris

Chris stated that prior to being involved with the PDP, he would be the only adult in the gymnasium. Through involvement with the PDP, there were times where there would be 25 students from the methods course all out helping with his classes. Chris believed it to be very beneficial to have pre-service teachers in his gymnasium. Chris described the PE setting as a fast paced, dynamic environment where the students are moving, yet:

> learning is still expected… one teacher can do it and they can do it very well. But, you bring another adult in who has a similar set of tools or a developing set of tools and you minimize that student's teacher ratio and learning is quicker. I've seen it for years. Learning is quicker, both physically and cognitively. I mean we've done studies, the more people providing quality reinforcement and feedback just makes that learning so much quicker. So, the students are benefitting there, absolutely immensely. The second thing they are benefitting from, is they get so excited to see somebody else and to have university students. This has been, well it's kind of been institutionalized here.

Dr. Lambert

Dr. Lambert talked about the benefit of Chris' going from the only teacher in the gymnasium teaching 28+ elementary students to working with the PDP and classes size being decreased to four students to one teacher/pre-service teacher. Dr. Lambert expressed,

> Those elementary kids were receiving incredible instructions… they were getting the feedback that they could not get from one teacher in the classroom. We did some research projects that showed that the kids were actually learning more in those classes where the [pre-service teachers] were involved than in their other classes without the [pre-service teachers]. [Chris] is only one person and he would try to get to and have conversations with every kid. He could get around to the students maybe once or twice in a class period. And if my students were there, they would receive feedback from the teachers the entire time. You know, it could be 15 to 20 times. It is an incredible benefit for the elementary students.

Mr. Brown

Mr. Brown echoed the group and reported a plethora of benefits resulting from working with the PDP, including the benefit of smaller class sizes resulting from the pre-service teachers working in Chris' gymnasium. Mr. Brown stated through having the pre-service teachers work in Chris' gymnasium,

> It also provided us with again more individual attention in the classroom. You got another person that is going to be there on a continual basis and on a time frame that we knew that we could count on them to be there… the benefits to our school, of course, was that we put more hands in the classroom. We put more eyes

in the classroom. We provided students with more attention. We provided them with different approaches to instruction. You know, when you've got anywhere from 23 students, which is probably the smallest class. We would have up to 32 students in the classroom, you've got one instructor. It's tough for them to get around, but when we were able to get Block I students in as well as getting student-teachers in, that put another adult into that classroom that was working on their education degree which provided some assistance to [Chris].

Mrs. Kelly

Mrs. Kelly also perceived Chris having value from having pre-service teachers in his gymnasium. Mrs. Kelly stated as the student body at Cypress Dale Elementary has increased, the class sizes have also greatly increased. She stated, "We need a little bit more support, because I can tell you that there are times that they're both in there [Chris and the student-teacher] teaching, it's what's best for those kids in that classroom."

Aaron

Aaron also described the positive influence of working with the PDP members working in Chris' gymnasium. Aaron noted,

I know he breaks the class down into smaller groups and so that directly affects some of the research because the smaller groups that you have or the smaller class sizes you have, the better learning you're going to have, and so kids dramatically benefit. His kids leave his school with the skill base set that very few other schools have, especially with the elementary schools. One of the things is that he is a phenomenal teacher, but the other side is he uses his you know the relationship with [Unity Valley University] and the student-teachers that come in.

He uses them. They don't just sit and watch. And he uses them in a way that they feel comfortable and as they get more comfortable he gives them more and more of the workload or responsibilities. I should say, but if he has five people out there he's using all five so his class of twenty is now broken into groups of four and so that's way more effective teaching, so the kids do benefit dramatically from that.

Cycle 4: Realized Value: performance improvement

Cycle 4: Realized Value – As described above, Potential Value was detailed as a change in practice that does not necessarily lead to improved performance. When an individual or group of people enter into realized value they reflect on the tools, strategies, or resources which were implemented. This reflection process helps the group to determine the effect(s) Applied Value had on the achievement of what matters to self or stakeholders (Wenger et al., 2011). In the case of a PE program, this could mean the mentor teacher, K-6 students, or even the school at large can achieve more as a result of actions taken from Applied Value. Through reflection and collaboration, the group would enter into Realized Value.

Achieving Something New Through Social Interaction

    Chris

Chris placed a great deal of value on the ability to have an extensive community of in-service teachers with whom he could collaborate with. Chris expressed a feeling of inspiration in his work as a result of working with pre-service teachers as he felt they had innovative ideas. Chris reported that he enjoyed working with student-teachers' as he viewed his, "philosophy and training is more current. I feel the [pre-service teachers] often have current ideas or creative ideas." Chris explained, "I like those opportunities

where my professional growth continues, and my students benefit because we try new creative and cutting-edge things in my gymnasium."

By having a student-teacher over an extended period of time, Chris felt it allowed the student-teachers to feel more comfortable to share their own ideas with him. Chris was observed giving constant feedback to the pre-service teachers and providing strategies for overcoming instructional obstacles while the pre-service teachers were teaching. Additionally, the researcher observed Chris being extremely open to his student-teachers' input and feedback on his teaching practices. When asked about how he was able to cultivate an environment where the student-teachers were willing to share their constructive ideas, Chris communicated, "the first day they're out here it doesn't look like that. But, it's later in the experience when relationships are built. We trust each other that we are not going to get upset because they think something alternate than you. That helps lead to real growth."

After a lesson was taught, Chris would collaborate and brainstorm with the members of the PDP. Often a new idea would be generated, and Chris would put the idea into action while he was teaching. Chris would become enthusiastic and energized when he would reflect with the members of the PDP. When the researcher asked Chris to describe the effect the discourse had on his teaching, Chris articulated he felt his professional development was enhanced by having others with which he could collaborate. Through engagement in constant dialogue around lesson development and design, he felt he had become a more effective teacher.

Dr. Lambert and Chris would conduct classes with the PE majors out at Cypress Dale Elementary. The group of pre-service teachers would first observe Chris' teaching.

Then the students would work with small groups of elementary students, and by the end of the semester, the pre-service teachers would teach their own lesson. Chris and Dr. Lambert would simultaneously talk to the pre-service teachers about what teaching strategies had just been taught and how the pre-service teachers could help facilitate in the K-6 students' learning.

Chris referred to the experience like watching ESPN football where there is a commentator. Similarly, Chris would replay what was just taught and would "…stop and commentate to [the pre-service teachers] why I just did what I did and what was going through my mind." Chris appreciated having the opportunity to provide teachable moments for the pre-service teachers and to have feedback and questions surrounding his teaching. Chris reported that the partnership "fires" him up and he appreciated the opportunity to tailor each experience and, "form relationships with those university students that are coming out here. It is such a rewarding experience. You take ownership in them, I mean they become like your own kids you want to see them succeed. When you give them that kind of attention, it usually pays back."

Chris reported he was more likely to reflect on his teaching as a result of having to teach in front of members of the PDP. Chris reported that Dr. Lambert challenged him to reflect on his teaching and would constantly ask questions about why he had taught a lesson a certain way. Chris stated that the reflection process caused an improvement in his teaching. Additionally, Chris relished in the ability to collaborate with other mentor teachers in the PDP and particularly had a close relationship with Aaron. He articulated the partnership had a positive impact on the innovation of his own curriculum and his ability to be an effective teacher. Chris stated, "…my job is to help [the student-teachers],

but in that process, I realize how much they were helping me and how much I was learning." Chris stated, "…sometimes I think I get more from [Unity Valley University] then I give back to [Unity Valley University]. They've been really good in this partnership."

Chris stated that he,

takes such ownership of this partnership. I probably shouldn't, but I feel like I've been in it since the very beginning with [Dr. Lambert]. I feel like he's given me a lot of leeway in being open and honest with my thoughts and my opinions. So, I do feel an ownership with this, and I feel he would agree. I'm pretty fortunate there.

Not only does Chris feel that he has gotten to know the student teachers well enough to contribute to their learning, Chris also felt he was able to contribute to Dr. Lambert's knowledge. This flow of information and contribution to learning may have best been described when Chris stated, "Dr. Lambert and I are now like an equal partner within this thing, and I should say it's probably been ten years or so into this that we've been equal partners in this partnership."

Dr. Lambert and Chris were observed having personal conversations, coaching conversations, and conversations about pedagogy. Chris and Dr. Lambert would reflect on the experience and collaborate about the direction the lessons would go the following week. When asked if there were ever disagreements, Chris stated "… it's not a perfect relationship. It can't be, it would make no sense because nothing can be perfect". Chris felt trust was the foundation of the partnership. The flow of information was talked about as a "two-way street" by all four participants. In one interview, Chris modestly talks

about influencing Dr. Lambert's knowledge capital. Chris laughed and stated, "It makes it a two-way learning because I don't know …. over the course of the years I think sometimes Dr. [Lambert] comes out here, and maybe I teach him a thing or two as well."

Chris went on to express the realized value he obtained from the partnership and stated, "I think there is an inner fire in me that always wanted to get better." Chris humbly stated, "I think there is a lot of fantastic PE teachers out there and I don't set myself apart from them except for in the sense that I have sought out ways to improve." Chris declared working with the PDP had allowed him a platform in which he can continue to grow and share his learned experiences with others in his profession. Chris also talked about the fact that he has been exposed to research articles and scholarly projects that he would not have been exposed to had he not been a part of the partnership. Chris reflected on the following as being benefits of working with the PDP:

- Fast-tracked the learning curve

- I was always having to be "on" due to the fact that I always had [members of the PDP] in my gym

- Studied/researched/attended trainings/presented at trainings to stay on the cutting edge

- Built mentorship skills and attitudes (want to help others grow)

- Built relationships throughout the education world (PE, general education and, higher education)

- Presented conferences around the US

- Became a PE advisor

- Implement ideas into action

Dr. Lambert

Dr. Lambert described Chris' gymnasium as a revolving door where there were constantly pre-service teachers, in-service PE teachers, professors, and in-service classroom teachers who would come to watch Chris teach. Dr. Lambert stated that he, "just regrets that I wish I could have figured out a way to turn this into a Ph.D. for him because he has a Ph.D. in teaching and it's all through on the job training." Dr. Lambert stated,

I think that having that reputation of a higher-quality educator, and having people to come out and see you, he is always on his game. He's always trying to live up to the hype of 'This guy is really good' nobody wants to come out and see a mediocre lesson. He wants them to see really good lessons. So, he's taken a personal investment in promoting our profession, not just to teaching and improving the quality of his own students, he sees it as his professional responsibility, to help teach anybody who comes into his gymnasium. And I think that's part of the benefit, to him from being a part of this partnership.

Dr. Lambert feels Chris gained a tremendous amount of skills and knowledge from being a part of the PDP. Dr. Lambert described the conversations between he and Chris as a time where they would:

Talk about our philosophies. We were influencing each other in subtle ways, in those early days. I think we both appreciated the intellectual stimulation. Him from me and me from him. And so that is where it started and then taking students out and giving them a place to teach. I knew it was a place for my students where they would be successful, where I knew what I was teaching at the university

would be a good match with what he was teaching his students at the elementary school.

Dr. Lambert felt he and Chris had become close friends as a result of spending a great deal of time with one another. Dr. Lambert felt a deep level of trust with Chris. Dr. Lambert expressed the need to find times to collaborate with Chris outside of the classroom setting. Dr. Lambert and Chris collaborated and reflected before and after school and communicated weekly. Dr. Lambert also detailed the need to collaborate outside of the regular school hours and stated he and Chris would collaborate, "sometimes on a weekend or on the phone or email. I was always trying to find time to have quality conversations outside of the demands of the regular day." In additions to talking at the school or on the phone, Dr. Lambert and Chris had also taken numerous trips during the summer to go fly fishing and camping with one another.

Mr. Brown

Mr. Brown stated he perceived that both Chris and the K-6 students greatly benefitted from the social interaction from Chris working with the PDP. Mr. Brown felt that Chris was able to form a community of other PE professionals which enhanced Chris' teaching. Additionally, Mr. Brown believed the K-6 students, "… got more attention and that was a big thing, I think, overall for them. I think the other thing is students were able to see another individual leading their classroom who maybe has a little different style than [Chris]". Mr. Brown proclaimed Chris was an expert teacher and his students were getting a paramount education. Mr. Brown saw great value from the students experiencing members of the PDP in their gymnasium.

