

**Preservice Teachers' Experiences with Sport Education:
An Occupational Socialization Approach**

by

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Abstract

Sport Education has become one of the most well-researched and effective teaching curriculum models (Hastie and Wallhead, 2016). The model emphasizes developing competent, literate, and enthusiastic sports participants by fostering skill acquisition, sport-specific knowledge, and personal growth (Siedentop et al., 2019). This, in turn, helps students become skilled sports participants, understand the sport's content, and grow into successful players, leading to lifelong physical activity. To successfully implement Sport Education, one must be well-versed in all the components of the model. Kinchin (2006) found that preservice teachers become most familiar with Sport Education by first being exposed to the model as students, seeing it in practice, and then teaching it. This study employs an Occupational Socialization Theory approach, guiding students through five distinct phases of Sport Education, akin to Glotova (2011), who conducted four Action Research cycles to achieve comprehensive education and progress her students through the Sport Education Model. The forms of socialization presented by Lawson (1983) include acculturation, professional socialization, and organizational socialization, which were then linked to the study's cycles. These cycles included Learning Sport Education, Practicing Sport Education, Learning to Teach Sport Education, Planning a Sport Education Season, and Teaching Sport Education. By tracking their progress from introductory lectures to the development and implementation of Sport Education units, the study aimed to capture pivotal moments that contribute to successful engagement or decisions to continue using Sport Education. The purpose of this study was to introduce preservice physical education teachers to the Sport Education model and examine how they experience, understand, and implement it.

This study utilized a qualitative methodology, collecting both real-time and reflective accounts from preservice teachers to capture the pivotal moments when the Sport Education model “clicked” for them. These rich narratives shed light on the diverse factors influencing their decisions to adopt, adapt, or potentially abandon the model in future practice. Notably, all participants reported strong intentions to implement Sport Education after completing their teacher education program. Yet, these intentions were tempered by authentic challenges encountered throughout the course. As preservice teachers engaged in progressively deeper roles participating, assisting, developing, and leading Sport Education, they gained a firsthand understanding of the micropolitics, administrative barriers, and variability in student age and skill that characterize real-world teaching environments. Their confidence levels fluctuated: initially high, then stabilizing or dipping as new challenges emerged, before rising again as the model's tangible benefits became evident through classroom experience. The study highlights that while enthusiasm for Sport Education is strong among preservice teachers, sustained confidence and successful implementation require authentic, scaffolded experiences and awareness of the complexities inherent in educational practice.

Artificial Intelligence (AI) Use Disclosure Statement

In preparing this dissertation, the following Artificial Intelligence (AI) tools were used: Grammarly and Google LM. These tools were used primarily for grammar and wording edits and visual summaries of the major cycles. The author acknowledges full responsibility for the intellectual content of this work and has ensured that all AI-assisted sections have been reviewed and revised for accuracy and appropriate academic style. All AI-generated content was reviewed and validated for relevance, appropriateness, and accuracy before incorporation into the final document to maintain scholarly integrity of this research.

Digital Accessibility Disclosure Statement

In preparing this dissertation, the following digital accessibility tools were used to ensure that the document complies with federal requirements: Word Document Editor and Grammarly. The author acknowledges full responsibility for the intellectual content of this work and has made a good-faith effort to comply with digital accessibility requirements in publishing, provided the nature of the content does not change significantly to do so. Furthermore, all content has been reviewed and revised to meet these requirements prior to final publication.

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List of Abbreviations

(PETE): Physical Education Teacher Education

(SE): Sport Education

(PE): Physical Education

(M): Mean

SD: Standard Deviation

Chapter I

Introduction

Hastie and Wallhead (2016) summarized that Sport Education remains the most researched of all pedagogical models and thus has the most substantial body of evidence supporting its potential to deliver on student learning goals. Sport Education is designed to provide students with an authentic and engaging sport experience that contrasts with traditional physical education methods (Siedentop et al., 2019). Although there is growing advocacy for student-centered approaches in physical education, few professionals actively employ these strategies (Moy, 2023). Approaches such as Sport Education offer opportunities for deeper engagement, enhanced understanding of physical activity, and improved social interaction and skill development.

This issue is particularly evident in Physical Education Teacher Education (PETE) programs, where exposure to alternative instructional models remains limited (Braga, 2017). Without deliberate preparation, many future educators tend to replicate the methods they experienced as students, perpetuating traditional practices and hindering innovation, leading to lower-quality educational experiences. Research indicates that university-based seminars and courses, or one-week web-based workshops, are generally not sufficient for pre-service teachers (Ko et al., 2006). Recently, student-centeredness has become a central theme in educational policies, national curricula, and teacher education worldwide, driven by evidence supporting a broad range of cognitive, academic, and health benefits (Tannehill et al., 2013). Sport Education aligns well with this shift, as the model emphasizes student engagement, teamwork, and authentic sport experiences. These elements have been demonstrated to boost motivation, skill development, and social responsibility. Previous research has highlighted the practical

advantages of Sport Education for both teachers and students (Hastie & Wallhead, 2016). These include specific insights into the features of the Sport Education Model: competent, literate, and enthusiastic sport persons. This article traced the progress of these components from the early years and the new millennium, and, most recently, outlined future ideas.

Competence

The early years

- Large-scale initial trials of Sport Education in New Zealand (Grant, 1992) and Australia (Alexander et al., 1996) revealed that many teachers perceived that participation in Sport Education seasons could result in improvements in skill development and game-based decision-making, especially for lower-skilled students.
- A recurring theme across these early studies of competence was that the unit's increased length, as well as the notion of persisting team membership, were key factors in promoting these perceptions of competence.

New millennium

- Research on competence in the 2000s also saw the first use of positivist quasi-experimental designs to provide more generalizable evidence of greater changes in students' skill, knowledge, and game performance in Sport Education compared with those engaged in units that followed a direct instruction mode.
- One of the central roles in competence development within Sport Education is that of the student-coach. With the devolution of some responsibility for content organization and feedback to a student, a secondary content interaction is created that has the potential to influence competence. All skill levels improved more under Sport Education than under a

direct-instruction model. Still, the improvements of the highest- and lowest-skilled students in Sport Education were less significant than those at more moderate levels.

Most recently

- Some consensus that teachers using Sport Education need to allocate specific time to prepare student coaches for their instructional leadership roles.
- All skill levels improved more under Sport Education than under a direct-instruction model. Still, the improvements of the highest- and lowest-skilled students in Sport Education were less significant than those at more moderate levels. Although Sport Education has organizational features that promote authentic sport experiences for all students (e.g., persistent teams, formal competition, roles), the instructional strategies available for developing gameplay knowledge and performance during seasons are essentially nonprescriptive.

Moving forward

- Future research is still needed to explore how students interact with the design of these game-based tasks and what pedagogies are required by the teacher and student coach to teach the tactical knowledge embedded in these tasks most effectively. The inclusion of a more closely aligned game task sequence should foster more equitable increases in students' competence; however, devolving content-development responsibilities to students within the model's peer-coach learning structure poses challenges.

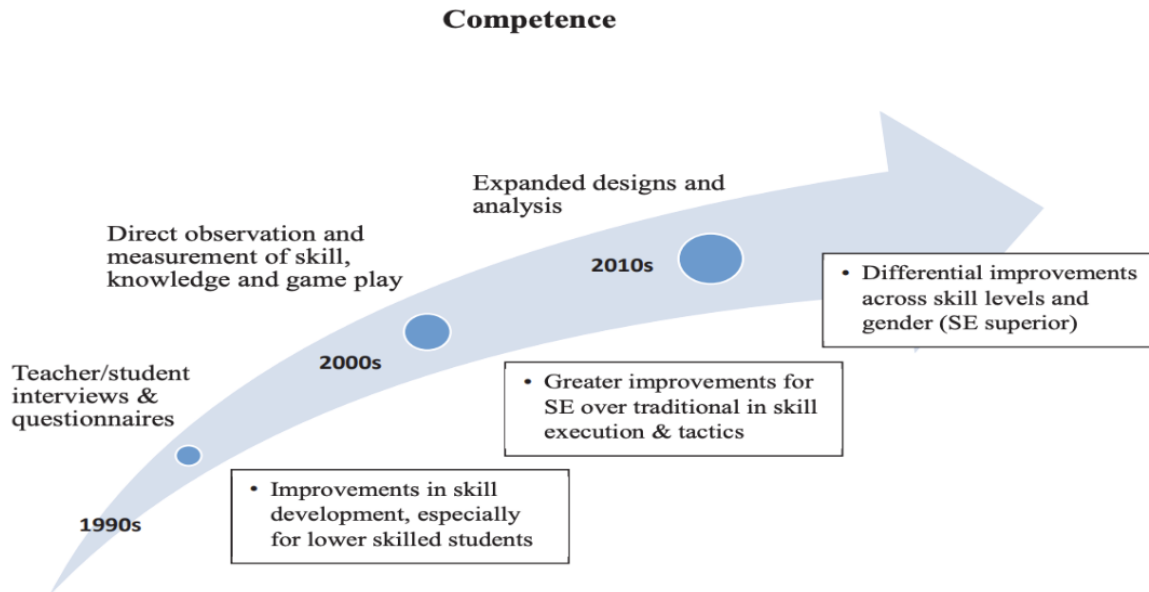


Figure 1.1. Evolution of the Research on Student Competence in Sport Education (Hastie & Wallhead, 2016)

Literacy

The early years

- Teachers involved in the large-scale initial trials of Sport Education perceived the model to “develop qualities such as leadership, teamwork, peer support and active pursuit of socially responsible and equitable participation beyond what was evident in previous teaching” (Alexander et al., 1996)

New millennium

- Research began to introduce interventions focused on promoting positive social development and equitable participation. Hastie and Sharpe (1999) found increased compliant behaviors and higher levels of positive interpersonal interactions following the introduction of two specific interventions. The first of these was the introduction of a “fair play” award for positive compliance with referees’ decisions. The second involved

the players completing a post-match questionnaire regarding the perceived character and extent of their positive social behaviors.