<u>Mrs. Kelly</u>

Mrs. Kelly talked about how Chris had found value through the process of reflecting on how to instruct pre-service teachers who are struggling with their teaching methodology. Mrs. Kelly specified,

[Chris] is a master of his craft and he is still constantly morphing it or having his student-teachers try something different or collaborating with them and say 'oh, hey let's try this. I've always wanted to do this' and putting them into a situation where it's ok that they fail. He'll try something new for them, and they may watch it not go so well for him, which I love that he's willing to open himself up to, 'hey, I'm going to try something new. I've never done this before'. He's doing that a lot with technology, with the iPads and then he gets feedback from the student teachers. He is never afraid to have me come in and watch something that he has no idea on how it's going to go.

Mrs. Kelly articulated how Chris collaborated with members of the PDP often about how to most effectively teach a lesson. Mrs. Kelly has observed Chris working with the student-teachers and quoted Chris talking to the student-teachers saying, "How can you get your instructions across in the fewest words possible and in the most positive way? Ok, does it take you too long to get that information out? Could you have said it more succinctly?" Mrs. Kelly went on to say that she believes, "What [Chris] can teach in thirty minutes is insanely impressive. And he will have that reflection conversation with his student-teacher, because they do have such a small amount of time that verbiage is huge." Mrs. Kelly perceives Chris benefited from working and reflecting with the pre-

service teachers. Mrs. Kelly felt the pre-service teachers helped Chris use technology in the gymnasium and implement creative cross-curricular lessons plans.

Aaron

While the study was taking place, both Chris and Aaron were mentor teachers, university adjunct supervisors, and working on their master's degrees in Administrative Leadership. Aaron stated that they spoke multiple times a week about best teaching practice, ways to be a successful mentor teacher, and about their classes. Aaron stated,

We are constantly texting. We're in the same classes together, but he's still my mentor. If I ever have any questions, he's the one I call. I will call about questions on how to teach a kid and situations or if I'm having trouble with this kid or if I have any students with disabilities. He's my number one contact because he knows so much about how to help students and teach students. So, I talk to him probably two or three times every single week.

Due to the relationship they have formed through working in the PDP, Aaron expressed he constantly collaborates with Chris about how to best support his student-teachers as he sees Chris as an outstanding resource to talk about being a teacher leader. Aaron communicated

He's amazing, but I think he'll tell you firsthand that his teaching has improved because he holds himself to such a high standard now because he's the future of a lot of teachers coming out in PE, especially at the elementary level and he's the model. He's the one that you know you don't have to be exactly like him, but you need to teach with a similar philosophy that he has. He's very good at portraying why it's so important.

Aaron expressed that the PDP provided Chris a community of other PE professionals. Aaron also stated that the group was constantly trying to bring in other PE teachers into their group as he and Chris felt so strongly about the positive benefit of their social interactions. Aaron stated,

There are like, there are four of us that do a lot together, a lot. And then there is a group of probably twenty or so that meet once a year to come up with an innovative curriculum. In that, there are still some outliers that we're trying to get them to drink the Kool-aid and try to get them to buy-in to what we're doing. So, we are trying. It's not like, an exclusive little club. We're trying to have it as big as possible, but it's not quantity, we want quality too. We're not going to spend our time hanging out with people who do a poor job teaching. We want only people who care. They don't have to be the best teacher right now, but they have to have the passion to become better teachers. I think [Chris] would say the same thing. It's an honor to be working with the university; it's an honor to be having student-teachers come out.

More Success

Chris

During the study, the researcher observed Chris diligently working with his pre-service teachers to help them figure out their strengths and weaknesses. Chris would provide individualized professional opportunities for each student-teacher who came through his school. Through working to strengthen the pre-service teachers' weakness, he stated he would often learn new knowledge himself, and he felt the process made him a

more successful teacher. Chris worked closely with the pre-service teachers and tried to deliver a specialized opportunity for each pre-service teacher.

Additionally, Chris perceived the PDP as having a massive positive influence on his K-6 students and stated that the K-6 students would say that it was "the coolest thing in the world that somebody wants to come and be a part of their learning." Chris reported that his K-6 students were enthusiastic and excited when the pre-service teachers came out to Cypress Dale Elementary. Chris felt working with the PDP has been, "monumental and I don't think I could put enough emphasis on that." The process of social learning, which had been gained while engaging in the PDP, has led Chris to reflect on how he teaches his own K-6 students and has positively influenced the learning of his students.

Dr. Lambert

Dr. Lambert emphasized the positive results of Chris being able to work collaboratively in a social setting where information was shared with the members of the PDP. Dr. Lambert expressed,

> Not that I am the guy that has all the information and knowledge, but, we are learning together. And it has improved my thoughts, and teaching him, and working with children … My goal in the partnership was to try to help him be a better teacher and offer the support that would help him improve his teaching on his end. And so, it was a true partnership, a two-way street. Both sides were benefiting equally. I have been critical of universities for using schools as a place to just have interns have a place to go or have placements for their students to go out and meet field experience requirements. It was a two-way street and everything we did, and we wanted it to be quality.

Moreover, Dr. Lambert expressed Chris has gained numerous skills working with the PDP including, "research, he's learned how to do action research. He has taught my classes, so he's learned more and andragogy – there is pedagogy when you teach children, and there is teaching young adults. And many of the students at [Unity Valley University] are non-traditional students. So many of them are not the traditional 18 to 22-year-old College students. Many of them are in their 40s and beyond. And so, when you look at research on pedagogy vs. andragogy, he has learned a good set of skills for teaching adult learners as well.

Additionally, Dr. Lambert believes Chris has had more opportunities to do things he would not have been exposed to had he not been a part of the PDP. For example, Chris has had the opportunity to present all over the country. Dr. Lambert and Chris had presented on curriculum and innovative lessons they were teaching as a result of working in the PDP and how the PDP was beneficial for Dr. Lambert, Chris, for the students at Cypress Dale Elementary. Additionally, Dr. Lambert and Chris conducted presentations on the benefits the pre-service teachers experienced from working with the PDP.

Mr. Brown

Mr. Brown felt Chris has acquired numerous skills from working with the PDP, including the ability to work, network, and build a community of professionals in the PE field. Mr. Brown pronounced the ability to be in a community of well-respected PE professionals has strengthened Chris' professional development. He stated:

The networking with professionals is really important when you're doing that. Again, you're getting new ideas. You're also reinforcing what you're doing by hearing what other people are doing because they might be doing the same thing

and you've always questioned you know, 'should I be doing this or not?' or 'is this a good thing' or 'can I do this a little differently?' But, when you're talking with other people and your network, that's a key component to growth.

Mr. Brown had worked with teachers and principals in other schools who did not value PE. Mr. Brown could not have disagreed more with these individuals and felt Chris' gymnasium was cutting edge, innovative, and was a highly educational setting. Mr. Brown went on to express the pre-service teachers working in the PDP experienced advanced training, and high standards were expected in Chris' class. Mr. Brown stated, "we were able to get more educators into the gymnasium and classroom…It is a classroom, and we teach skills, and we expect kids to learn those skills and retain those skills, as well as they, would in math or reading class or any other academic area."

Mr. Brown described the learned pedagogical knowledge as,

… not only new techniques and approaches but also, he saw those student-teachers in action, in his classroom. So, he was able to learn strategies from them and utilize those in his classroom. I think that it probably pushed [Chris] a little bit harder to go out and do maybe more research and look into other types of curriculum - I guess to enhance what he was doing in the classroom. [Chris] is constantly evolving. He is a master teacher, and he is a person that wants to grow and wants to be better because his kids are important to him. He wants those kids to get the best education that they possibly can.

Mrs. Kelly

Mrs. Kelly described an evolution of how Chris had to continually learn and grow through the partnership. Mrs. Kelly stated,

I think it's one of those things, it has allowed him to be constantly learning and growing through the process. Whereas you see, [Cypress Dale Elementary] is a building where you have people here for a long time, which is not always a good thing. [Chris] has been here for a long time, and like I said, he has talked about you know, 'do I need to move buildings? Do I need to change'? But I think with the partnership, he has changed every single year, whether he wants it or not because he has new personalities with the student-teachers. Not that you don't get that with K-6 students, but it's different. He will think about, 'how do I make them the best PE teacher I possibly can? How do I fill their bucket and honor them yet mold them?' I think that's the new challenge that he gets, and I have talked about that, but is that enough for him at this point in time? Because I know that's why he's looking into administration. Do I want to be more? Because he is, right now, a leader of leaders, but does he want to be more of a leader of leaders? I think one of the biggest things is, it's allowed him to not get stuck in his ways. And I think the biggest thing I've seen the partnership be able to do for him is constantly keep him learning and growing.

Aaron

Aaron and Chris have had discussions about Chris as a mentor teacher now vs how he was when Chris was a mentor teacher when Aaron was a student teacher. Aaron retold their interactions as followed:

He's told me that, 'the way I teach now versus the way I was twelve years ago, it's not even the same. The way I treat my student-teachers and the way I teach and the way I approach different levels of learning.' He says, 'it is way more

advanced today than it was.' He says, 'that's also through teaching to student-teachers because they challenge me every year to get better and try new things and stay up with the newest teaching strategies.' Because that's what these students are learning as they grow through [Unity Valley University]. So, he wants to be on the same page with the University.

When the researcher asked Aaron if there was an influence on Chris' K-6 elementary students from his participation with the PDP, Aaron stated the elementary students benefitted in many positive ways. Aaron felt it was beneficial for the elementary students to have student teachers who helped implement new insight and ideas into the gymnasium. Aaron stated,

The elementary students are very used to many new people being in their gymnasium and that, they don't stop with what they're doing to ask well 'who's this'? They keep going. They're used to the process, but it kind of gives students, because people have this idea of 'oh anyone can be a PE teacher. 'You don't even have to go to college', blah blah blah' and so this gives students that are actually going to school. 'Oh, you know here's the process you have to go through in college if you want to become a PE teacher'. So, it kind of gives the kids an idea of a little taste of the college life and what goes into becoming a teacher.

Moreover, Aaron believed Chris had increased his knowledge of the formal evaluation (The Danielson Model) due to the fact that Unity Valley University also used it to evaluate with the pre-service teachers. Aaron reported by Chris evaluating the pre-service student-teachers on a bi-monthly basis, he become more familiar with the

evaluation process through collaborating with members of the PDP. Aaron went on to state that Chris frequently reflected on his teaching and reported,

> He does self-reflection after his lesson the same way he would reflect on his student-teachers. So, it helps. It increases our teaching because it keeps us accountable. Which there is no accountability in PE. We all know that. So, accountability is there from the student-teachers because we want to do the best for them, so that holds us accountable for making sure we're modeling that example. [Chris] will do it because he's phenomenal. I think it might make him think differently about it and try different strategies versus the ones he's super comfortable with because he's been teaching for quite a while. So that helps him get an extra little boost to do that, but I think on his own he'd still try stuff. He's never going to become stale or dry in his teaching. He's always going to be innovative. That's who he is as a teacher. But, I think you know having college kids in there in Block I or Block II student teaching that allows a little extra push to keep him going in that direction and learning some strategies and trying new things.

Aaron talked about Chris' willingness to be vulnerable and collaborate with the pre-service teachers. Aaron expressed that Chris was always willing to ask for suggestions from the pre-service teachers on how to make his lesson better. Aaron believed Chris was not afraid to fail and not afraid to have the pre-service teachers give their input on how to improve his teaching. Aaron stated that Chris is constantly reflecting with the pre-service teachers. Additionally, Aaron felt Chris was more likely to

spend more time self-reflecting on his lessons due to the fact that he had the members of the PDP he could collaborate with. Aaron stated,

> So, when he is asking his students teachers to reflect in a certain way or they're having discussions about a lesson, he's having those same thoughts about how he teaches and that in turn changes the way he teaches because he wants to be a positive role model. He wants to model exactly what's expected or what he wants to see when the student-teachers teach. I know it's made him a better teacher. I know it's made him think about teaching differently. I know it's challenged him to think outside his comfort zone.