Most recently

- Recent research on the development of student literacy has reminded us that although the persistent group structure embedded in the model may elicit positive learning outcomes, these outcomes may not be shared equally among all group members. For example, a qualitative, critical study by Parker and Curtner-Smith (2012) highlighted cases of gender inequity where masculine bias and sexism were reinforced. These authors suggested that this outcome resulted from either ingrained gender stereotypes or a teacher's narrow interpretation of a sporting culture.

Moving forward

- To move the model forward, we first need a more thorough theoretical understanding of the factors that influence students' motives for status and, second, to develop validated pedagogical strategies that teachers can implement to disrupt status discrimination and promote inclusive participation and prosocial interaction. We offer some thoughts on moving forward in these two directions.

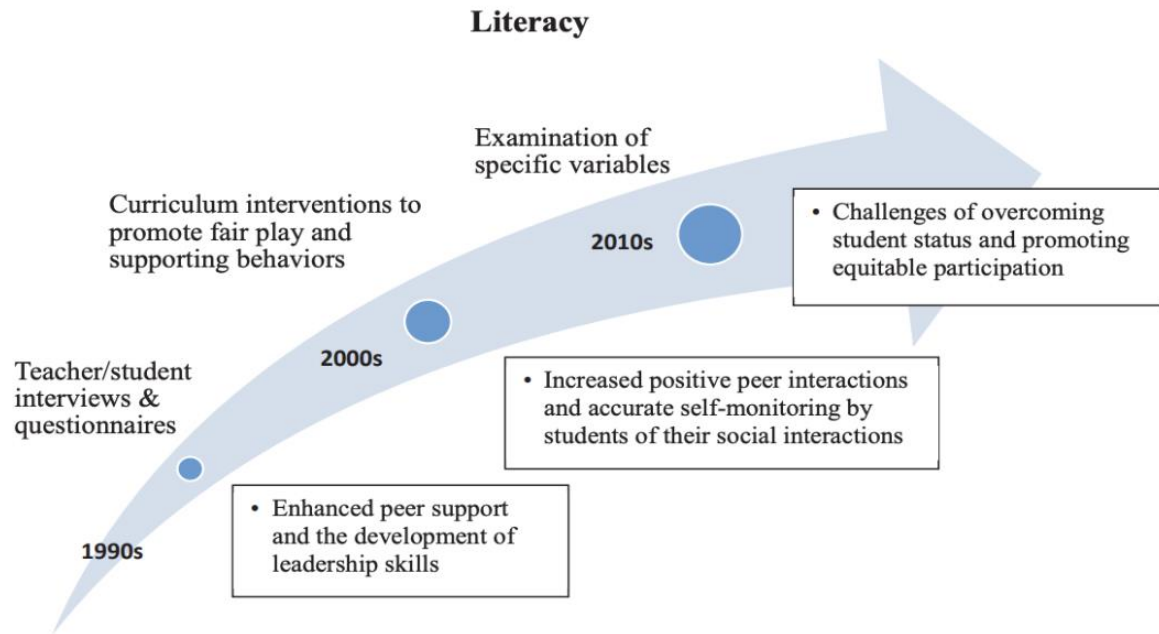


Figure 1.2. Evolution of the Research on Student Literacy in Sport Education (Hastie & Wallhead, 2016)

Enthusiasm

The early years

- The first study to assess student participation in the model used a qualitative, interpretive case study approach and contended that participation in Sport Education changed how students socialized in class, leading them to exert greater effort within the instructional task system (Carlson & Hastie, 1997).

New millennium

- Wallhead and Ntoumanis (2004) were the first to use a social-cognitive framework to conceptualize the positive changes in students' motivational responses. Using a positivist, quasi-experimental design and the lens of achievement goal theory, these authors found significant increases in student enjoyment and perceived effort in Sport Education, which were predicted by increases in perceptions of a task-involving class climate.

- The structural features of Sport Education facilitate students' movement toward greater intrinsic motivation by satisfying their need for relatedness, competence, and, to a lesser extent, perceived autonomy.

Most recently

- The focus of research on enthusiasm began to shift from whole-class data to targeting specific subgroups, notably those with remarkably low or amotivated students. For example, Perlman (2010) used a positivist experimental study design to assess the affective responses of a cohort of amotivated high school students embedded within heterogeneous intact classes experiencing Sport Education.
- Findings from these studies lend support to the assertion that the model moves students of all motivations toward self-determination along the self-determination continuum, thereby promoting more active class participation. What remains relatively unexamined is the extent to which these positive enthusiastic responses in physical education transfer to the involvement in extracurricular sport-based opportunities.

Moving forward

- Of the three primary goals of Sport Education, the immediate goal of enjoyment and enthusiastic engagement is the most substantiated.
- Research is needed to examine how students' motives for participation in the Sport Education experience transfer to settings outside compulsory physical education.

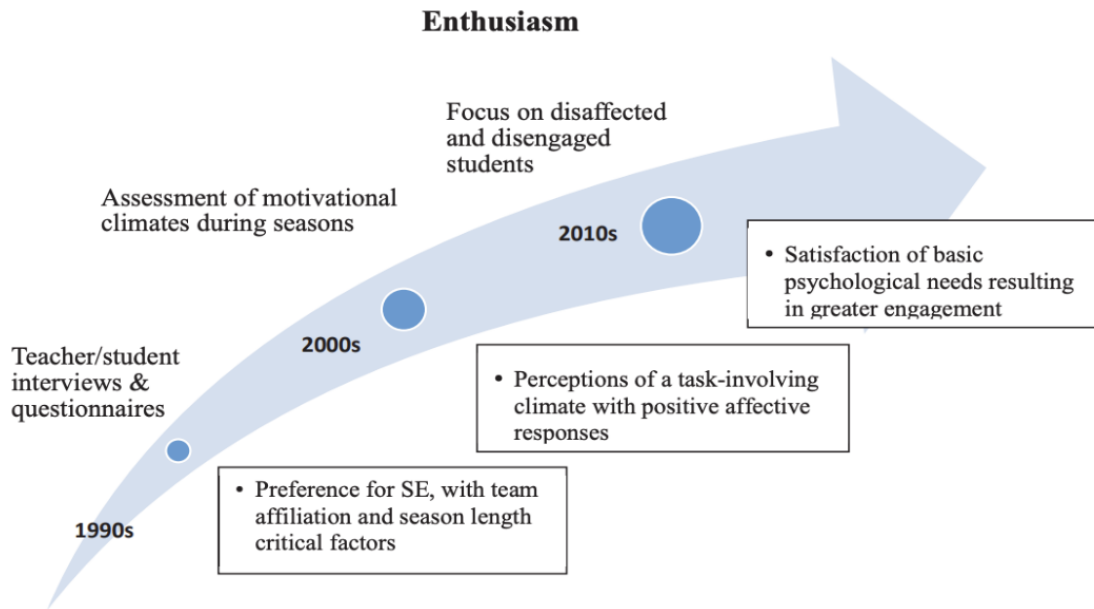


Figure 1.3. Evolution of the Research on Student Enthusiasm in Sport Education (Hastie & Wallhead, 2016)

Despite these benefits, there is a lack of longitudinal research following preservice teachers from their initial exposure to Sport Education through the planning, teaching, and early years of their professional practice. Without such evidence, teacher education programs may struggle to prepare future educators to implement Sport Education or similar models with confidence and effectiveness. Perceived barriers in implementing Sport Education have been reported around the management of a season, which can affect the value of the experience (Hastie, Farias, & Gutierrez, 2013).

Issues include transitioning from short multi-activity units to longer-duration units and conflicts with scheduling, facilities, and weather. Their impact on the pedagogical format in which the teachers presented the Sport Education model to their students, and on the participants' lack of strategies to overcome institutional challenges (e.g., curriculum guides, longer units, space issues) are evident (Harvey et al., 2020). Teachers also reported tension

between fidelity to the model's tenets and the pragmatics of the 'everyday reality' of teaching (Pill & Stolz, 2017).

This study addresses this gap by tracking a cohort of preservice teachers (PSTs) as they learn, participate in, assist with, and eventually teach a Sport Education unit. It has been observed that PSTs become most familiar with Sport Education by first being exposed to the model as students, seeing it in practice, and then teaching it (Kinchin, 2006). Consider exploring how their understanding and application of the Sport Education Model evolves and identify key factors influencing their current and intended use of the approach in professional practice. These pivotal moments are examined throughout the Occupational Socialization Theory cycles: learning, practicing, learning to teach, planning to teach, and ultimately teaching Sport Education. In doing so, the results point to moments that directly lead students to either continue with the model or drop it as they begin their careers. This is imperative, as previous literature has documented preservice teachers' underdevelopment in unique teaching models during their schooling (Solihin et al., 2022). When introduced to the Sport Education Model, students preferred Sport Education to conventional learning during lectures and reported that it improved their skills and understanding of sports (Solihin et al., 2022).

The manuscript, "Sport Education through Preservice Teachers' Experiences: An Occupational Socialization Theory Approach," builds upon a previous project conducted in Russia under comparable conditions. This follow-up study will employ an Occupational Socialization Theory approach, guiding students through five distinct phases of Sport Education. This research focuses on PSTs enrolled in a PETE program in the Southeastern United States, examining their perceptions and experiences as they learn, participate in, observe, develop, and implement the Sport Education Model. The primary aim is to introduce preservice physical

education students to the Sport Education (SE) model and explore how they experience, understand, and apply it in practice. Six PSTs will participate in KINE 3210 during the Fall 2025 semester, progressing through five cycles: Learning Sport Education, Practicing Sport Education, Learning to Teach Sport Education, Planning a Sport Education Season, and Teaching Sport Education. Data will be collected throughout these cycles using class artifacts (e.g., Qualtrics questionnaires, course assignments, and observations), individual interviews, and focus groups. Importantly, data collection will begin before students are thoroughly familiar with the Sport Education model, capturing their initial knowledge and perceptions. Participants may enroll in or withdraw from the study at any time during the semester. There was hope that the longitudinal nature of this study would continue beyond the confines of the project.

Statement of the Problem

Despite a growing emphasis on student-centered approaches in physical education, few professionals actively use them (Moy, 2023). This gap is particularly apparent in physical PETE programs, where preservice teachers have limited exposure to alternative instructional strategies (Braga, 2017). Consequently, many future educators simply teach as they were taught. To overcome these challenges, integrating the Sport Education Model into both instruction and curricula is recommended. The Sport Education Model prioritizes student engagement, teamwork, and authentic sport experiences, all of which have been shown to enhance motivation, skill development, and social responsibility. These benefits make Sport Education highly appealing for PSTs, yet there remains a critical need to understand the factors shaping their perceptions, experiences, and intentions to implement the model.

Furthermore, longitudinal research on PSTs is limited, tracking them from initial exposure to Sport Education through planning and teaching into the early years of their careers.

Without such insight, teacher education programs may struggle to prepare future educators to confidently and effectively implement Sport Education or similar models. This study addresses this gap by examining a cohort of PSTs as they learn, participate in, assist with, and ultimately teach a Sport Education unit. Through a series of structured cycles and interviews, the research explores how their understanding and application of Sport Education evolves and identifies the factors influencing their use or intended use of the model in professional practice. The study aims to identify the moments that directly shift PSTs perspectives on whether they will implement the model in the future. These moments would ideally become prevalent throughout the Occupational Socialization Theory cycles of learning, practicing, learning to teach, planning to teach, and finally teaching Sport Education.

Purpose of the study

The purpose of this study was to introduce preservice physical education teachers to the Sport Education model and examine how they experience, understand, and implement it. The research aimed to explore PSTs' perceptions of using the Sport Education model before their careers began, with particular focus on the development of their competencies and intentions to use Sport Education as they progressed through structured cycles of learning, assisting with, and leading Sport Education units. This study sought to identify the key factors that may influence whether PETE students adopt, adapt, or abandon the Sport Education model in their professional practice. This inquiry was especially significant because the participants entered the course with no prior knowledge of the Sport Education model. By tracking their progress from introductory lectures to the development and implementation of Sport Education units, the study aimed to capture pivotal moments that contribute to successful engagement or decisions to continue using Sport Education. Findings aim to inform Physical Education Teacher Education programs on

strategies to support the long-term integration of student-centered instructional models, such as Sport Education.

Research questions

The purpose of the study is to introduce Sport Education to preservice teachers and track their progress throughout a series of educational cycles and experiences. The design required tracking participants' perceptions to identify moments when their belief in the model either faltered or intensified. The study's design ensured that participants could willingly and fully detail their thoughts on the Sport Education model. This led the primary investigator to develop a list of 4 research questions to showcase the data and accurately detail their intentions and insights.

1. How did the preservice teachers' perceptions of Sport Education evolve through lectures, participation, observation, and teaching experiences?
2. How do experiences with the Sport Education Model during teacher education affect preservice teachers' perception of its feasibility and effectiveness in real-world teaching contexts?
3. What perceived successes and challenges did preservice teachers face in learning and applying the Sport Education Model?
4. Has the experience in this course shaped the real-world teaching application of the model? If yes, how?

Limitations of the study

In the present study, several limiting factors were present. First, there was limited differentiation in the PSTs' backgrounds. As five of the six participants were from the same state, had similar schooling experiences, were former athletes who often bypassed traditional

physical education (meaning they skipped it), and, in turn, committed to the same school and program. Second, the primary investigator was responsible for teaching or supervising participants at several points in the cycle. This could have introduced bias or influence into the PSTs' responses. To ensure there was no favoritism or PSTs intentionally giving answers that pleased the investigator, questions were specifically designed not to be leading, and anonymous questionnaires were used in several instances to ensure responses were anonymous. Third, the primary investigator and course instructor reviewed all collected data, introducing the potential for interpretive bias; however, interviews and focus groups were voluntary and independent of course grading. No data collected was a result of a class assignment or played a role in the final grade of the term. The fourth and final limitation to consider was the class's sample size of only six PSTs, which could hamper the results' generalizability and transferability.

Position Statement

Before beginning this project, the investigator had accumulated years of experience with the Sport Education model. This background encompassed teaching Sport Education to previous cohorts of PSTs, implementing Sport Education sessions in K-12 settings, and collaborating with one of the model's leading pioneers. While these experiences yielded positive outcomes, questions remained about whether PSTs would adopt Sport Education in their own professional practice. To address this, the project was structured around progressive cycles that gradually introduced PSTs to the Sport Education model and fostered their growth throughout the semester. The intention was that, by engaging with the model in this way, PSTs would be more likely to continue using Sport Education in their future careers. Ideally, they would develop a genuine appreciation for Sport Education and be motivated to implement all essential aspects of the model in their teaching, inspiring similar enthusiasm in their students.

Chapter II

Literature Review

The following studies were presented to investigate the ties among Occupational Socialization Theory, Sport Education, and overall teacher socialization in physical education. Data were presented to serve as evidence of how preservice teachers develop during the learning process and how this relates to Sport Education and physical education as a whole. This, in turn, will point to which specific factors historically lead preservice teachers to adopt student-centered models and which versions of these models they eventually implement on their own.

Occupational Socialization Theory

Occupational Socialization Theory can be traced to foundational work in the sociology of education by scholars such as Lortie (1975) and Zeichner and Gore (1990). Research on teacher socialization has revealed the background characteristics of recruits to physical education. Defined broadly, the study of socialization as it relates to the teaching profession refers to “that field of scholarship which seeks to understand the process whereby the individual becomes a participating member of the society of teachers” (Zeichner & Gore, 1990). Teacher learning is increasingly recognized as a complex socialization process, rather than a straightforward transfer of techniques or knowledge. Occupational Socialization Theory was first articulated by Lawson (1983) in response to the limited focus on physical education teachers, posits that teacher socialization is a lifelong journey. This perspective challenges the conventional view that teacher socialization begins only with higher education and continues into professional practice (Lawson, 1983). Instead, it emphasizes a more holistic understanding that includes early childhood socialization and, importantly, pre-career experiences that are deeply intertwined with teacher development (Burlingame, 1972). Analysts have frequently argued that pre-service teacher education programs serve three key functions: disseminating a shared technical culture and professional ideology, fostering a new self-image among recruits (the initial step in induction), and acting as gatekeepers by attracting only suitable candidates (Lawson, 1983).

Lortie (1975) introduced the influential concept of the “apprenticeship of observation,” highlighting how accumulated experiences as students shape powerful, often unquestioned models of what teaching and learning should entail. These experiences frequently reinforce traditional, teacher-centered practices. From this vantage point, teacher education is not a neutral starting point; instead, it seeks to resocialize candidates whose beliefs, expectations, and

subjective warrants for teaching have been shaped long before they enter a university program. In physical education, recruits often have experience in sport, significant others who influence their career choice (coaches, physical education teachers, parents, and peers), or a parent or relative who was a teacher (Curtner-Smith, 1997; Richards & Templin, 2011). Lortie (1975) further contended that an individual's biography and pre-career experiences may exert greater influence on future teachers than formal teacher education itself. Thus, teacher preparation programs must acknowledge and address these prior experiences if they are to effect meaningful change in teacher beliefs and practices.

Forms of Socialization

Within the context of teacher development, three forms of socialization, acculturation, professional socialization, and organizational socialization, often operate simultaneously for both prospective and experienced teachers. Lawson's (1983) influential model of teacher socialization in physical education illustrates how individuals' "subjective warrants" for teaching, their recruitment into the profession, and their teacher education experiences collectively shape the perspectives and practices they bring to schools.

Acculturation begins early in life and is often taken for granted as common sense, encompassing rules of thumb and pre-existing directives that shape individuals' interpretations, experiences, and actions (Lawson, 1983). For example, beliefs such as the inherent value of competition are part of the ideological baggage transmitted through acculturation. Even if one rejects these beliefs, it is nearly impossible to remain uninfluenced by them (Lawson, 1983). In the context of physical education and sport, acculturation manifests through students' experiences as pupils, which are frequently characterized by multi-activity, sport-technique units, and dominant team games. Acculturation is the period during which recruits learn about the

profession from teachers, coaches, and other significant individuals before entering a teacher education program (Richards et al., 2014). During this time, future teachers' early experiences as pupils form the basis for their role identities, or how they envision themselves as teachers (Bullough & Pinnegar, 2001). These experiences tend to reinforce conventional, teacher-centered instructional approaches (Richards et al., 2014). In many respects, acculturation has been referred to as "the most potent type of socialization experienced by PE teachers" (Curtner-Smith et al., 2008).

The next dimension, professional socialization, refers to the process by which both prospective and experienced teachers acquire and internalize the values, dispositions, skills, and knowledge considered essential for teaching physical education (Lawson, 1983). Professional socialization refers to the period during which future teachers are enrolled in a teacher certification program at a college or university (Richards et al., 2014). During this phase, recruits are taught the knowledge, skills, and dispositions deemed necessary by teacher education faculty (Lawson, 1983). Some researchers group these values and dispositions under a humanistic ideology, while knowledge and skills are what Lortie (1975) identifies as the "shared technical culture." Professional socialization encompasses both formal and informal learning within the PETE programs through coursework, practical experiences, and peer interactions.