Cycle 5: Reframing Value

Cycle 5: Reframing Value occurs through social learning and causes a reconsideration of how success is defined. This redefinition of success could result in the reformation of strategies, goals, and values. Wenger et al. (2011) described Reframing Value as:

> This redefinition of success can happen at the individual, collective, and organizational levels. Moving from individual redefinitions of success to collective and institutional ones is likely to run into inertia and hierarchical tensions and would require renegotiation with the powers-that-be who have the legitimacy to define success at these levels. It may also mean transforming or leaving behind the existing structure and using this new definition of success to create a new framework, (p. 21).

When Reframing Value takes place, the process of social learning leads to a reflection on what matters to self or other stakeholders. For example, as a PE teacher is

involved in a CoP, their perception, their philosophy, and the way they and/or other stakeholders find meaning changed as a result of the partnership.

Stay in teaching as a Result of Participating in the PDP

Chris

Chris did not report data in this section.

Dr. Lambert

Dr. Lambert speculated if Chris had not been a part of the PDP, he probably would have ventured out of the classroom to fulfill his desire for constant growth. Dr. Lambert expressed,

He has felt very challenged by our partnership and very rewarded by it. I mean he wanted more and more challenge in his teaching, and he wasn't getting it. So, the partnership was providing something for him that he would not normally have in his day to day teaching with children. He really became highly invested in the process of teaching college students as well. I mean he was a really good teacher and a really smart guy. You know when you teach a first-grade lesson four times – five times in a row with the amount of years of experiences that he has, and the pedagogical content knowledge that he developed throughout the years. It really wasn't that challenging for him anymore. So, he was looking for a challenge and some of those new challenges he created for himself. And coming up with things, often [Chris] would email me, or text message me, an idea. It would turn into hundreds of text messages or emails back-and-forth where we were just playing with the idea. Tweaking it, doing things, and then he would try it out in his classroom and he would say, 'I tried that, and it worked really great!' You know

so there is a lot of continual dialogue about things he would find challenging and his teaching because of behavior management, management and the environment he can do in his sleep, the curriculum, content he was so familiar with all of that. It became almost somewhat robotic for him, although. I don't ever think he would teach that way, but it could be. And so, I think that's where his comments about working with my students have been super beneficial. Because it has kept him motivated to continue to improve his teaching and to continue to improve his curriculum.

Mr. Brown

Mr. Brown did not report data in this section.

Mrs. Kelly

Mrs. Kelly felt Chris greatly benefited from working with the members of the PDP and was more likely to have had stayed in teacher as a result of working with the PDP. Mrs. Kelly stated,

I think he's mastered being a teacher. He is a master teacher through and through, but I think he enjoys the [PDP] because he gets to do different things. I think it gives him the challenge…I think having the student-teachers right now gives him that challenge. He gets a new challenge with the new student-teacher. I think it's filling his bucket right now professionally, from that challenge of watching a student-teacher start and grow. I think he takes so much pride in that, if I'm not going to put my seal of approval on it if they're not worthy of it, for lack of a better wording…I mean that sounds arrogant, but I don't mean that as arrogance, I mean that as he's going to put all of the time and effort into them to make sure

they have his seal of approval because when they say you know, 'I student taught with [Chris].' It is amazing how many teachers have student taught with [Chris].

Mrs. Kelly reported Chris had communicated to her that he appreciated working more with his own K-6 students as a result of having pre-service teachers. Mrs. Kelly felt Chris did not experience the burn out that many other teachers experience. During the last four weeks of school, Chris had his K-6 students all to himself. Mrs. Kelly stated, "teachers go through a different cycle where certain times a year they are stuck in a rut. Whereas, that's [Chris'] time of year when he's like "I've got my kids all by myself right now." Mrs. Kelly describes that "when he has those little pockets of breaks where he doesn't have student-teachers, he really enjoys it —he calls it 'getting to have his kids back.'" She perceived the partnership had provided Chris with new opportunities and individuals to collaborate with about pedagogy, and that through the ability to collaborate with other professionals in PE, Chris was more likely to have had stayed in teaching.

Aaron

The researcher asked Aaron if he thought Chris would still be teaching if it had not been for the PDP. Aaron noted he believed Chris would still be teaching and would still have been a phenomenal teacher with or without the PDP; however, Aaron stated that he did believe the pre-service teachers challenged him.

I think he's been teaching so long that he can teach PE in his sleep. Would he ever do that? No, but he could if he wanted to… I think he's always looking for the next challenge. I think he is challenged when students come out to his school. He wants to challenge them on different levels to get through to them and help influence them to become better teachers is difficult at times, because everyone

has different personalities and so I think he appreciates and enjoys the challenge of it. So, it kind of takes it to a different level for him. You know he has the challenge of teaching his kids, but now his real challenge is how do I get these student-teachers who have opinions of PE or backgrounds that are different than his to really buy into what PE should look like. So, I think that's why he keeps doing it… So, I think it benefits him. It excites him, and it rejuvenates him. He's been teaching for a long time, twenty plus years and sometimes it's easy to get bogged down, and I think this really keeps him going. It lights a fire, and as teachers, we need that.

<u>Viewed as a Teacher Leader</u>

<u>Chris</u>

Chris starts out with all student teachers by taking on the primary teaching role, to slowly letting the pre-service teachers take over full teaching responsibility. Chris' office was attached to the gymnasium, and Chris was observed checking in often with the pre-service teachers to see if the student-teacher needed assistance during their lesson. Chris made a point to quickly step into every lesson to touch base with the student-teacher, and at times, would continue to co-teach with the student-teacher. Chris stated he did not want the pre-service teachers ever to feel alone or at a loss on how to implement a teaching strategy. However, once the student-teachers gained confidence and were competent to take over, Chris was able to leave the gymnasium for short periods of time.

During the times Chris was able to leave the gymnasium, Chris was observed taking on administrative tasks. Chris also reported he viewed his role within his school shifting from a classroom teacher into more of a teacher leadership role. Chris stated,

I think it has extended into my daily school life here. I don't think that what I do here is just teach elementary PE. I really believe that I'm valued for what my expertise is in supervision. My staff knows there are things that I have perceptions on and there are things that I pick up on. There is a certain skill set that I might have that is helpful to them. We have a lot of conversations about teaching math or a language lesson that I can give input on because I have that experience on working with a variety of pre-service teachers. I have worked with pre-service teachers with the readiness level from not knowing much to being really excellent. I have been able to deliver instruction, to be a mentor where I guide them through questioning strategies, encouragement, and motivating the pre-service teacher. I think my staff picks up on that, and I think that I deliver that to my staff now too. I love the piece of the leadership - being an instructional leader within PE. The leadership role I'm taking on within my own building. I think I'm more fired up by that and that's a direct reflection of this partnership. I didn't know that my passion would be sharing the profession, even with my own staff and taking on more leadership opportunity. These opportunities have opened up within my own district - to share what we are doing in this partnership, to sharing the cool things we're doing in the adaptive PE world. The opportunities from this partnership have matured and he makes me become more educated and a better professional. It has given me opportunities to be a trainer in [my] school district of best practices in PE, and we are using common core strategies in PE, and showing how we are supporting common core in the classrooms and the PE world. I've grown as a professional. I was put in leadership roles within this

partnership, and I have presented at more conferences, state, local, and national conferences that I can put on my fingers and toes. I've grown in maturity; I've grown in my knowledge. I've grown in leadership and wanting to take what we have learned and accomplished and done and proven through research that this is good and to share it out in that leadership role. I've been able to take some of those things within my own district and share them out. I do feel like my next step in a career is more of a leadership role.

Chris is passionate about taking on these leadership roles and feels that through his work with the PDP, he has been allowed the opportunity to take on leadership roles that might have not otherwise been presented. For example, for five years, Chris had been employed as an Administrator Designee where he acted to help assist with day-to-day operations under his school principal and vice-principal. Chris was working on his Administration Leadership Degree while the study was being conducted. Chris reflected that through continuing his education and being appointed the Administrator Designee, he and his administrator have more in-depth conversations about education on a macro-level. Chris stated,

We talk about professional development together. Not just dealing with [the PDP], but we have more conversations about professional development and what I've learned in my experiences. We talk about how we carry that over into the things that we do here as a building, and from trainings to vision and mission to our smart goals. I think that evolution; it has put me in a leadership position within my own school. Sometimes I think a little more like an administrator, and I think of how this program or how it impacts us more globally here in the

interaction of my students, with other students, and learning from others, and valuing a bigger perspective. My students see that I don't know all of the answers. I bring people in to help me learn.

Dr. Lambert

In 2009, Dr. Lambert went on a semester sabbatical. During that time, Chris taught Dr. Lambert's elementary methods classes and continued to be the university supervisor for the pre-service teachers. Dr. Lambert expressed that he felt by Chris taking on the teaching responsibilities of the university classes, Chris was viewed by members of his school as a teacher leader. Dr. Lambert stated, "I would not just hand it over to anybody. It's too important of a class…he tirelessly worked to help me achieve my mission here at the University by helping to produce quality educators."

Through Chris' years of working with the partnership, Dr. Lambert felt pre-service teachers look to Chris as "Yoda" and specified that they see him as a model teacher from whom they seek help to answer question pertaining to pedagogy. Additionally, other mentor teachers who work with pre-service teachers reach out to Chris to gain insight on how to effectively be a mentor teacher. Dr. Lambert expressed that multiple times throughout the school year, Chris will have teachers from across the state come watch him teach. Dr. Lambert felt that Chris' teaching had changed as a result of working with the PDP, and pre-service teachers who collaborate with Chris also gained knowledge capital. This gained knowledge capital had a ripple effect where information disseminates from school to school with a positive impact that is unmeasurable. Dr. Lambert stated, "whenever there are questions, even at the state level, [Chris] is on the list of people that they want to talk to. At conferences outside of the

area, he is well known by people." Dr. Lambert expressed that Chris' knowledge gained had a great impact on PE education at large.

Mr. Brown

Mr. Brown did not report any date in this section.

Mrs. Kelly

Mrs. Kelly articulated that Chris had taken on a wide range of teacher leadership roles and administrative responsibilities including helping to train classroom teachers on how to implement teaching strategies into the classroom and conducting Individual Education Plan (IEP) meetings with teachers and parents/caregivers. Mrs. Kelly also discussed Chris' ability to de-escalate volatile situations that arise with students' during the school day. Mrs. Kelly explained one of the most recent times she viewed Chris as a teacher leader, when a classroom teacher had a family emergency and the teacher needed to leave the classroom immediately. Chris was able to take over her class until her sub was able to teach the class for the rest of the school day. Chris had the autonomy to leave his gymnasium because he had a pre-service teacher whom he trusted to provide excellent instruction to his PE students. Not only does Mrs. Kelly view Chris as a distinguished PE teacher, but she also respects his knowledge and pedagogy in common core. When Mrs. Kelly was asked if she believed that the PDP had an influence on Chris being viewed as a teacher leader, she stated yes. Additionally, she felt through participation with the PDP, Chris had more flexibility in his schedule to take on more leadership opportunities once the student-teachers took over the lessons.

Mrs. Kelly stated,

He's been a part of the curricula rewrite for PE. He works a lot with [Aaron]. They will sit and work on curriculum and then the two of them will work it together... Sometimes I need to take a more active role of finding [leadership opportunities] for him and sometimes he's been able to find it on his own, but I think the partnership allows him to really find some of those things and feel like that's making him a better leader for his student-teachers that are constantly coming in.

Mrs. Kelly talked about how the pre-service teachers who worked with Chris had a professional advantage over students who were not a part of the partnership. Mrs. Kelly talked about the respect she had for all the members of the PDP in their tireless efforts to help the pre-service teachers. Mrs. Kelly often had other principals and superintendents call her for references on pre-service teachers who have worked with Chris in the PDP. She feels that she can have open and honest conversations with Chris about how the pre-service teachers are progressing in the program, "He is not going to steer us wrong. He's going to tell us the truth, he is very honest about 'they're ready, they're not ready. This pre-service teacher is going to need a little more work.'" Mrs. Kelly articulated the dedication of the members of the PDP to train pre-service teachers to be superb. She believes that this has ultimately had an institutional change in higher quality PE teachers who go out and get hired to teach PE, which in return has resulted in elementary students being provided enhanced experiences in PE.

<u>Aaron</u>

Aaron and Chris have discussed the administrative role which Chris has started to take on as a result of working with the PDP, and Aaron stated Chris' principal relies on him a lot to help with different administrative aspects of the school. Aaron felt that Chris is seen as a teacher leader for both pre-service and in-service teachers. Aaron stated,

I think he loves it. I think the fact that he feels like he can influence more students in his school, the [PDP] is powerful for him. Meaning that he has a big influence in how these student-teachers come out of his school and their philosophy in teaching and the way they teach and when they go out into the rest of the world they now teach in a similar fashion to what he thinks PE should be done or how it should be done. And so, he feels like he has a bigger influence on you know [his state], the Northwest, or wherever these people teach.

<u>PDP Lead to Change in Chris' Philosophy</u>

<u>Chris</u>

Chris believed the PDP has dramatically influenced his teaching philosophy and view on life. Chris expressed throughout the years he had participated in the PDP, he had a change in what he felt was meaningful. Chris stated, "my philosophy and my attitudes at school and in my personal life have changed immensely. I'm a different person." Chris expressed that through the partnership he has had inspirational mentors who been there for him "through thick and thin." Chris detailed that members involved in the PDP have been there for him, "through all kinds of personal life crises, through all kinds of professional life crises, where it's helped change my perspective and my attitudes."

Chris articulated he believed by partnering with the PDP, he had evolved and had built a stronger relationship with his students, student-teachers, faculty in his school, and with individuals in his personal life. Chris placed great value on making sure that he expresses his feeling of protection and stated that he, "makes sure that these [student teachers] know I'm on their team and that I know they can be great teachers. I'm willing to help them do it, and that I have a really high expectation for them."

Chris believed he had a shift in his attitude throughout the years working with the PDP, where he now places more of an emphasis on building trust, strong relationships, and now spends more time getting to know his students. Chris described,

Real learning takes place when there is respect, there is trust, and open conversations. That is one of the skills that I developed and what I'm probably most thankful for in this partnership is that I learned that people are really important. Everybody is different, and everybody has a story, and everybody is in a different place when it comes to their development as a teacher, and that is okay…And that's kind of the exciting piece of being a mentor is helping them along with each of those little steps, and then the bigger picture starts to fall into place. When you're done, and you do, you take a lot of ownership. When you raise your child and you go 'wow, look at that, he really did turn out.' It's a pretty proud moment when you see a student you've mentored, out there in the world, doing their thing. You're going 'wow, look at them doing it.' It's pretty cool.

Dr. Lambert

Dr. Lambert also felt Chris made philosophical changes to his teaching practices as a result of writing the book. Dr. Lambert expressed he, and Chris, had originally

written the book for the pre-service teachers going through the PE teacher preparation

program at Unity Valley University. Dr. Lambert and Chris felt that the book would be

helpful for pre-service teachers who needed more content knowledge on how to properly

teach skill progress. Additionally, Chris and Dr. Lambert wrote the book for in-service

teachers. Dr. Lambert expressed.

> What it did for [Chris] was it; number one – It made him feel pretty good that he
>
> had the knowledge and it also caused both of us to look more deeply at what we
>
> thought we knew. So, we would develop some tasks and have the elementary
>
> students try the task, and we would say 'wow that was a pretty good one or we
>
> would watch the success rate drop off, and we would say we missed a step.' So,
>
> we would go back to the drawing board and see what the next step was. And so, it
>
> caused both of us to grow in our ability to teach motor skills to children as well as
>
> giving the information to the college students.

Mr. Brown

Mr. Brown spoke briefly about Chris presenting at conferences, and Dr. Lambert

and Chris collaborating on writing the book. Mr. Brown described the book as a "very

practical thing that could be used based upon solid pedagogy skills."

Mrs. Kelly

Mrs. Kelly did not report any data in this section.

Aaron

Aaron stated,

Well he wrote a book with [Dr. Lambert], and it's all about, it's pretty much his

philosophy, his knowledge on cues and how he teaches elementary schools mixed

with [Dr. Lambert's] pedagogy and knowledge content. Together those guys have

an unbelievable knowledge base, and so their book is designed to help other

elementary teachers or middle school teachers. I used it too, understand concepts

and pretty much concepts of how to teach skills in a cue-based world and the

assessments that need to go into that. A lot of people don't use those and so

[Chris] I don't know if he would've written the book himself if [Dr. Lambert] and

that relationship didn't happen…I think obviously it changed the way he teaches

because there are so many teachers coming through his door and so he's probably

changed his philosophy a little bit in terms of how his classes run. He still has the

curriculum; he still covers all of the curriculum content, but he might try to line it

up a little better to where the student-teachers are coming in, so they can see

certain content or certain areas. So, I think it's probably altered his teaching some,

not quality of teaching, but the way he teaches as far as his scope and sequence.

New understanding affecting those who have the power to define success - Change in the
Stakeholders View PE

Chris

Chris discussed the perception of marginalization which he felt often existed in

PE. He felt others perceived PE as less valuable than common core subject areas. Chris

was very discouraged by this mentality and was adamant that the PE skills, knowledge,

and interpersonal skills which students gain in PE are as significant as common core

subjects. Chris stated that there are PE teachers in the field who are not adequately

performing their teaching responsibilities, which has led educational stakeholders to

disvalue PE and affirmed, "I think there's a reason why…maybe we've earned it, and that's a bummer."

Chris talked about many examples of physical educators who have broken the "mode" and are outstanding educators. Chris stated "PE [can at times] support common core, and I thought that was the coolest thing in the world because I like to learn new things and I like to be challenged. I like to do research. I like to develop. I like to share, and so it was another avenue to be creative and figure things out and turn the gymnasium into a laboratory and try things because kids love to try new things."

Chris described the fact that many quality programs, "have to fight and we have to advocate for what we do." Chris feels through his work with the PDP, he has found an avenue to highlight the quality work that he does in PE. Chris stated,

I mean my partnership has been going on for eighteen years and it keeps evolving, and I keep learning, and a partnership at another school is not going to look like it does at my school; hopefully the expectation is we are going to continue to grow as a PE world and get better.

Chris describes the institutional changes which he has seen at the university level with the education program requiring a stricter application process for the university students to enter the teacher education program. Chris considers the change to be positive, and he felt that it "keeps the quality high" for the pre-service teachers. Chris reported, "there is a higher requirement for their PE majors to get into that upper division, they have to meet a GPA. I believe they have to have an interview. They had to have the demeanor and the professional attributes." Chris feels that through the rigorous

requirements for the students to get into the K-12 PE Teacher Program, it has increased the quality of pre-service teachers. Chris reports the change as beneficial,

> before these things were put into place it was a struggle … we had a lot of quality [university] students, but we also had a lot of students who came in here just thinking PE was easy. 'Anybody can do it', and that was not the philosophy at [Unity Valley University], but they had to find their way through raising that standard and changing that mind frame of we want only the very best to represent our university and to work with students because PE matters.

Chris plays a role in the line of communication with the K-12 PE Program in multiple ways, including giving his recommendation on how the pre-service teachers are performing at his school. The university values his judgment, and his feedback plays a role in the decision of the pre-service teachers' evaluations. Chris fills out formal evaluations on average six times during the eight-week student teaching elementary internship and his evaluation acts as an artifact for the universities data collection for the pre-service teachers.

Chris felt both Mrs. Kelly's and Mr. Brown's definition of what a quality PE program is change from his partnership with the PDP. Chris found the PDP caused his principals to reconsider the ways they described success in PE. Chris enunciated:

> Your building administrator has to be on board. They have to understand what it is you're trying to accomplish. I think it's important that they know what quality PE is. I think part of this brings some light into the PE classroom. I noticed that when I have my [Unity Valley University] students out here, my administrators spend more time in my gymnasium. I feel like they get a little bit of an education

on what quality PE is. I think that initially started with them going [Chris interpreting his administrators], 'Ok, sounds like a cool partnership. I hope it'll help out my PE teacher.' When they were there, and they saw what was occurring and what was happening, I think it was a way to sell what quality PE programs do… because of that relationship with the administrator and the buy-in and understanding that this is important. It's important for our PE teacher, and it is important for our students, this is how the growth is happening exponentially. This is how my PE teacher grows professionally and personally. This is how they help the University because we can't be just about the students that are in front of us now. We have to be about, who's going to be providing that education to our students down the road? So, this is a way, to make sure that that quality continues and so having that principal buy-in is pretty important.

Not only does Chris feel that Mr. Brown's, and Mrs. Kelly's, view of PE has been reframed as the consequence of working with the PDP, Chris believes the parents/caregivers of his students have more buy-in in his program. Chris went on and articulated working with the PDP has enhanced the learning for his K-6 students and changed the vision for other stakeholders. Chris stated,

And it wasn't just about making it better for my students, which is a high priority, but it became something bigger. Parents want a quality experience, at least at my school. I have discovered over the years is they expect good things to happen in [my gymnasium] and they get the value of having multiple teachers who have skill sets that can help their children learn the skills that they need to learn.

On that line, Chris feels the parents and caregivers find worth in the PDP, he also feels at the district level he has gained respect in his program. Another key element Chris expressed was the sense of accomplishment he felt when he was able to contribute to pre-service teachers' professional development, and the ability to enhance the quality of PE in his school district, state, and beyond. Chris had been able to present trainings at his school, in his school district, and has presented at state and national conferences. Chris viewed the partnership as a platform to show other stakeholders what quality PE looks like. Chris stated:

> I think when there is buy-in at that level and when those stakeholders at that level are involved, and I know the partnership has made huge strides in trying to include those people, so they understand that quality education happens here and there is a message that should be happening in other places too.

Mr. Lambert

Dr. Lambert talked about the fact that since he and Chris had entered into the partnership in the PDP, Chris has had three different administrators. Whenever a new administrator came to Cypress Dale Elementary, the new administrator would need to examine the partnership. Dr. Lambert felt that all three administrators were strong supporters of the PDP and expressed the benefit of Chris' participation for Chris, the elementary students, and for the school district.

Dr. Lambert felt Chris had gained an enormous amount of confidence in his ability to present information at local, state and national conferences through collaboration with members of the PDP. Dr. Lambert perceived Chris as respected in the educational community, both locally and nationally. Through the connections of the

members of the PDP, Chris had been able to participate in a master teacher video series which is used in conjunction with a teaching methodology book for pre-service teachers. The collaboration on the teaching video series consisted of half a dozen professors from around the nation. Dr. Lambert stated, "So this partnership benefits him tremendously and he has been recognized as master teacher in the field, nationally." In addition to the first book Chris and Dr. Lambert wrote, they were collaborating during the study on writing another book on how to effectively mentor pre-service teachers and how to be an effective teacher leader. Dr. Lambert expressed, "the kids at the school have benefited from a learning perspective tremendously… Everyone involved in the partnership is gaining and growing. I am gaining and growing. It is a true Community of Practice. Everybody is growing from the process."

Mr. Brown

Mr. Brown believed his understanding of what a successful PE teacher was changed through the unification of Chris working with the PDP. Mr. Brown stated the PDP allowed Chris to conduct action-based research with Dr. Lambert and the research helped inform his teaching practice. Additionally Mr. Brown felt Chris gained value from being able to present at conferences.

Mr. Brown stated the benefits of Chris working with the PDP not only benefited Cypress Dale Elementary, but the school district and the state benefited from the partnership. Mr. Brown explained the pre-service teachers who worked with Chris through the PDP were prepared to "hit the ground running." Mr. Brown believed that the school district who hired the pre-service teachers who worked with Chris in the PDP,

'greatly benefited from what was going on with our partnership at our school because we were turning out good people."

Additionally, Mr. Brown saw positive effects of the PDP and decided that he wanted to form a school-wide PDS. Mr. Brown described the decision for Cypress Dale Elementary to become a PDS as followed,

> We saw things were going well with [Chris], so we just decided, 'ok well it's time for us to jump in and become a Professional Development School'. I talked to my teachers, and I listened to what they had to say. [Chris] and I presented the positives as well as the difficult things there would be. We met with [a professor for the General Education Department from Unity Valley University], and she came in and talked to the teachers. I mean, I can't think of any group that doesn't benefit from the partnership. The students, which is the most important piece, and I'm not talking about just students at the school, and I'm talking about students at [Unity Valley University]. It benefits them, those are the people that really get the most out of this whole thing. There are also a lot of positives for the instructor as well as the supervisor from the university, and the partnership helps us continue to grow. It increases our relationships with other people which is a good thing.