In contrast, organizational socialization captures how school cultures, colleagues, policies, and workplace conditions further shape, constrain, or support teachers' practices once they enter the profession (Richards et al., 2014). Research using this framework demonstrates that physical education teachers' beliefs and enacted practices are the cumulative result of these intersecting socialization processes. To effectively socialize recruits, teacher educators must acknowledge recruits' existing beliefs and prior experiences and be willing to negotiate and

engage in dialogue about them (Schempp & Graber, 1992). Organizational socialization, the third form, often stands in tension with professional socialization. It refers to how both prospective and experienced teachers acquire and maintain a custodial ideology, as well as the knowledge and behaviors valued and rewarded by the organization (Lawson, 1983).

Organizational socialization is the third phase, during which individuals assume the role of teacher in K-12 schools (Richards et al., 2014). While professional socialization opportunities may be designed to disrupt and broaden preservice teachers' (PSTs) prior acculturation into traditional physical education practices (Richards et al., 2014), organizational socialization can reinforce established norms, sometimes undermining reform efforts. Because all three forms of socialization operate simultaneously and are frequently at odds, understanding and recognizing these dynamics is critical for explaining the varied socialization outcomes observed among teachers (Lawson, 1983).

Traditional views of socialization assume a functionalist perspective, positing that individuals passively adopt the behaviors and attitudes valued by members of a particular social group. Such a perspective assumes that it is the individual's responsibility to adapt to fit within the existing social structure, while the structure itself remains relatively unaltered (Richards et al., 2014). Functionalist approaches to socialization, however, have been criticized and deemed inadequate because of evidence indicating that individuals can both overtly and covertly resist the influence of teacher education and workplace socialization (Schempp & Graber, 1992).

Given the active role that individuals play in the socialization process, contemporary approaches to understanding socialization have adopted a dialectical perspective to explain the interaction between individuals and socializing agents (Richards et al., 2014). The dialectical perspective of socialization embraces constructivist theories of learning, which view reality as socially

constructed and value the role of the learner's personal biography in shaping new knowledge (Lawson & Stroot, 1993).

Future researchers are also called upon to explore the lived experiences of teacher education recruits, teacher education students, and in-service teachers from multiple perspectives. The majority of research to date has been predominantly qualitative and relies on interview and observation data (Richards et al., 2014). However, the qualitative research paradigm has and will continue to provide tremendous insight toward advancing teaching practice. Conceptualizing studies that use quantitative designs and mixed methods will give different types of information that will likewise be useful (Graber, 2001). Much of the research on occupational socialization in physical education was conducted in the 1980s and 1990s. It is important to note that research on socialization is not absolute. As cultures and social organizations change, so do the experiences of physical education teachers. There have been considerable shifts in the profession, such as the increasing focus on physical activity in PE. Therefore, research conducted several decades ago may no longer accurately represent the experiences and perspectives of physical education recruits and in-service and preservice teachers (Richards et al., 2014).

Sport Education

Sport Education is a curriculum and instructional model designed to provide students with authentic, meaningful sport experiences in the context of school physical education (Siedentop et al., 2019), rather than traditional physical education. Traditional Physical Education refers to a school-based instructional program designed to develop students' physical competence, health-related fitness, motor skills, and knowledge that support lifelong physical activity. Historically, physical education has emphasized structured, teacher-led instruction

focused on skill acquisition, physical fitness, and rule-based sports and activities (Kirk, 2010). In the United States and many other countries, traditional physical education curricula are guided by national standards that prioritize motor skill proficiency, understanding of movement concepts, and responsible personal and social behavior (Metzler, 2017). While contemporary models expand physical education to include student-centered and holistic approaches, traditional physical education remains foundational in establishing physical literacy and basic movement competence.

In contrast to traditional physical education, the Sport Education Model emphasizes the development of competent, literate, and enthusiastic sports participants (see Figure 2.1) by fostering skill acquisition, sport-specific knowledge, and personal growth. Ideally, helping students become skilled sports participants, understand the sport's content, and grow into successful players, leading to lifelong physical activity. A competent sportsperson is someone who has developed skills and strategies to the extent that they can participate successfully in a game. A literate sportsperson is someone who understands and is knowledgeable about the rules, traditions, and values associated with a specific sport, and one who can also distinguish between good and bad sports practices. An enthusiastic sportsperson is someone who plays and behaves in ways that preserve, protect, and enhance the sport culture. The subject matter of Sport Education is not a range of different sports, but sport itself (Kirk, 2013). The origin of Sport Education is the recognition of problems, such as students' high motivation to engage in extracurricular physical activities but inadequate involvement in school lessons, and the finding that students with higher skill levels are more actively involved in lessons.

In comparison, students with lower skill levels are reluctant to participate in lessons and receive insufficient instruction in other aspects of sports beyond a few fundamental skills

(Siedentop et al., 2019). The model is characterized by six essential features: sport seasons, team affiliation, formal competition, culminating events, scorekeeping, and festivity (Siedentop et al., 2019). Effective implementation requires that all six elements are purposefully integrated into both the design and delivery of the curriculum. This can be executed during sports seasons, which are usually longer than traditional work blocks. Pupils develop a sense of affiliation by playing on the same team for a whole season, or even across seasons, in different sports. Considerable effort goes into creating a festive atmosphere. Seasons are organized around formal competition, involve substantial record-keeping, and culminate in a final event. Game forms are often modified, small-sided, or conditioned.



Figure 2.1. Components of the complete sports player (Siedentop et al., 2019, p. 38)

Sport Education further distinguishes itself from traditional competitive sports in three key areas: participation requirements, developmental appropriateness, and the assignment of diverse roles (Siedentop et al., 2019). Developmental appropriateness is addressed during the planning phase, with small teams and modified courts, equipment, and rules tailored to students' ages and prior experiences. The model prioritizes assigning diverse roles, ensuring every

participant contributes meaningfully throughout the season and the culminating event (Siedentop et al., 2019). Sport Education offers meaningful opportunities for students to assume leadership roles and make collaborative decisions, but challenges can arise. Issues such as effective content development, equitable participation, and the consistent application of fair play may be complex to maintain under student leadership (Bessa, Hastie, & Mesquita, 2019). The number and nature of these roles may vary, influenced by student input and teacher creativity. Sport Education promotes fair play, etiquette, respect for opponents and rules, knowledge of traditions, and accountability and responsibility by encouraging participants to assume roles such as team captain, referee, and others. At the same time, as a radical behaviorist, Siedentop also saw the need for external rewards that reinforce the internal goods of sport, such as the pursuit of excellence, and encouraged the use of team points, best-and-fairest awards, and most improved player and team awards.

The success of Sport Education also depends on several teaching characteristics, especially the physical educator's ability to manage time, organize classes, and establish effective routines. Full participation is expected, with every student engaged in all phases of the model, including the preseason, competitive season, and culminating event. The primary role of students in this mode is that of active participants. The physical education teacher primarily acts as a facilitator, initially providing instruction in the specific sport and gradually empowering students (Siedentop et al., 2019). A stream of 'student-centeredness' has been increasingly placed at the forefront of educational policies, national curricula, and teacher education worldwide, underpinned by the effective promotion of a broad range of cognitive, academic, and health outcomes (Tannehill et al., 2013). In the realm of physical education, this idea is not foreign and is widely accepted as positive. A key focus was preparing students for the role of

team coaches, enabling them to engage in student-centered interactions that involve active participation in problem-solving, discovery, and knowledge construction. Despite these positive reactions to the model, the complexity of the shift towards more student-centered pedagogies associated with Sport Education can pose challenges for PTs in learning to teach effectively with the model (Parker & Curtner-Smith, 2005). A recent review by Silva, Farias, and Mesquita (2021) summarized these challenges as: (a) teacher-related (pervasive beliefs, occupational socialization, managerial, and instruction-related); (b) student-related (i.e., student resistance to engaged participation in student-centered models); and (c) external (i.e., context- and environment-related). Although extensive empirical evidence exists regarding Sport Education's potential to deliver valued educational outcomes, little is known about how in-service physical education teachers enact the model in their professional practice (Harvey et al., 2020). Overall, the literature suggests that when implemented thoughtfully, Sport Education can serve as a powerful vehicle for both academic and social learning. The findings underscore the importance of structured teacher guidance in Sport Education to ensure the benefits of personal and social growth are realized while minimizing potential drawbacks of student-led activities.

PETE Students

The teacher education profession has seen increased research focus in recent years, particularly evident in special journal issues dedicated to this unique population (Elliott-Johns and Tidwell, 2013). Hastie et al. (2005) examined the impact of PETE programs on beginning teachers' implementation of the Sport Education model. They found that pre-service teachers who are given diverse, supervised opportunities to practice the Sport Education model during early fieldwork and teaching placements are significantly more likely to implement the model in their own classrooms after graduation. These authentic teaching experiences, including guided

practice, feedback, and reflection, play a pivotal role in developing confidence and competence with the Sport Education model.

Jenkins (2004) offered an innovative approach by embedding Sport Education's core features throughout the PETE curriculum, rather than limiting instruction to isolated units or discussions. Jenkins argued that it is insufficient for pre-service teachers to read about or simply discuss the model; they must actively participate in Sport Education as it is implemented in real teaching contexts. This immersive experience allows pre-service teachers to internalize the model's principles, confront and resolve practical challenges, and reflect on student learning in situ. Ultimately, sustained experiential engagement with Sport Education supports a meaningful shift from traditional, teacher-centered methods to authentic, student-centered physical education. By fostering these experiences, PETE programs can better prepare future educators to deliver high-quality physical education and to embrace innovative pedagogical models such as Sport Education.