Mrs. Kelly

Mrs. Kelly spoke to the idea that the PDP freed up time and space for Chris to take on new projects. She did worry about the sustainability of the projects and stated she would often talk to Chris about whether or not the projects could be sustainable. Mrs. Kelly stated,

Can we sustain it? We have to find an appropriate solution for sustainability, or it's not going to do anybody good if we're a one-hit wonder. It doesn't do anybody any good so how can we do that, and he has been. I've watched him be sustainable with the partnership and be able to really be able to find some good solutions.

Some of the problems that had risen in Cypress Dale Elementary were reductions in the budget for the amount of time that PE was offered, and cuts in specialized PE classes such as adapted PE. Mrs. Kelly described the process where Chris came to her with some solutions of how he could add adaptive PE back into his schedule. Mrs. Kelly stated,

…because of the partnership that we have that he felt like he could manage it and they can all still get a bathroom break and those things we need to do. And so, it's allowed him to make sure that we can continue to do what we know is right even with cuts that have been made in PE and this year we're back to being able to legitimately have it, but we never officially cut it because of the partnership.

Mrs. Kelly confronted the idea of sustainability for Chris' workload, and she feared if Chris was not a part of the PDP, there would be a sizeable impact on the number of extra projects which Chris had been able to take on. She expressed that the PDP allowed Chris the ability to sustain additional projects which she felt where vital to the success of Cypress Dale Elementary. For example, if it were not for the PDP, Chris would not have been able to provide prep time for adaptive PE, be an Administrative Designee, or be able facilitate IEP Meetings.

Aaron

Aaron expressed that he felt the quality of pre-service teachers from Unity Valley University had increased. He described the change resulting from the pre-qualification in the application process and from the interview process the pre-service teachers had to do to enter into the program. Aaron felt the application process strengthened Unity Valley University and boosted the quality of pre-service teachers. Aaron went on to articulate how the process of Unity Valley being more selective with the pre-service teachers dramatically increased their quality but has also decreased the number of students in the program. Aaron felt by having fewer placements, the university was able to get superior mentor teachers who would reinforce what best teaching practices taught by Unity Valley. Aaron described this by stating:

A massive benefit I think in the quality of, because our goal is not to do quantity. I think [Dr. Lambert] and [Chris] would say the same thing. We don't want quantity [Unity Valley University] or student-teachers or PE teachers coming out of [Unity Valley University]. We want quality. We'd take quality over quantity any day. There's quantity out there, they're everywhere, but high quality is hard to find and so our goal, from when I've talked and what I've seen, and again I'm in a pretty small world with who I talk to on this, is trying to increase the quality of teachers coming out of [Unity Valley University]. When they graduate, they continue the mission and vision that we have.

Aaron stated he believed through the PDP, Chris was able to help change the way his school valued PE. Aaron stated,

I think he loves it. I think the fact that he feels like he can influence more students

in his school, but the [PDP] is powerful for him. Meaning that he has a big

influence in how these student-teachers come out of his school. Their philosophy

in teaching and the way they teach and when they go out into the rest of [name of

Chris' school district], or the world, they now teach in a similar fashion to what

he thinks PE should be done or how it should be done. And so, he feels like he has

a bigger influence on the Northwest or wherever these people teach.

Findings outside the Value Creation Framework

Downside of Working with the PDP

Chris

When asked what the downside to working with the PDP was, Chris did not have

a great deal of criticism; however, he did state the partnership could be time-consuming

and it was difficult when there are student-teachers who are not as committed to the

profession. Additionally, being a mentor teacher can be challenging when a pre-service

teacher is not dedicated to put hard work. Chris communicated:

We're all wired differently, and we're different. I can become easily frustrated,

I'll openly admit, that I can be very frustrated by things that are out of my control.

For instance, getting a student-teacher who maybe doesn't have the same passion

as me or the desire to give their best effort. Maybe they get this far along in the

program and in their mind, they're going 'I don't even know if I want to be a

teacher'. I find myself really having to dig deep, so I can give them my best effort

because their philosophy is now not matching up with mine, and that's a very

narrow-minded and short sided on my part, but that's one of the bad pieces is that

still, at points, human nature falls into place. I can become frustrated with the level of interest, the level of motivation, and the level of preparedness of some of the students that I work with throughout this partnership.

As Chris described in the above statement, it can be frustrating for mentor teachers working with pre-service students who are disengaged or show a lack of passion for the profession. Similarly, Chris had experienced a few pre-service teachers who seem selfish and described the mannerism as "me-first, students later." He described this as a phenomenon that has happened in an ever-changing world where we often see instant gratification.

Chris is humble and stated, "sometimes I wonder if I'm getting too old to do this and am I still being able to stay open-minded to continue to learn from those students and those individuals that challenge me." Chris advised, "if you're going to do a good job at anything it takes a tremendous amount of work". Chris went on to say the partnership takes a lot of work by all people involved, but in order to form relationships to be built, it takes time and trust.

Dr. Lambert

When Dr. Lambert was asked to discuss the negative impact which he felt Chris had experienced as a result working with the PDP. Similar to Chris' statement about his peers, Dr. Lambert described that some of Chris', "colleagues have somewhat alienated him from others in the profession. He represents a higher level of thought and a lot of work and effort on the part of others in his profession, and they feel a little intimidated at times by [Chris]."

Dr. Lambert described the lack of accountability which he has often seen in PE, as many administrators' time and focus are on reading, writing, math, and science. Often administrators are not spending adequate time in a physical educator's gymnasium, leading to a lack of accountability in PE. This lack of accountability has led many PE teacher no desire to challenge themselves to learn new teaching and innovative teaching practices. Dr. Lambert expressed, "so many people don't work very hard at it, they don't spend as much time on it as they should, many are capable, but because of the lack of accountability they have gravitated to the minimum standard. So [Chris] represents something that frightens them in some ways. Then there are the really high-quality go-getter teachers who revere [Chris], so in social situations they look at him like he is the gold standard of what they want their careers to look like."

Mr. Brown

Mr. Brown perceives time as the one barrier of working with the PDP. Mr. Brown stated Chris had to take that extra time to adequately prepare a few of the pre-service teachers to take over the teaching responsibilities. Mr. Brown stated,

You know, I just saw it as a…you know as teachers we are actually life-long learners as well as anybody. You know, I don't think there is anybody on this earth that does not learn something every day in some way, and so I thought that [PDP] was good in a sense that we were able to make a bigger effort or a stronger effort in trying to learn other things. It wasn't always easy, I'm not going to say that 'oh, this is a piece of cake. Jump into it and all of your problems are solved,' but I think it did a lot for [Cypress Dale], for [Chris' school district], and I believe

it does a lot for the students of [Unity Valley University]. When you've got so many positive things going on then those negative things are overshadowed.

Mr. Brown went on to articulate that each time a new pre-service teacher came to Cypress Dale Elementary, each of them had different personalities and a different level of professionalism. He stated, "there are personnel issues that jump up and you aren't always prepared for. So, those had to be dealt with along those lines and how are we going to deal with it and so not only does that take time, but that takes energy, and it can be stressful at times."

Mrs. Kelly

Mrs. Kelly did not report any data in this section.

Aaron

The researchers asked Aaron what he believed Chris preserved as the downfalls of working with the PDP. Aaron reported there have been a few times Chris has been labeled as the "guy who can do no wrong" and the "golden model" as a result of working with the PDP. He felt that some teachers, who have never worked with student-teachers, did not understand the time and dedication which goes into being a mentor, and were maybe just jealous. Aaron said, "They might think, 'oh he has a student-teacher, so he doesn't have to teach anymore. He just gets to hang out in his office while those guys teach' which is absolutely not the case either." Aaron believes that Chris has earned all of the recognition and awards that he has received and that he does a phenomenal job.

Additionally, Aaron talked about the time required to have pre-service teacher. Aaron stated that a great deal of time is spent helping the pre-service teachers set up the unit and reflect on their teaching. Aaron also talked about the time that needs to be

allocated as the university supervisor to grade student-teachers' work portfolios, which

include their lesson plans, formal and informal evaluations, weekly teaching reflections,

video reflections, and, and data analysis of K-6 students' growth.

Aaron articulated that Chris also spend a great deal of time in an administrator

role and stated,

So, one of his frustrations is he does get pulled more than he wants from his

classroom to help the principal and he thinks that's not fair to the [Unity Valley

University] students because he thinks this is my job, these are my kids, this is

who I'm trying to help. So, the principal does take a little advantage of that, I

think, but I'm not in his classroom right now to really verify that, but those are the

conversations we've had and have frustrated him…On the flip side, it does

validate that [Unity Valley University] is doing a phenomenal job and these

students teachers are coming to [Chris] in a position where they're ready to have

some responsibility, and the principal trusts them enough to let them watch his

class as they pull him out of the gym. Also, it does give him an insight into the

classroom and how kids are behaving in different classrooms.

<u>Advise for building Strong PDPs</u>

<u>Chris</u>

Chris expressed a strong desire for teacher preparation programs to evolve. Chris

wanted to see an immense shift in the amount of time that pre-service teachers spend in

K-12 schools. Chris believed pre-service teachers should be out in K-12 schools earlier.

Earlier placements would help the pre-service teachers decide if working with children

was a good fit for them, and they would be able to collaborate with in-service teachers

and gain real world teaching experience. Additionally, Chris wanted to see a shift in how teacher education programs offer core credits. For example, the pre-service teacher could satisfy their psychology credit by working with a school counselor in conjunction with completing assignments which would be turned into the psychology professors. Similarly, Chris advised that teacher preparation core classes such as methodology, behavior management, and other pedagogical courses could be taught in their entirety out in the K-12 school as Dr. Lambert had done with Chris. This would require mentor teachers, principals, and professors to form close partnerships. Chris proclaimed,

> Why can't [pre-service teachers] be learning from school counselors and school psychologists, and talking about adolescent behavior and primary student's behavior and even adult behavior? Then see it in action, see student's response and it being more interactive within the content area. There's content that has to be learned. I think it's important that they see some of that with appropriate aged peers back at the university. But they need to be out here teaching them how to throw and kick and do gymnastics and hold a racket, hit a ball, and all of those things that need to be applied. Eight weeks or sixteen weeks of an internship - eight weeks in elementary for their student teaching, and eight more at their secondary level is not sufficient. It just isn't in my mind. I think it needs to take an evolutionary change. Education needs to look more like a vocational-technical school. It needs to be more hands-on, it needs to be more interactive…I really feel like there's an evolution that needs to occur again with college preparatory programs.

Chris notes for this large-scale change in teacher preparation programs it would take a considerable shift in the way curriculum was delivered to pre-service teachers. This shift would result in the pre-service course being conducted in K-12 schools and pre-service teachers being out in the schools daily which would provide a "hands-on experience". Chris conveyed the need for pre-service teachers to be able to put learned pedagogical knowledge into action under the safety net of their professors and mentor teachers. Chris knows a large-scale shift in restructuring teacher education programs would come with roadblocks and complications, however, he feels that the work is worth the payoff. Chris noted the dialogue and collaboration between all members of the proposed model would be worth the work. Chris stated,

the collaboration would have to take place between the K-12 teacher and the higher education instructor. There would have to be so much collaboration and sharing, it would be a true partnership. We are truly teaching together. Now, financially and economically, I don't know how that would look, but you're talking a huge time commitment to do what's best for education. It's not just 'what's best for students' - it should be what's best for education…Personally I think that they would have a feeling of being better prepared and excited about that first opportunity. I think in that kind of approach the partnership grows. I think that those university students that are in the schools, they're forming relationships with PE teachers and music teachers and classroom teachers and a multitude of administrators and central office personnel who spend time out here and they're forming relationships, and they're becoming part of the learning community themselves. I think they would maybe feel better prepared, and maybe

better supported because they have lots of mentors who are going to help them in their first few years. It's like these think tanks, and you get the right group of incredibly motivated and talented people in different areas, and you put them together then fireworks go off. I feel that's what happened to me. I feel like Dr. Lambert was that glue that brought people together that helped get us all fired up to want to be better PE teachers and help others become better because now it has grown way beyond just us. That's one of the cool things -now we see our student-teachers being hired and we see that those values we preached and those relationships we formed. I think it comes back to relationships that we trusted each other. We valued each other, and now they're out there wanting to make Dr. Lambert proud. They're out there wanting to make me proud. They're out there wanting, and the reason they make me proud, is because they're just wanting to be the best they can be for students.

Chris voiced his opinion that the student-teachers seem better prepared with each passing year as a result of the university's deep desire to continue to strengthen its teacher preparation program and feels that the university continues to improve the caliber of students who come out to his school to student teach. Chris felt one of the reasons that the caliber of student-teachers has vastly improved is because the university has increased the amount of time the pre-service teachers have for observations and internship hours. Additionally, Chris feels that it is key that the PDP has partnered with K-12 high quality mentor teachers and built relationships with mentors who have invested interest to prepare the pre-service teachers. Chris feels strongly about providing a safe space for

"when they come out here they know it's ok to try something and fail because we will learn something from it together".

Chris communicated the value which he has received through the PDP and feels the pre-service teachers have significantly benefited from the experiences in his school. He wants to see pre-service students have a more in-depth experience out in the schools, and Chris expressed a deep desired for reform in the way current teacher education models are designed across the nation. Chris is passionate about the PDP and would like to see the model extend the length of time that pre-service students are out in the K-12 schools.

One of the reasons that Chris has enjoyed working with Dr. Lambert is the fact that Dr. Lambert has his pre-service students come out to the schools for additional opportunities to observe, interact, and teach his K-6 students. Chris described:

One of our goals has always been to pay it forward and so we want to share what we do with others because we believe what we do is cutting edge. We believe that it is best practices. We believe it is creative. We believe it is what's best. Probably what is most importantly, is what's best for students. We believe this is what's best for students and I'm talking, we believe it's what's best for my elementary students. Yet, I feel like the program needs to take an evolutionary change again. A laboratory school, that there is so much to be learned that they need to be in the schools sooner, more frequently, and apply the learning. I think your typical 4 or 5-year university degree is not doing a service to future teachers. I believe that future teachers need to be in the classrooms earlier. I know we're talking about sometimes 17-year old's, 18- and 19-year old's who maybe aren't sure what they

want to do, but when it is figured out, what they want to do, they need to be where they can learn the quickest and be the most impacted by that learning. Not sitting in a [university] classroom. There is a time and place for that and there is learning that needs to take place, but they need to be in the schools to see what is happening on day 1 and to have discussions and learn about disciplining, classroom management, and how the environment is being set and established. They need to hear it, they need to see it, and they need to be involved in it or they don't see the full impact and it takes them two, or three, or four, or five years when they have their own classroom to develop this because they have no context in what it's supposed to be like.

Chris described a change in the format and curriculum classes teach to pre-service teachers. He stated that pre-service teachers, "do need to spend some time in your typical college type format, but I think once they get to their second year or so, it could look fully immersed into their preparation of what they want to do". Chris felt Unity Valley University had made progress in the classes and stated,

When I went through, motor learning was not applicable to elementary PE. I don't know what it was applicable to. Some of it wasn't even based on student or human movement. It was based on other theories that didn't apply to the field of education even, and so, hoops that had to be jumped through to get your education. Where, I think motor learning is important. We need to be able to know ways of collecting and analyzing data because it helps students learn, because we learn what we need to do to help students learn better, but I think a

teacher program needs to make sure those things that teachers really need to know how to do.

Chris also gave advice for new mentor teachers to,

Be as genuine as you can, and that means honest conversations, that means kind conversations, it's all based on helping your students improve and helping them improve… Be genuine, to be passionate about what you do, to be genuine and try to be patient and focus on small things at a time. Small goals, now sometimes you have to focus on one or two little things before the bigger picture comes into focus.

Dr. Lambert

Similar to Chris, Dr. Lambert felt very strongly about pre-service teachers spending a great deal of time out in the K-12 school with a mentor teacher who can demonstrate pedagogy in action. He indicated:

I don't believe that you can learn sitting in a classroom, learning theories, how to teach you have to… teaching is a craft that is specific, so you have to get in there and practice the skills. And it's very different practicing the skills with a kindergartner with big crocodile tears looking up at you when you're having to practice behavior management versus talking about it in the classroom. How would a child respond to this, and so it became a very authentic experience for the pre-service teachers. And so, the learning for my students was very rich. They got to see how effective the teaching strategies that we were learning in class were. And then they got to see that those techniques and strategies take practice. So, it wasn't necessarily the technique you've seen it was their ability to implement that

technique. They need practice and they could see that with guided practice, [Chris] would be guided by assistance they will get better. And in a situation when we weren't out there doing that or the pre-service teacher did not have guidance, it wouldn't work. And so, without myself or [Chris] there to guide the process and say, "how would you use that technique?" The student would say, "it didn't work!" The student would throw that technique away and say, 'it's a faulty theory, it's didn't work'. And they would be throwing out a perfectly good teaching strategy. However, with guidance, they would have the opportunity to say, 'well OK it's not the strategy it's how I applied the strategy - it's the pedagogy'. You know the timing and all those things are important. Teaching is very complex. We would say it's because of this or it's because of that and try it again. And then they will try it again and often times it was because of the feedback they would become really successful. It was really authentic practice of what they were learning.

Dr. Lambert expressed a greater need for the university to support professor who work in PDP type settings. He felt that tenure positions put superior emphasis on research than on developing partnerships like PDPs or PDSs. Dr. Lambert worked tireless to build a strong PDP and expressed that he felt his university at large does not value the time which he has put into building the program. Dr. Lambert expressed:

There are always changes at the University. It is not an institution of higher education - it is a business. It's becoming more and more that way. And so, I've had to stay the course and make sure that it remained an institution of higher education. The university talks about creative thought and novel experience, but

they do not promote it. They do not support it, and they don't encourage it. All of the work that we have done together, most of it has cost me dearly, and in a variety of ways, primarily in time. The university has not really, I mean they say they value it, but they do nothing to really support it; by getting released time, or any of those kinds of things that would say 'hey we value what you're doing'. They say, 'that's a great thing that you're doing. That's awesome that every semester you tried to do this in the public schools', but it gets harder and harder because there is no give-and-take. The University just takes. (Laughs) Just being honest! All of the work that we have done together, most of it has cost me dearly, and in a variety of ways.

Mr. Brown

Mr. Brown also felt that pre-service teachers could benefit greatly from spending more time in K-12 schools and he desired that more universities adopt a PDP model. Mr. Brown believed pre-service teacher should spend an entire year out in the schools and stated,

… it definitely benefited the students that were coming from [Unity Valley University] in the sense that I think that they were able to learn the craft well and are given a lot of experiences…One of the most difficult things for people going into education is classroom management. You know, not only how do you manage those students, but how do you deal with some of the behaviors that you maybe have never had a chance to do.

Mrs. Kelly

Mrs. Kelly did not report any data in this section.

Aaron

Aaron suggested that teacher preparation programs could have pre-service teachers have more consistency with who they work with during observation hours and during the time that they are student teaching. He felt the need to spend additional time in the schools so that pre-service teachers should be able to get more familiar with the culture of the school. Aaron also suggested the elementary PE mentor teacher and the secondary PE mentor teacher need to spend more time together to be able to collaborate about the pre-service teacher. The PE mentor teachers need to discuss the pre-service teacher's strengths and weaknesses, and collaborate about ways to improve their teacher. Aaron described this by stating,

> It's nice when we flip flop. I have students that go to [Chris] and he has students that come to me because I kind of know his style and they get a different part of it from [Chris] than they get from me. So, I think with those two forces together, we come up with a pretty good product in the end. You know the students that leave [Unity Valley University] have a pretty good experience in the middle and junior high, middle school, and elementary.

CHAPTER FIVE: CONCLUSION

Introduction

Often teachers teaching in a specialty area, such as PE teachers, find themselves without a community of other practitioners who teach the same subject matter (Curtner-Smith, 2001; Stroot & Ko, 2006; Parker et al., 2010; Johnson et al., 2017). Due to this lack of community, PE teachers often encounter lower perceived academic value, and this can lead to feelings of isolation (Curtner-Smith, 2001; Stroot & Ko, 2006) and feelings of marginalization intensifying (Richards, Templin, & Graber, 2014; Templin, Sparkes, Grant, & Schempp, 1994). Without a community of learners, evidence specifies that feelings of marginalization and isolation can negatively impact PE teachers' ability to grow professionally (Richards et al., 2014; Templin, et al., 1994).

PDSs may act as a CoP where mentor PE teachers are able to form communities. A PDS has been described as a partnership where the group jointly works together to increase student learning, improve collaboration with teachers and universities, increase collaborative research on educational practice, and the supervisors are able to work together to educate pre-service teachers (The Holmes Group, 1990). There is an abundant amount of research on the benefits PDSs can have on all members involved in the partnership (Home Group, 1990; NCATE, 2001; Schussler, 2006; Latham & Vogt, 2007), including the mentor teachers. However, as described in Chapter One and Chapter Two, not all schools can adopt a PDS model, hence making the need for new terminology. The researcher has coined the term PDP to describe a partnership that is similar to a PDS

except it is not a school-wide endeavor. A PDP can be the model for a teacher education

program for content areas where there are limited or only one teacher at the given school,

such as PE.

Discussion of Results

The purpose of this single case study was to examine a mentor teacher's

perception of working with a PDP and to investigate if value was obtained through the

partnership. The participant in this single case study was referred to as Chris, and he had

worked with the PDP for a total of 18 years. Due to the prolonged nature of Chris'

partnership with the PDP, Chris' case was explored. Data was collected from interviews,

observations, Value Creation Narrative, and by analyzing artifacts. The researcher

analyzed all data using the VCF. The findings from this study concluded that value

resulted in all five cycles.

A synthetization of the findings was viewed through the lens of the VCF and was

used to guide the discussion within this Chapter. The research questions were:

a) Through participation in a PDP, how does a mentor teacher perceive the

interaction influences their professional development?

b) In what ways does a mentor teacher find value through their participation with

a PDP?

Increased Professional Development

Research Question: Through participation in a PDP, how does a mentor teacher perceive

the interaction influences their professional development?

Echoing the findings in this study, teachers benefit from a social and collaborative

environment rather than working in isolation (Heidorn & Jenkins, 2015). One way a

mentor PE teacher can curb isolation and increase professional development is through

participating in a CoP. This CoP could be developed by forming a PDP where the mentor

teacher's professional development is enhanced through the members of the community

in a social setting. CoP theory finds individuals learn more through working together,

sharing stories, problem-solving, and collaborating (Lave and Wenger, 1991). In this

study, the strong and established PDP was classified as a CoP.

The reviewed literature suggests a CoP can offer individuals a community of like-

minded people. As described in Chapters One and Two, a CoP is the gathering of

individuals who engage in a common endeavor. For example, a group of PE teachers

desiring to enhance professional development can form a CoP where collective ideas can

be shared, and members can build their community (Lave & Wenger, 1991; Wenger,

1998; Johnson et al., 2017). There are a number of curriculum theorists who have sought

to apply a CoP approach to universities and teacher partnerships and studied how a CoP

can assist in pedagogical knowledge (Deglau & O'Sullivan, 2006; Armour & Yelling,

2007; Harvey & Jarrett, 2013; O'Sullivan, 2007, Casey, 2010).

When a community is formed, they often share standard rules and use similar

language. These shared formalities increase the sense of community and culture for the

individuals involved. A CoP grows out of people who assemble and engage in similar

activities (Wenger, 2000) such as teaching PE and engaging in collaboration about

pedagogy. A CoP can provide a heightened social learning experience for the members

involved (Wenger, 1998) where professional development may be influenced, as found in

Chris' case. Similar research projects conclude that teachers can increase their

pedagogical knowledge, progress their teaching practice, and increase their professional

growth from participating in communities of learners (Patton & Parker, 2015), such as a PDP. Concluded from the findings in this study, the high level of social interaction with members of the PDP perpetuated Chris' professional development. Chris expressed that the PDP brought passion and a sense of meaning to his work. Chris found a CoP by being a part of the PDP, and through participation in the PDP he increased his ability to communicate with others, share ideas, and reflect with other practitioners about his own teaching. These results coincide Goodyear and Casey (2015) finding that a CoP can cause pedagogical change for its members.