Despite these advantages, research has also highlighted common challenges pre-service teachers face when first attempting to use Sport Education (Curtner-Smith et al., 2008). For example, many struggle to keep pupils sufficiently active, design appropriate and engaging games for competitive phases, and effectively integrate both skill and strategy instruction within gameplay. Such difficulties are often linked to an incomplete understanding of the Sport Education model, leading to misinterpretation or selective implementation. Some pre-service teachers, for instance, readily adopt the component of formal competition but are less comfortable with aspects that require them to grant pupils greater autonomy or encourage them to take on roles beyond that of a player. Instead, they may revert to familiar, direct teaching

styles and avoid record keeping, information sharing, and the use of alternative, more authentic evaluation techniques.

Curtner-Smith et al. (2008) noted potential variations in the use of Sport Education in the field by teachers, including a full version, a watered-down version, and the criteria approach. The full version refers to the model delivered, which was consistent with Siedentop's intentions. In their project four teachers executed the full version with; seasons that were as long as '24 lessons, culminating events such as 'Big Friday,' and the 'awards ceremony, roles,' including 'captain,' 'coach,' 'warm-up leader,' 'cool-down leader,' 'equity board member,' 'media coordinator,' 'newspaper reporter' and 'official,' and that games were 'modified' in terms of field size, 'getting into small teams' and 'rules.' Three teachers conducted a watered-down version organized around formal competition primarily because they perceived it as a 'good management strategy,' but failed to include many of the other elements that transform traditional sporting units into Sport Education seasons. With examples such as a few basic skills in his two-week volleyball and flag football seasons and then noted that the remainder of his content consisted of 'a whole lot of game playing, and only 'anti-PE people' were required to take on peripheral roles further away from the action.

In contrast, more central roles, including 'coach' and 'captain,' were reserved for the 'best athletes. Lastly, the criteria approach, which incorporated parts of Sport Education within what appeared to be well-taught traditional sporting units, as they were reluctant to 'go too far' and do the 'whole thing'. These teachers merely divided their pupils into teams and asked some to take on roles during 'mini tournaments' within their traditional units.

When viewed through the lens of Occupational Socialization Theory, three main takeaways emerged, leading to varying implementation methods. These included colleagues,

pupils, and accountability. The former had American teachers speak on the environment, and the goals of their peers led to a complex application of Sport Education. Many teachers were not in supportive environments, so they could not even attempt the model, as their colleagues called it a “waste of time.” With the lack of teachers' experience, they also mentioned a lack of mentorship. This is in stark contrast to the teachers in Britain, who enjoyed both a positive mentoring experience and a supportive, interested environment in which to implement the Sport Education model. Among pupils, Sport Education showed mixed results, with American teachers and British teachers again having different outcomes. In America, teachers had many low-income pupils from ‘poor rural’ areas, with large classes and behavioral issues.

However, even with these issues in place, the teachers were still able to implement Sport Education and achieve success. The British teachers taught in relatively affluent areas and in schools that catered to ‘high ability’ pupils, faced with fewer and less substantial behavior problems and little or no resistance to installing Sport Education. The final takeaway from this piece focused on accountability. The American teachers, for example, noted that principals knew nothing about physical education and that their actions and communications did much to undermine any efforts to teach Sport Education or anything else that offered students freedom but inhibited the culture of their peers. British teachers, on the other hand, described their accountability system as a “double-edged sword” that promoted physical education teaching. On the downside, it was constraining in terms of the content teachers could include and the pedagogies they could employ.

Another project reviewed aimed to determine the perspectives of PETE students who experienced the Sport Education model during a course. The study by Yanik and Balci (2024), employing a phenomenological design, included eight PETE students (four female and four

male) who participated in a 15-week Sport Education season, ensuring at least one representative from each assigned role. Data collection involved focus group interviews, and the data were analyzed using content analysis.

The study's findings were organized into three main themes: (1) differences between Sport Education and traditional teaching approaches, (2) the impact of Sport Education on knowledge and skill acquisition, and (3) the effect of Sport Education on motivation. Results indicated that the Sport Education model increased lesson attendance, enhanced students' socialization, fostered a greater sense of responsibility, and positively influenced group belonging and learning outcomes. Supporting these findings, Pan et al. (2019) reported that Sport Education contributed to improved sport self-efficacy, enthusiasm, responsibility, and game performance. Lessons delivered through Sport Education were described as more engaging, with students demonstrating greater active participation. Notably, students identified the roles assigned to them, the increase in attendance, the comprehensive coverage of subject matter, and the sustained engagement throughout the season as efficient aspects of Sport Education.

Similarly, Pritchard et al. (2008) found that Sport Education enhanced participants' tactical knowledge and skill levels, supporting both physical and cognitive development. Sport Education's objective of cultivating knowledgeable, competent, and enthusiastic sports participants was achieved in part by increasing lesson motivation and providing students with more sport-specific experiences through assigned roles. Additionally, the study highlighted that lessons taught with Sport Education fostered greater responsibility, and awards contributed significantly to student motivation. PETE students noted that experiencing success in various roles within Sport Education heightened their interest and enthusiasm for lessons. The responsibilities students undertook, and the opportunities to solve problems, were perceived as

necessary for developing a sense of accountability (Bessa et al., 2019). Overall, PETE students expressed favorable opinions toward Sport Education. Given the practical nature of the teaching profession, the study underscores the importance of providing alternative pedagogical models, such as Sport Education, not only in theory but also through firsthand, practical experiences in PETE programs. Incorporating such models may better prepare future educators by bridging the gap between theory and practice while fostering essential professional skills.

A project similar to the current one was conducted in Russian schools by Olga Glotova (2011), who conducted four Action Research cycles to achieve comprehensive education and progress her students through the Sport Education Model. This introduced Sport Education to Russian college students through the cycles of lecturing, participating, planning, and teaching. Their study provided a rich description of professional development and effective teaching for pre-service teachers in Russia. This was in relation to the current project, as both hoped to show how PSTs learn to teach a new curriculum model in physical education during their collegiate experience. Although similar in nature, the projects differ. Glotova used the Action Research Model as the approach for their cycles.

In contrast, an Occupational Socialization Theory lens was used because the cycles were preestablished rather than naturally occurring during the semester. The plan, action, reflection approach, along with a qualitative approach to the project, allowed the student to gain knowledge of the model through lived experiences. The PSTs had significant increases in teaching self-efficacy toward the end of the teaching, thoughts on potentially future teaching that would include Sport Education, and the view that teaching is an intensive process that benefits PSTs and helps them become more proficient teachers. Their findings identified the critical features

that support and influence both self-efficacy for teaching Sport Education and the likelihood of teaching Sport Education in a school setting later.

Applying Occupational Socialization Theory

In applying Occupational Socialization Theory to this project, the primary investigator designed a series of structured cycles to guide PSTs through the process of learning and implementing Sport Education. These cycles consisted of: (1) receiving direct instruction about the Sport Education model, (2) actively participating in a Sport Education season, (3) assisting with the model in a school setting, (4) planning a Sport Education unit, and (5) ultimately leading their own unit. Throughout these cycles, the project examined shifts in PSTs beliefs and intentions, as well as the challenges they might face with the Sport Education model. Acculturation, for these participants, began with their personal backgrounds and prior experiences in physical education, often rooted in teacher-centered, traditional approaches with limited exposure to student-centered or enduring pedagogical models.

Professional socialization was fostered across four cycles as PSTs engaged in, reflected on, and practiced the Sport Education model in authentic settings. This experiential process allowed them to develop new perspectives, build pedagogical knowledge, and confront perceived constraints in real time. The final cycle introduced elements of organizational socialization, as PSTs led their own Sport Education units in authentic school settings while continuing to benefit from the PETE program's ongoing support. This transitional phase provided a bridge between the university setting and the realities of professional teaching, preparing PSTs for the complex socialization processes they will encounter throughout their careers.

This five-cycle course design, learning about Sport Education, participating in a season, assisting in schools, planning, and then teaching Sport Education, is a deliberate sequence of

structured socialization experiences within the professional phase. By drawing on Occupational Socialization Theory, the study explores how these layered, scaffolded experiences reshape participants' perceptions of Sport Education, influence their sense of its feasibility and effectiveness, illuminate the successes and challenges they anticipate or encounter, and inform their intentions to adopt, adapt, or potentially abandon the model in their future teaching practice (Lawson, 1983; Richards et al., 2014).

Chapter III

Study Design

This chapter outlines the procedural steps taken and implemented in this research project. Participants, settings, ties to Sport Education, and the instruments involved are provided to accurately illustrate all the information in the study descriptions of the Occupational Socialization Theory model. All limitations, including potential issues with research triangulation and the study's trustworthiness, are addressed here.

Design

This study used a multiple-cycle approach grounded in Occupational Socialization Theory, employing five cycles to guide preservice teachers (PSTs) through a process of resocialization and the development of an understanding of the pedagogical model. The investigator developed a specific design that guided participants through five learning cycles centered on the Sport Education Model. These cycles included Learning Sport Education, Practicing Sport Education, Learning to Teach Sport Education, Planning a Sport Education Season, and Teaching Sport Education. The process began with developing a series of lectures to introduce the Sport Education Model to PSTs. Before the lectures, PSTs were given two Qualtrics questionnaires to set a benchmark for their initial knowledge of Sport Education. The first questionnaire contained 4 short-answer questions, while the second questionnaire had 10 statements rated on a Likert scale. These questionnaires were part of the initial course but were also used for research purposes. With this in mind, the first cycle of Learning Sport Education began, during which PSTs were introduced to the foundations of Sport Education through lectures. Each session focused on elements such as affiliation, roles, and festivity, providing a comprehensive understanding of expectations moving forward. To ensure key Sport Education concepts were retained, PSTs completed knowledge quizzes before progressing to the next course cycle. Following this cycle, the primary investigator interviewed PSTs in pairs about their knowledge acquisition and initial understanding of Sport Education.

Following Cycle Two, the next focus was on Practicing Sport Education, where PSTs actively engaged with the model. This engagement occurred during a badminton season, in which three teams were formed, each consisting of two players who participated in a preseason,

regular season, and postseason. The investigator and the course professor developed all materials, lesson plans, and season design.