It was found in this study that to build a strong CoP a great deal of time and collaborative work is needed in order for it to be successful. These findings are cohesive with research that determined collaborative exchange in a social setting can increase professional development opportunities for mentor teachers (Schvarak et al., 1998; Riley et al., 2005; Castle et al., 2006; Vontz et al., 2007).

Value Through Participating in a PDP

<u>Research Question: In what ways does a mentor teacher find value through their participation with a PDP?</u>

Through examining data for multiple sources, a picture was painted of how Chris experienced value through participating in the PDP for 18 years. The Value Creation Framework created by Wenger et al. (2011) was used as the analytical tool to determine if value was obtained and a *value creation story* was formed. A value creation story can be used as a matrix which helps to articulate a rich description of the value created when learning takes place in a social context (Wenger et al., 2011), such as a PDP. Chris' value creation story was formed through the use of observations, interviews, a Narrative Form,

and a presentation which was presented by the members of the PDP at a national PDS conference.

Chris' value creation story closely followed the five cycles of value (Wenger et al., 2011). A depiction of Chris' work with the partnership showed an evolution where all five cycles in the VCF were represented. As described by Chris, through supporting claims from his colleagues, and through observations - the findings concluded in the early years of the partnership, Chris found value represented in Cycle 1: Immediate Value and Cycle 2: Potential Value. Midway through the partnership with the PDP, Chris' value was categorized in Cycle 3: Applied Value and in small ways Cycle 4: Realized Value. Value from Cycle 5: Reframing Value, was found during the later years of Chris' career.

Immediate Value

Wenger et al., 2011 described Immediate Value as activities and connections between members and recognized that small interactions have value in and of themselves. What later would be established as the PDP, was started by Dr. Lambert observing Chris' teaching. Dr. Lambert approached Chris and Mr. Brown about forming a partnership, and soon after the first stage of the PDP was formed. Findings revealed that Chris found Immediate Value from the new network of professionals and he enjoyed having the ability to meet new PE practitioners. These findings were similar to Iancu-Haddad and Oplatka (2009) which suggest mentor teachers enjoy the personal relationships established with the student-teachers and the members of teacher education preparation programs. Many of the teaching practices Chris was using at Cypress Dale Elementary were similar to the methods which were being taught by Dr. Lambert at Unity Valley

University. This made it easier to form the partnership due to the pedagogical and philosophical match between Dr. Lambert and Chris.

Potential Value

The findings from this section concluded that Potential Value was obtained from having the ability to interact with the members of the PDP. Because many PE teachers are the only teacher in their subject area working in the building, student-teachers often provide another person with whom the mentor teacher can collaborate with about their subject matter. As Wenger et al. (2011) described, gained knowledge may not be immediately realized, but rather the value can be achieved at a later date and time.

It was discovered in the early years of the partnership that a great deal of knowledge capital was shared with Chris. The pre-service teachers and Dr. Lambert would demonstrate new teaching strategies and teaching styles in Chris' gymnasium. Chris gained access to a community of quality PE, which included professors, mentor teachers, and pre-service teachers. Dr. Lambert influenced Chris in subtle ways in the early years, and Dr. Lambert also found intellectual stimulation through being able to collaborate with Chris.

Applied Value

Wenger at el, (2011) described Applied Value as the knowledge capital which is put into action. In this study, the new knowledge capital was gained from members of the PDP, and there was a change in Chris' pedagogy, which was reported as being "refreshing and energizing." This coincides with extensive research which reports that mentors were more likely to use teaching strategies that they had not used in years as the result of working with a pre-service teacher (Oplatka, 2005; Bova & Phillips, 1984;

Lopez-Real & Kwan, 2005; Simpson et al., 2007). The results from this study found that Chris experienced Applied Value at a more frequent rate earlier in the partnership.

Chris used skills acquired from participating in the PDP, including the use of cutting-edge research in his teaching, applying new management strategies, and changing the way he taught skill progression with his units. Mentors learn new teaching strategies for working with pre-service teachers (Giwa, 2012), and in this study, it was found that Chris applied knowledge capital gained from PDP through the increase of technology in the gymnasium. Mrs. Kelly reported also that Chris applied knowledge capital he gained from the partnership with the pre-service teachers, professors, and other mentor teachers. Mr. Lambert highlighted Chris gaining value from being able to go to local and national conferences and presenting. By working with Dr. Lambert, Chris was also exposed to research articles and scholarly projects.

Realized Value

Findings suggested Chris found Realized Value from the members of the PDP and that the social interactions added to his confidence and increased his pedagogical knowledge. The PDP helped to motivate, energize, and added a sense of meaning to Chris' work. It was found through the involvement of the PDP, Chris gained new experiences. As articulated in Chapter Two, Clinard and Ariav (1998) concluded mentors enhanced their ability to ask challenging questions, provide non-judgmental feedback, and reassess their classroom management through working with pre-service teachers.

The ability for Chris to have other professionals to reflect with had positive benefits for Chris, and he gained "fresh ideas" and increased his confidence in his teaching ability. Chris demonstrated different teaching styles to the student-teachers that

were "cutting edge" and apply researched pedagogy into his classroom. These findings were consistent with Castle and Reilly (2011) results that found PDSs offered more supportive and reflective discussion and dialogue around issues of practice and professionalism within a learning community.

Not only did the PDP have a positive influence on Chris' professional development, it was found that the additional adults in the gymnasium increased the teacher to student ratio, increased the amount of instructional and positive feedback for students, and the students were provided a valuable learning experience. Dr. Lambert, Mr. Brown, Mrs. Kelly, and Aaron all reported unanimously that Chris and the students at Cypress Dale Elementary benefited greatly from having smaller class sizes resulting from additional pre-service teachers' working in Chris' gymnasium. They describe the gymnasium going from Chris being the only instructor in the room, to at times, there being 25 pre-service students in the gym. It was found that the K-6 students received incredible instructions from the pre-service teachers.

These finding echoed Hernandez and Strickland (2005), who describe situations where two student-teachers are placed in the PE setting and found the additional adults provided benefits for the mentor teacher, including new learned management techniques, fewer management problems, smaller groups with more teachers, different arrangements and uses of equipment, and more individual attention and feedback opportunities for K–12 students. Mr. Brown agreed Chris had experienced many benefits from working with the PDP, and the students were able to receive individualized support from the members of the PDP.

Reframing Value

Reframing Value transpires when learning, resulting from a social context, causes a reconsideration of the definition of success and institutional changes occur (Wenger et al., 2011). Through analyzing interviews, observations, and artifacts, Chris, Dr. Lambert, Mr. Brown, Mrs. Kelly, and Aaron all stated that Chris found a substantial amount of value represented by Cycle 5.

The partnership helped to change Chris' teaching philosophy. Additionally, Chris worked on research projects with members of the PDP. The PDP caused a change in both Chris' pedological teaching practices and Dr. Lambert's andragogical teaching practices at the university level. These findings support Cozza (2010) and Rodgers & Keil (2007) reports that a collaborative work environment promotes collective learning. These findings were similar to He's (2010) research that found the relationship between the student-teacher and the mentor teacher can positively influence both parties. Additional findings determined the PDP increased school-based and university-based faculty collaboration on coursework and field experiences, which is similar to Castle and Reilly (2011) findings where PDSs promote cooperation between schools and university education preparation programs. Findings indicated Chris' work with the PDP enabled him to take on new leadership roles, and these supervisory roles changed the ways in which the general education teachers viewed Chris' role as a PE teacher.

 Chris described that he had a more global perspective of how K-12 and higher education are interlinked and dependent on each other. Moreover, Dr. Lambert and Chris wrote a book together on skill progression for elementary students, and Chris has worked as a university adjunct professor.

Chris felt he was more successful because of the partnership and the opportunities he gained from working on action-based research projects. Through partnerships with universities, mentor teachers can be provided an opportunity for research to be implemented in the classroom setting (Abdal-Haqq, 1998; Teitel, 2001).

Furthermore, Chris, Dr. Lambert, Mr. Brown, Mrs. Kelly, and Aaron all expressed they believed Chris' participation in the PDP had a significant impact on Chris staying in the teaching field. This echoes Sergiovanni's and Starratt's (2007) findings that teacher leadership opportunities can create ways for teachers to take on more responsibility without leaving the classroom. Comparable findings from Ado (2016) found that having role flexibility may be another way to decrease career stagnation and teacher attrition.

Downside

Findings indicated that at times, the partnership could be time-consuming, and Chris found it difficult to work with pre-service teachers who were not dedicated to the profession. This perspective aligns with the findings of Iancu-Haddad & Oplatka (2009), as described in Chapter Two. Mentoring can be an extra burden on the mentors' already strained schedules, and the teachers gain little to no financial benefit.

Advise How to Develop Strong Partnerships

It was reported that in order to have a strong PDP, a key person must invest a great deal of time and energy into the partnership. Additionally, it is important for the pre-service teachers to have hands-on teaching experience or "real-life experiences" under the supervision of high-quality educators. Dr. Lambert stated the foundation for a successful partnership is a mentor teacher who is skillful and who is eager to learn.

Similarly, all members of the PDP felt that members must demonstrate an open mindset, honesty, and a passion for gaining knowledge. Trust was a reoccurring theme that the members talked about in order to build and sustain the partnership. Time is needed to build trust, and trust was the foundation for a strong partnership. Chris believed that any mentor teacher approached to be in a PDP type partnership, even if they don't have the tools developed initially, should consider being in the partnership. It was found that many pre-service students take longer to improve their teaching skills, and it was vital that the members of the PDP be patient.

As Dr. Lambert expressed, it is imperative that the university support professors working in teacher education programs. This support could come in the form of providing time for the professors to travel out to the K-12 schools, allow the professor to teach less classes, and/or not have the pressure to produce research. It was reported that the ideal situation is to hire a professor in a clinical position. Dr. Lambert, Mr. Brown, Aaron, and Chris all reported their desire for pre-service teachers to spend a more significant amount of time in public schools before being student-teachers. Chris conveyed his profound desire for the pre-service teachers to have more hands-on experiences in the schools. It was suggested that the pre-service teacher be able to have more access to authentic teaching experiences where the pre-service teachers could apply learned teaching strategies through the guidance from the mentor teacher and/or professors. This finding parallels Castle's and Reilly's (2011) findings that pre-service teachers benefited from being in schools earlier, for an extended period of time, and working with professionals in the PDS who provide more structured field experiences.

Summary of Findings

The two specific research questions guiding this investigation were: 1) Through participation in a PDP, how does a mentor teacher perceive the interaction influences their professional development? 2) In what ways does a mentor teacher find value through their participation with a PDP? The findings from this study suggest that the primary participant, Chris, perceived a strong CoP was built as a result of working with the PDP. Additionally, it was found that value was created in all five areas of the VCF and Chris' professional development was enhanced as the result of being a part of the PDP.

Limitations:

This single case study makes important contributions to the literature; however, it is not without its limitations. First, due to the nature of a single case study, it is the suggestion that a larger sample size should be examined. A larger sample size of PE teachers working in partnership similar to the PDP could be examined to help confirm or deny the results found in this study. This larger sample size could increase transferability. Second, it should be noted the interviews and Personal Value Narrative Form are self-report instruments which reflect the mentor teacher's perceptions of value created. Although perceptions are important for understanding experiences, additional validity instruments could support the transferability of the findings.

Implications

Implications for Practitioners

The findings from this research project have different meanings for different stakeholders. Mentor teachers, professors, principals, and school districts could all

examine the results from this study and come to slightly different conclusions. It takes a special individual to be a mentor teacher. A mentor teacher needs to be a strong teacher, have an open-mind-set, and have a passion to learn. Additionally, long hours are needed to support, teach, monitor, and encourage student-teachers.

However, if mentors are willing to allot a significate amount of time to student-teachers, mentor teachers – like the one in this study - may find the experience is extremely favorable for their professional development. This finding is similar to the results found in Iancu-Haddad's and Oplatka's (2009) research where the researcher also found that student-teachers were beneficial to the mentor's professional development. PDPs take a considerable amount of time, energy, and trust to fully develop into a CoP where a mentor teacher's professional development and value can result. Being a part of a CoP or PDP does not guarantee success. However, as seen with Chris, when teachers teach in schools where isolation exists, a PDP can offer a CoP where life-changing results can happen. Teachers who have feelings of isolation, are open to social learning, are willing to work hard, and have a growth mind-set should consider the CoP model and should consider forming a PDP as a possible way to strengthen their professional development.