A key component of the assessment was for PSTs to develop team portfolios and contribute to team goals. The investigator interviewed PSTs individually regarding their experience as participants. The third cycle, Learning to Teach Sport Education, required the PSTs to observe and assist in a Sport Education season conducted with a 3rd-grade class in the Southern United States. Responsibilities included supporting instruction, guiding 3rd-grade PSTs in securing officiating roles, participating in the culminating event, and preparing an advocacy poster. PSTs completed a critical incident report each week of the cycle, which was part of the initial course and also used for research purposes. Following the completion of the cycle, individual interviews are conducted with the PSTs during their Sport Education season. PSTs also maintained a reflective log documenting critical incidents encountered during daily instruction.

The next segment involved planning a Sport Education season, which was crucial for the course, as PSTs were tasked with creating a portfolio containing all the necessary materials to conduct a 15-lesson Sport Education season (one of six agreed-upon activities was selected) for 6th-grade students. Following the completion of their season plans, the PI interviewed PSTs about their experience developing a unit and their expectations of implementing it in the next cycle. This directly relates to the final cycle of the Teaching Sport Education program. In Cycle Five, PSTs engage in teaching and learning sports skills. Teacher performance and professionalism were evaluated during this phase. Each preservice teacher was tasked with leading their own Sport Education season from development to festivity. Following this, the course instructor administered another eight questions from a Qualtrics questionnaire, and PSTs

submitted responses to the short-answer prompts. The questionnaire was part of the initial course and was also used for research purposes. This questionnaire was used to ascertain PSTs' thoughts on the course overall and their potential implementation of Sport Education in their future careers.

These cycles were intentionally integrated into the course, each lasting between two and three weeks and scheduled from Monday to Thursday (occasional Friday), beginning August 18th and concluding November 21st. Additionally, these cycles are graded as part of the overall course evaluation, with the Teaching Sport Education component accounting for 30%, Practicing Sport Education for 10%, and the remaining 20% distributed equally. PSTs were observed and supervised as they implemented Sport Education seasons at a local elementary school. The aim was to study their experiences and assess the likelihood that they would teach the model in the future. All these steps were part of an Occupational Socialization cycle, although each cycle followed a different model.

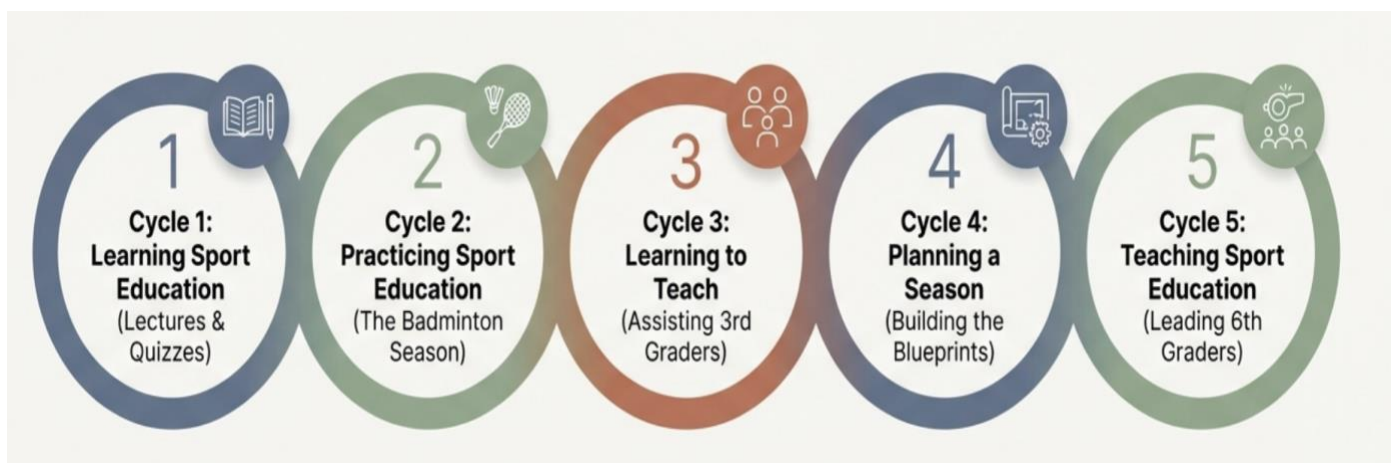


Figure 3.1. Cycle Flow

Participants

The participants in this study were six preservice teachers at a university in the Southeastern United States. The land-grant university is home to 33,015 students, including 26,874 undergraduates and 5,136 graduate and professional students. The undergraduate students involved in this study were all kinesiology majors, specifically focused on physical education through the school's physical education teacher education (PETE) program. The participants selected for the study were the final group of PSTs to progress through the program. All PSTs were between 20 and 22 years old. Both male and female PSTs were included, although only one male was in the group of five females. These PSTs were expected to start their clinical residency full-time within the following year.

A third-year doctoral candidate who was charged with leading activities, interviewing PSTs, taking field notes, crafting materials, and storing all information. Assisting in the study by leading the course was an established and revered professor who created the course and supervised both the candidate and PSTs throughout the semester.

Background information of the participants

The PSTs involved in this study found themselves in a unique time as they progressed through various stages of their PETE program. This situation arose because the program was in its final year before a sabbatical. The PSTs were scheduled to teach full-time in the Spring of 2026, Fall of 2027, and finally in the Spring of 2027. All participants were currently enrolled in two other PETE courses that provided them with real-world teaching experience in both elementary and secondary settings. For the elementary portion, PSTs worked in two elementary schools, engaging with third and fifth-grade students, respectively. They spent three weeks at each site, for a total of six consecutive weeks.

For the secondary setting, PSTs were placed at a middle school for three weeks before and after the elementary portion. Among the six preservice teachers, five were originally from the same state and had graduated from a high school in the same state affiliated with the university they currently attend. This shared background provided consistency in their prior physical education experiences. The sixth PST, however, was an Australian athlete with a significantly different upbringing in physical education compared to the others. In the state where the study took place, athletes could be credited for completing a physical education class without ever attending. Three preservice teachers here had this experience while participating in varsity football, volleyball, and tennis in high school, while two participated in cheerleading. The Australian PST was a high-level track athlete during high school and also participated in their school's physical education class.

Before the course, none of the PSTs had any experience with the Sport Education Model. The first two cycles were designed with this in mind. In the first cycle, the entire day focused on a single aspect of the model, such as modifying games or exploring affiliations and roles, through a lecture that was not available online after the class concluded. PSTs were expected to listen attentively and take notes on the topic. During the second cycle, the PST engaged with the model to clarify any confusion and provide context for the lectures. During the cycles, the primary investigator was accompanied by a professor on campus and on-site at the schools.

Settings

For this study, multiple locations were included to give PSTs a comprehensive understanding of the model. However, the university was the primary research site that was listed on the IRB. The first cycle of this project consisted of two weeks of course lectures held in a campus classroom. In the second cycle, PSTs participated in a badminton season held in the

gymnasium of the same building. The gymnasium featured a single court divided into three sections, each equipped with a badminton court, complete with nets and lines for practice and play. Before moving to the third cycle, PSTs returned to the classroom to prepare for their visit to an elementary school in the same city as the university. This elementary school serves PSTs from first to fifth grade, with a total enrollment of 396 students. The available facilities included both an indoor gymnasium and outdoor fields, with the latter being particularly suitable for gameplay. After this experience, PSTs returned to the campus classroom to thoroughly plan their own Sport Education season, which would take place at a new school specifically for sixth graders. This school accommodates a total of 720 students from the entire city. At this location, six different Sport Education seasons were run concurrently, utilizing all available facilities.

Description of the research setting

This project involved using multiple locations across a city in the Southeastern United States. The central area (and listed location) was on the university campus and was attended by all PSTs. The university was established in 1856 and boasts a student population of 33,015 (26,874 undergraduates, 5,136 graduate students), making it the second-largest school in the state. The particular section of the school where their PSTS were enrolled was the Kinesiology department, which hosted 770 undergraduate and 104 graduate students, for a total of 874 students as of the 2019 College of Education snapshot. The PSTs meet daily for the first month of the semester for lectures and participation portions of the course. The facilities were expansive, with multiple classrooms (one reserved explicitly for lectures), four full-sized basketball courts, a weight room, and a room for cardiovascular workouts. The lectures for the course were delivered daily through PowerPoint slides. Following the lecture, a badminton season was held for another eight days in the same building as the lectures. All equipment for the

season was stored in the same building, and there was adequate equipment for the badminton season.

The subsequent use for this project was an elementary school located in the same town as the university. This school served students in third through fifth grade, with a total of 396 students. The student-to-teacher ratio was 20 to 1, with students scoring at or above proficiency levels in mathematics (72%) and reading (77%). The school's minority enrollment was listed at 38%, with 14.9% Black or African American, 10.8% Hispanic, 7.1% Asian, 5.5% reporting two or more races, and 61.7% White. The student population is composed of 50% female and 50% male students. The school enrolls 33% of its students who are economically disadvantaged. The facilities used for the project were the outdoor field space on the school site, where students meet every day for 14 lessons. The activities focused on tag games: one was Kho-Kho, and the other was a capture-the-flag game in which students were to take the opposing side's bean bags. For Kho-Kho, each team consisted of eight players with one university student supervising the team. Each team had a location on the field where they met, warmed up, and practiced before gameplay.

The final location of this project was a middle school, again in the same area as the university. This school was solely for sixth-grade students with a total of 711 from all over the town. Even with the increase in enrollment, the student-to-teacher ratio remained at 20:1. At this school, 49% of students scored at or above proficient in math, and 67% in reading. The school's minority enrollment was listed at 48.2%, broken down as follows: 21.4% Black or African American, 12.8% Asian, 9.4% Hispanic, 4.6% two or more races, and 51.8% White. The school enrolls 31% of its students who are economically disadvantaged.

Timeline of Project

The outline of the research project, organized by time and sequence, is as follows: Cycle One: Learning Sport Education from August 18th, 2025 to August 28th, 2025, Cycle Two: Practicing Sport Education from September 2nd, 2025 to September 11th, 2025, Cycle Three: Learning to Teach Sport Education from September 22nd, 2025 to October 8th, 2025, Cycle Four: Planning a Sport Education Season from October 20th, 2025 to October 30th, 2025, Cycle Five: Teaching Sport Education from November 3rd, 2025 to November 21st, 2025. All of which was done in the Fall semester of the 2025 to 2026 academic school year. Additionally, three weeks were scheduled for PSTs to plan a unit or review their previous unit.

Overview of the Research Process

Data was collected using various methods, including questionnaires, focus groups, critical incidents, and individual interviews. Questionnaires were administered at three points: Cycle One, Cycle Two, and Cycle Five. The first questionnaire was distributed via Qualtrics, enabling respondents to answer anonymously. It was given during the first week of the Sport Education lectures and served as an initial measure of PSTs' knowledge of the model. The goal was to gather data on PSTs' understanding of the new curriculum before they became fully familiar with the model. At the end of the lecture, pairs of PSTs and the primary investigator held focus groups. After Cycle Two, a second questionnaire was administered via Qualtrics, allowing PSTs to self-assess their knowledge gains and perceptions of the Sport Education season they had just completed. This self-assessment was also anonymous, encouraging PSTs to share their thoughts on the badminton season. After Cycle One, the focus groups offered PSTs a chance to express their views on the Sport Education model before participating verbally.

Interviews were conducted after Cycles Two, Three, Four, and Five, each involving an individual preservice teacher and the primary investigator. All interviews took place on the

university campus, specifically in the classroom used for lectures and the gymnasium where the badminton season was held. The purpose of these interviews was to track the PSTs' experiences throughout the semester. After each cycle, the data from that cycle was used to better frame the next cycle. This helped gauge whether they were grasping the Sport Education Model. It also measured their interest in implementing the model after this course. Upon completion of all cycles, a total of 22 individual interviews were conducted, lasting 15 to 45 minutes. Each PST who participated in an interview received a copy of their transcript as part of a member-check process, allowing them to review and suggest any revisions or corrections. No participants requested changes, indicating satisfaction with the accuracy of the transcriptions. Throughout data collection, analysis, and reporting, strict measures were taken to maintain confidentiality and protect participants' personal information and identifiers. This included storing all data on the primary investigator's personal laptop, which was password-protected and accessed via OneDrive's two-factor authentication.

Data Collection

A variety of instruments were used to collect data, including questionnaires, focus groups, class artifacts (critical incident reports, quizzes, "most" forms), and individual interviews. The class artifacts consisted of pre-established assignments that were already part of the course before the research project. Once the project began, the instructor de-identified these assignments and gave them to the primary investigator for analysis to support the results process, ensuring that PSTs did not need to complete any additional work. For research purposes, preservice teachers were also invited to participate in optional interviews.

Questionnaires were administered via Qualtrics to ensure accessible and anonymous reporting. They gauged PSTs' baseline knowledge of the Sport Education model at the start of

the semester (Cycle One), followed up after their participation (Cycle Two), and after their teaching experiences (Cycle Five). Following Cycle Two, a second Qualtrics questionnaire enabled PSTs to self-assess their knowledge acquisition and reflect on the completed badminton season. Quizzes were given after each lecture topic to assess participants' knowledge immediately afterward. These were then graded by the instructor to be given to the primary investigator. Focus groups were conducted in pairs at the end of the lecture series, providing PSTs an opportunity to discuss their understanding and bounce ideas off one another.

Individual interviews were conducted after Cycles Two, Three, Four, and Five, each involving an individual PST and the primary investigator. These interviews, totaling 22 over the course, took place on campus in classrooms or the gymnasium and aimed to track PSTs' experiences over the semester, gauge their understanding of the Sport Education Model, and assess their interest in future implementation. Each participant received a transcript of their interview for member-checking, with no requests for changes, indicating satisfaction with the transcription's accuracy. Class artifacts, including assignments and critical incident reports, varied by cycle (see Appendix 5, 6, and 9) and were analyzed to support the findings and reinforce emerging themes. Figure 3.1 illustrates the cycle flow regarding when data is administered and collected.

Table 3.1

Cycle Data Collection Flow

Cycle	Focus	Data Sources
1	Learning SE	SE Learning Questionnaire One, Lecture Quizzes, Focus Group Interviews
2	Practicing SE	SE Learning Questionnaire Two, Individual Interview One

3	Learning to Teach SE	Critical Incident Reports, “Most” Forms, Individual Interview Two
4	Planning SE Season	Individual Interview Three
5	Teaching SE	Critical Incident Reports, Individual Interview Four, Sport Education Experience Questionnaire

Throughout data collection, analysis, and reporting, strict measures were implemented to ensure confidentiality and protect participants’ personal information. Qualitative data included class artifacts, such as assignments and critical incident reports, all of which were anonymized to maintain PSTs’ anonymity. All data was securely stored on a password-protected, two-factor authenticated OneDrive account on the investigator’s personal laptop. Upon completion of the study, all class artifacts were permanently deleted from the computer.

Questionnaires

Administered at the very beginning of the project (first week of classes) to gauge the PSTs’ initial knowledge of the pedagogical model. The purpose of this questionnaire was to determine the extent to which PSTs were familiar with the Sport Education Model before moving deeper into the semester. The following questionnaire was administered after the second cycle, during which PSTs actively participated in a badminton Sport Education season. Here, PSTs responded to prompts on a Likert Scale (strongly disagree to agree strongly) about their experience working through the season. The last questionnaire was given at the end of the semester, allowing PSTs to reflect on the entire semester and their progression and experience through the Sport Education Model. All participants completed the questionnaires individually

online. Their participation in this part of the cycle was anonymous. All names were coded, and only the primary investigator would know the coding key.

Class artifacts

Quizzes based on the specific lecture topics given the same day the material was taught. A total of six quizzes were assigned to the participants via Canvas and included true-or-false, fill-in-the-blank, short-answer, and multiple-choice questions. Critical incident reports were used multiple times during the project (appendices 6 and 9) while the PSTs were on school sites. The report uses real-time insights into the most meaningful (either positive or negative) moments that occur during teaching. The “Most” forms (appendix 7) were similar in this regard but were given at the end of Cycle Three as a tool for the participants to reflect on a variety of topics that were impactful to them.

Focus group interviews

One focus group was conducted during this project. They were conducted immediately following the first cycle of lectures. Two preservice teachers were interviewed at a time to assess their initial thoughts on the Sport Education Model following the lectures. It also allowed PSTs to look ahead in the course and express their confidence or apprehensions about the model as they progressed. PSTs were able to think critically about their levels of stress or comfort as they moved into the next cycle, which would offer practical field experience as they assisted with a third-grade Kho Kho season.

Individual interviews

The individual interviews were conducted to capture PSTs’ perceptions of the Sport Education Model and their thoughts on prospective teaching. The interview guide was adapted from Glotova (2011) with assistance and consideration from the course instructor, Dr. Hastie.

Additional questions and modifications were added to better align with the PSTs and the project's cycles.

The interviews were conducted after each cycle. These interviews were optional for PSTs, resulting in 22 of the possible 24 interviews being conducted. The interviews typically lasted 15 to 25 minutes and used a semi-structured format, as they were held in various locations. Following cycle two, interviews were conducted at the third-grade school, while the final-cycle interviews were conducted via Zoom to best accommodate PSTs. The questions were open-ended, allowing participants to elaborate on their answers. With this line of questioning, the participants were encouraged to offer specific examples from their teaching, planning, observing, etc., experiences to provide a more precise framing of their perceptions or answers to the prompt. The audio from the interviews was transcribed verbatim immediately after each conversation.

At the end of the semester, the audio of the interviews was deleted, and the transcriptions were sent to each participant for review and to remove any potential mistakes or bias. Through this member checking, PSTs were able to provide final input or follow up on their initial responses. None of the participants made corrections to their transcripts. The PSTs felt satisfied with the transcription of their words and their representation.

Data Analysis

Data analysis was conducted throughout the study using a cycle-by-cycle approach consistent with the literature on Occupational Socialization Theory. Qualitative thematic analysis (Braun & Clarke, 2006) was employed, guided by the Occupational Socialization cycles. Each cycle generated data that is systematically coded, compared, and refined, allowing themes to emerge and evolve with participant experiences. Specifically, after each cycle, class artifacts (such as questionnaires and reflections) and interviews were transcribed and analyzed to ensure

that the findings inform planning and instructional decisions for the subsequent cycle. The analysis process begins with a review of participant transcripts and open coding to capture initial meaning units. Codes were then compared across multiple data sources, refined into broader categories, and organized into themes using axial coding. After each cycle, the investigator will summarize coded quotes and questionnaires to identify changes in participants' knowledge, confidence, or perceptions of Sport Education, using these insights to guide the next instructional cycle. In the final phase of the study, the investigator will synthesize data across all cycles to address the research questions. This involves tracking the development of themes from Cycle 1 (Learning Sport Education) through Cycle 5 (Teaching Sport Education), examining how participants' beliefs and practices evolved as they moved from learning about the model to applying it in practice.

The course instructor, Dr. Hastie, would assist with the data analysis process only after the end of the semester. He was to be given the transcripts without any identifying information and asked to review them to identify any themes he felt emerged. The PI and instructor then met to compare themes and to debrief on any similarities or differences that emerged across the dataset. It was imperative during this time period to compare themes and categories from early cycles to those appearing later in the semester. The PSTs' perceptions were noted at these moments and analyzed to inform the project's results.