Principals and school districts could use this study to drive teachers' professional development forward. As illustrated in Chris' case, he was able to find a considerable amount of value through participating in the PDP. As budgets in local school districts continue to decrease, it is imperative that school districts look to new models to increase professional development, such as partnering with student-teachers and local universities.

This work also has implications for those who work with in-service teachers, as it illustrates how value is obtained through social networks. Pre-service PE teachers can thrive professionally in PDP settings when the members involved are eager to collaborate with all members in the partnership – including student-teachers with less teaching experience - and are willing to put in the time commitment that it takes for the partnership to be fruitful. Mentor teachers may find they have a more global perspective of education and may become teacher leaders within their school and support a culture of continued growth and ongoing learning in their schools (Ado, 2016).

Recommendations for Future Research

This research project examined how being in a PDP influenced the mentor teacher's professional development and the ways in which value was created through the PDP. The researcher suggests that these research questions need to not only be examined further for mentor teachers teaching PE, but in other fields such as science, math, and reading. Further, the researcher desires that the VCF be used as the planning and assessment tool to determine whether or not value is obtained as used by other researchers examining communities and organizations (Guldberg, Mackness, Makriyannis, & Tait, 2013; Collins, Wiebe, & Van Dyk, 2014; Cowan & Menchaca, 2014; Booth & Kellogg, 2015; Whisler, Anderson, & Brown, 2017).

The researcher wants to develop a body of research that recognizes the PDP as a type of PDS, highlighting its effects on mentor teachers' professional development. This needs to be done on a larger scale in order to increase transferability. Not only does the researcher want to find if the PDP model is advantageous for PE mentor teachers, but also for teachers in other specialty areas; music, art, library, or other subject areas where

limited teachers teach at a given school. The researcher recommends that a PDP is designed in a collaborative manner, where all stakeholders have buy-in.

Conclusion:

Many PE teachers can feel isolated and marginalized, and these feelings can lead to a lack of professional growth; however, in this study, Chris found a way to overcome the feelings of isolation by working with the PDP. A PDP, as suggested in this research project, can create a CoP where a mentor teacher can find professional development and a great deal of support from the community members. This study found that the PDP created a network of individuals who cultivated a community, social learning, and ongoing and sustainable professional development. Sequentially, Chris found value represented in all five areas of the VCF. Quantifying the value of the experiences, mentor teachers could provide guidance for developing teacher leaders and increase teachers' professional development.

The findings from this case study provided initial evidence of validity and reliability for all five cycles of value using the VCF (Wenger et al., 2011). The availability of the VCF provides a way for researchers to articulate the types of value created within a social context. As evidence of validity and reliability continue to develop, researchers can use the VCF to examine ways in which CoPs provide social networks and can add value for the participant involved in a partnership such as the PDP. Chris found considerable satisfaction as a result of working with the PDP.

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APPENDIX A

Recruitment Email for Supporting Participants

Greetings,

My name is Kimberly Tucker, and I am a graduate student at Unity Valley University with Professors Dr. XXXXX and Dr. XXXXX at Unity Valley University. I am emailing to ask if you would be willing to participate in my dissertation. I am conducting a research study about the potential professional development and the Potential Value created from you working with Unity Valley University's K-12 PE teacher education training program. There is no monetary compensation for participating in this study.

The study includes participating in proximally 45-minute interview on your perception of how Chris has been influenced as a result of working with Unity Valley University's K-12 PE teacher education training program. The interview will be directed on how you personally perceive Chris has or has not developed professionally and whether value as been created as a result of working with the partnership. The interview will be conducted outside of your contract hours at a quite location of your choice.

Participation is completely voluntary and your responses to the interview questions will be kept confidential. If you are interested, please respond to this email, and I will send you additional information, including informed consent. Also, if you have any questions, please do not hesitate to contact me (email address).

Thank you for your time.

APPENDIX B

Recruitment Email for Main Participant

Greetings,

This is Kimberly Tucker. I am conducting my dissertation with Unity Valley University, and I am working with Professors Dr. XXXXX and Dr. XXXXX at Unity Valley University. I am emailing to ask if you would be willing to participate in my dissertation. I am conducting a research study about the potential professional development and the Potential Value created from working with Unity Valley University's K-12 PE teacher education training program. There is no monetary compensation for participating in this study.

The study includes participating in:

1) Conduct two interviews with you on how you feel working with Unity Valley University K-12 PE teacher training program has influenced your professional development and whether or not value was created through working with the partnership

2) You fill out a form on how working with the partnership has influenced your professional development and whether or not value was created through working with the partnership

3) Me conducting four observations with you meeting with others involved with the partnership

The interview will be conducted outside of your contract hours at a quite location of your choice. Participation is completely voluntary, and your responses and observation

notes will be kept confidential. If you are interested, please respond to this email, and I will send you additional information, including informed consent. Also, if you have any questions, please do not hesitate to contact me (email address).

Thank you for your time.

APPENDIX C

Interview Questions for Chris

The following questions are to help the researchers obtain information about your demographics. Due to the make-up of Idaho's population, the combined answers to these questions may make an individual person identifiable. The researchers will make every effort to protect your confidentiality where all names and school names will be pseudonyms However, if you are uncomfortable answering any of the questions, you may leave them blank.

Immediate Value – Cycle 1

1. What were significant events that have happened while working with the PDP?
2. Why do you continue to work with the PDP?
3. With whom do you interact with in the PDP?

Potential Value – Cycle 2 (Questions 6. And 7. Sense of community)

4. Do you feel you have acquired new skills or knowledge as a result of working with the PDP?
5. Do I feel more inspired by your work as a result of working with the PDP?
6. How has your participation with the PDP changed your social relationships?
7. Did you feel less isolated as a result of working with the PDP?

Applied Value – Cycle 3

8. Can you give an example of how you have applied a skill you have gained as the result of working with the PDP?
9. Have you ever used a document, new teaching style, or another resource obtain from the PDP and applied in to your own teaching?

Realized Value: – Cycle 4

10. What aspects of your career has been changed as a result of working with the PDP?
11. Do you feel you are more successful in generally as a result of working with the PDP?
12. What has your school and students been able to achieve as a result of working with the PDP?

Reframing Value – Cycle 5

13. What difference has working with the PDP made to your ability to achieve what matters to you or other stakeholders?
14. Has the process of working with the PDP led to a reflection on what matters?
15. As a result of working with the PDP, has there been any institutional changes?

APPENDIX D

Interview Questions for Dr. Lambert, Aaron, Mr. Brown, and Mrs. Kelly

Immediate Value – Cycle 1

1. What has been your involvement with the PDP?
2. How do you think Chris feels about working with the PDP?
3. Why do you think Chris has continued to work with the PDP?

Potential Value – Cycle 2 (Questions 6. And 7. Since of community)

4. Do you feel Chris has acquired any new skills or knowledge as a result of working with the PDP?
5. How do you feel Chris' participation with the PDP changed his social relationships?

Applied Value – Cycle 3

6. Can you give an examines a time that Chris has applied a skill he gained as a result of working with the PDP?

Realized Value: – Cycle 4

7. What aspects of Chris' career has been changed as a result of working with the PDP?
8. How do you feel Chris' school and students have been influenced as a result of working with the PDP?

Reframing Value – Cycle 5

9. In what ways has the PDP changed Chris' ability to achieve what matters to him or other stakeholders?
10. As a result of Chris working with the PDP, has there been any institutional changes?

APPENDIX E

Personal Value Narrative Form

1.　　How long have you been teaching and what grade levels have you taught?
2.　　How long have you worked with student-teachers?
3.　　How many student-teachers have you worked with?
4.　　How many Block I student-teachers have you worked with?
5.　　How many years have you been a University Adjunct Supervisor?
6.　　What professional committees are you a part of?
7.　　Why have you continued to work with the PDP?
8.　　What meaningful activities did you participate in as a result of working with the PDP?
9.　　What specific insight, information, or materials have you gained?

10.	How does working with the PDP influence your practice? What does it enable you to do that would not have happened otherwise?

11.	What difference does working with the PDP had on your own teaching performance? How does this contribute to your personal/professional development? How does it contribute to your school and/or to your students?

APPENDIX F

Observation Check Sheet

Cycle	Key Elements	Observed - examples, Quotes, artifacts
Cycle 1: Immediate Value: activities and interactions	Key elements • new participation • quality of the mutual engagement • fun, inspiring, and convivial • relevant activities or interactions • new interact or connection	
Cycle 2: Potential Value: knowledge capital	Participation Changes Participant – Key Elements • new skills or knowledge • understanding of the domain • feel more inspired by the work • gained confidence in my ability to engage in the practice Participation Changes Social Relationships – Key Elements • access to new people • know new members well enough to know what they can contribute to learning • trust them enough to turn to them for help • feeling of less isolation • gaining a reputation from participation	

	Gained Access to Resources from Participation – Key Elements • new tools, methods, or processes • access to documents or sources of information Position in Community Changes – Key Elements • community changed the recognition of expertise • acquired a new voice through collective learning Participation transformed view of learning – Key elements • new opportunities for learning	
Cycle 3: Applied Value: changes in practice	Key Elements - • use of the products of the community/network • apply a skill acquired • leverage a community/network connection in the accomplishment of a task • enlist others in pursuing a cause that is cared about • use a document or tool that the community produced	

Cycle 4: Realized Value: performance improvement	Key Elements - • saved time or achieve something new • more successful • implement an idea into action • change in evaluate performance • organization has been able to achieve more due to participation in the community/network	
Cycle 5: Reframing Value: redefining success	Key Elements - • process of social learning led to a reflection on what matters to self or others • suggest new criteria and new metrics to include in evaluation • new understanding affecting those who have the power to define criteria of success • new understanding translated into institutional changes • new framework or system evolved or been created as a result of this new understanding	

APPENDIX G

Personal Value Narrative Form

Cycle	Codes within each cycle	Example of quote
Cycle 1: Immediate Value: activities and interactions	• new participation	"conversations started to strike up about my willingness to work with him and maybe host some more students"
	• fun, inspiring, and convivial	"students were observed smiling, enthusiastic, and excited when the Elementary Teachers came out to conduct their lessons"
Cycle 2: Potential Value: knowledge capital	• know new members well enough to know what they can contribute to learning	Dr. Lambert and I are now like an equal partnership within this thing and I should say it's probably been ten years or so into this that we've been equal partners in this partnership."
	• feeling of less isolation	"You don't feel as isolated anymore because you kind of feel in the PE world, you're kind of out on a little island off often you're the only PE teacher in the building.
	• community changed the recognition of expertise	" They would come down here to pick up their kids of drop off their kids and would see that I was in there and I'd have one or two Boise State students Kinesiology uh PE majors in there with me

Cycle 3: Applied Value: changes in practice	• apply a skill acquired	"I got new sets of tools, I was I handed state of the art cutting edge philosophy, and skills that were being taught at the university being shared with me. I was able to implement those, I was able to model those"
	• leverage a community/network connection in the accomplishment of a task	"we talked to the general education teachers in our school, and as a result of the conversations, meetings, and form what the teachers were seeing in the PE room, the school partnered with the university to start and Professional Development School"
Cycle 4: Realized Value: performance improvement	• achieve something new	"philosophy and training is more current and maybe have current ideas or creative ideas" - Example 2 - " I like those opportunities where my professional growth gets to continue and my students benefit because we try new creative and cutting edge things in that room"
	• more successful	"and my job is to help them [student-teachers] but in that process - I realize how much they were helping me and how much I was learning… learning how to stay educated"
Cycle 5: Reframing Value: redefining success	• process of social learning led to a reflection on what matters to self or others	"philosophy and my attitudes at school and in my personal life have change immensely. I'm a different person." Example 2 -"through all kinds of personal life crises, through all kinds of professional life crises, where it's [PDP] helped change my perspective and my attitudes."

	• new understanding affecting those who have the power to define criteria of success	"I think when there is buy-in at that level and when those stakeholders at that level are involved, and I know the partnership has made huge strides in trying to include those people, so they understand that quality education happens here and there is a message that should be happening in other places too."
Negative	• Negative result of working with PDP	"It can be time consuming and it is difficult when there is a student-teacher who is not as committed to the profession"