Trustworthiness

The study incorporated multiple strategies to enhance trustworthiness. Triangulation across questionnaires, interviews, and class artifacts was used to enhance the credibility of the identified themes and ensure that the findings are firmly grounded in multiple forms of evidence. Triangulation was conducted by identifying themes that emerged across data sources and

participants. This approach involved systematically identifying themes that consistently emerged across different data sources and participant groups. Member checking was conducted by having participants review and interview their transcripts. Finally, the cycle-by-cycle records of procedures created an audit trail that accurately represented the PST's experience throughout the course.

Summary

The present study was framed through the lens of Occupational Socialization Theory, in which PSTs learned the Sport Education model through an intensive educational process using multiple cycles. The extended period was used to prepare PSTs to adopt, adapt, and abandon the new instructional models in real-world educational contexts. Throughout the process, the PSTs experienced the cycles as a collective, growing together as the cohort progressed. Through this growth, the study aimed to illustrate how these future physical educators were to begin their careers. The study was conducted through a pre-established university course, allowing the use of class artifacts during the research process, along with individual interviews at the conclusion of each cycle. These qualitative methods gave in-depth and accurate portrayals of their experiences and perceptions of the Sport Education learning process. Through these interviews, reflections, and questionnaires, the primary investigator gained insight into how PSTs view their successes and challenges throughout the semester. This structure not only provided a comprehensive view of the participants' evolving knowledge, attitudes, and practices but also helped identify key factors influencing their professional growth and confidence as educators.

Chapter IV

Cycle One - Learning Sport Education

Cycle One was conducted at the beginning of the Fall 2025 semester when preservice teachers (PSTs) arrived at KINE 3210: Skills and Concepts of Sport. Learning Sport Education began with the PSTs being introduced to its foundations through lectures. During this time, it was important to understand the PSTs' backgrounds, as these might impact their responses to the pedagogical model. Five of the six PSTs in the cohort were from the same state where this study was conducted; as a result, they did not have high school physical education experience, having earned their credit through athletics or cheerleading. In essence, not only did the students have no exposure to pedagogical models, but they also had no exposure to student-centered instruction.

Cycle One introduced the PSTs to the Sport Education Model through a series of lectures that offered in-depth discussions of its aspects. As discovered, the PSTs involved had no prior knowledge of the model, and this section of the program was used to break down the information into digestible chunks. Three of the six PSTs in the class were scheduled to complete their clinical residency the following Spring term and would ideally use the Sport Education Model in that practicum and in their careers.

Lecture Topics

The lectures were led and developed by the course instructor. The class met for one hour each Monday through Thursday for two weeks, learning the key features of the model, including instructional strategies, assessment, and how to design the season. Each session focused on elements such as affiliation, roles, and festivity, providing a comprehensive understanding of expectations moving forward. Specific lesson topics appear in Table 4.1.

Lectures were not made available online and were offered only in person to promote engagement. To reinforce understanding of the key Sport Education concepts, the PSTs completed online knowledge quizzes after each lecture. The quiz scores contributed to the students' course grade as Cycle One was worth 20% of their overall grade. The grades from these quizzes were collected and used for research to gauge knowledge acquisition following the assignment. Following the lecture series, focus group interviews were held with two preservice teachers at a time.

Table 4.1

Lecture Topics

Lesson Number	Lecture Topic
1	Introduction/ Expectations
2	Introduction to Sport Education
3	Team Affiliation and Roles
4	Team Practice/ Officiating
5	Modifying Games
6	Sport Education Season Design
7	Festivity
8	Awards and League Tables

Data Collection

The data collected for this cycle consisted of three instruments: a Qualtrics Questionnaire, quiz scores, and three focus group interviews. The data collection points bookended this cycle and were used to gain an initial impression of the PSTs and to capture their immediate reactions following the lectures. At this point in the project, the hope was to

determine whether the students understood the Sport Education concept. Focus group interviews were recorded using an audio recording device and immediately transcribed for research purposes. The audio was transcribed verbatim and later sent to the PSTs. The qualitative approach to analysis led to each question being assessed to gauge consistency in responses across all participants, both in the questionnaire and the interviews. The primary investigator on this project spoke with the participants throughout the cycle, providing information about the study before data collection and ensuring the PSTs could opt out as they saw fit.

Qualtrics questionnaire

During the final week of the lectures, an email containing an electronic link to the Qualtrics Questionnaire was sent to the PSTs. The questionnaire consisted of four questions (see Appendix 2), and the “text entry” response method was used. PSTs were given three days to return their responses. All participants completed the questionnaire individually, and their participation in this part of the cycle was included in the original course. The link was sent by the course instructor, who would receive the completed questionnaires when the PSTs were finished. The PSTs completed the questionnaire anonymously, with no identifiers being included; instead, their responses were tracked by the individual via Qualtrics. The data were then provided to the primary investigator, who analyzed overall sentiment to gain early impressions of the students' ability to reiterate what Sport Education was at this point in time. The responses here provided a cursory overview of what the PSTs felt the model was and how best to implement it. The responses were then categorized to provide an initial sense of PST's perceptions of Sport Education retention early in the process. The results were stored on the primary investigator's laptop.

Quizzes

The PSTs completed six individual quizzes based on specific features of Sport Education. These quizzes included an introduction quiz, a team quiz, a duty quiz, a competition quiz, modified games, and a festivity quiz; each was available online on the day of the related lecture. The quizzes consisted of five to seven questions (some questions required partial answers) via Canvas. The time limit for these quizzes ranged from 5 to 15 minutes; 4 quizzes had no time limit (introduction quiz, team quiz, competition quiz, and modified games). The questions included true-or-false, fill-in-the-blank, short-answer, and multiple-choice questions, with a total of 45 points available to students if they answered all questions correctly.

Focus group interviews

At the completion of this cycle, the primary investigator conducted three mini focus group interviews with participants. This format allowed participants to exchange ideas and deepen their understanding of Sport Education, particularly as they were still in the early stages of the cycle. Each interview included seven structured questions (see Appendix 1) exploring the PSTs' backgrounds in physical education, their initial impressions of the Sport Education model, and their openness to adopting it in their future teaching practice. In total, three sessions were held, each lasting approximately 15 to 20 minutes, and were recorded on the primary investigator's laptop for accuracy. The interviews were carefully designed to provide insight into PSTs' acculturation process and into how their prior experiences and beliefs shape their perceptions of the Sport Education model. During discussions, participants offered candid thoughts on their evolving attitudes as they anticipated future cycles and real-world teaching scenarios. Importantly, all interviews prioritized participant confidentiality: only audio was recorded, and no identifying information was captured.

Data Analysis

The Qualtrics Questionnaire was analyzed question by question to assess the consistency of the PSTs' responses. To accomplish this, specific repeated words, phrases, and response patterns to prompts were identified across the questionnaires. As part of this learning process, the PSTs' early comprehension of the Sport Education model involved examining the results from the 6 quizzes. Scores were reported for each quiz, and totals were added for a possible score of 45. The quiz scores revealed the PSTs' grasp of specific components of the Sport Education model. Focus group interviews were transcribed after each interview and then analyzed inductively, examining PST responses and identifying themes. This process involved reviewing transcripts for recurring concepts and language, and tracking responses that consistently appeared across multiple interviews. A theme was considered definitive if it emerged in each interview or was strongly echoed by several PSTs. Themes were refined through repeated review of transcripts and triangulation with additional sources from the quizzes and questionnaires. The earliest coding focused on the PSTs' acculturation to team sports in physical education, their level of confidence in teaching Sport Education, their attitudes, and early impressions that would carry forward throughout the semester (and cycles). The outlier, who was an international student-athlete, was identified and discussed with the individual to gain insight into her unique acculturative experiences and perspectives on American physical Education.

Results

Qualtrics questionnaire

Five of the six PSTs completed the questionnaire. The first question focused on preservice teachers' prior experience with the Sport Education model, resulting in a 100% "no" response rate. When prompted to explain Sport Education in their own words, many of the PSTs

were able to grasp the concept and repeat it with common responses (significance due to the PSTs' initial interpretation of the model), including:

- “It is a season where students play roles in an outside sport in a physical education environment.” [roles]
- “The Sport Education Model mimics how an actual sports season would be in real life by typically having a full season rather than just grazing over a unit in a couple of lessons.” [longer season]
- “An approach to teaching physical education that emphasizes the importance of student involvement and the development of a positive sporting culture.” [includes all]

These responses served as the baseline for the PSTs' comprehension of the model following the lecture component of this project. Moving forward in the questionnaire, the PSTs are asked, “What do you think will help you in the future to teach Sport Education better?” to allow them to begin identifying how the model will be used in their teaching and potential barriers they may face in the field. Replies to this prompt included comments such as.

- “Having a firm grasp on the sport I am teaching and keeping the festivities alive throughout the entire season.” [understanding of model and activity]
- “Understanding how to manage a season and promoting team festivity to get the students more engaged and prouder of their team.” [understanding of model and activity]
- “Adaptability and Flexibility: Being open to modifying plans based on student needs, interests, or surrounding circumstances will help create a dynamic learning environment that remains relevant and engaging.” [motivating and meaningful]

These early responses in the cycle provided preliminary insights about the PST's future teaching, which were predicated on creating an inclusive and engaging environment for their students. The final task for the PSTs in this questionnaire was to identify the six key components of Sport Education. Table 4.3 details the responses that satisfied the model.

Table 4.3

Sport Education components identified by PSTs

PST	Seasons	Affiliation	Formal Comp.	Record Keeping	Festivity	Roles
PST 1	Yes	Yes	Yes	Yes	Yes	Yes
PST 2	Yes	Yes	Yes	Yes	Yes	Yes
PST 3	No	No	No	No	Yes	No
PST 4	Yes	No	Yes	No	No	Yes
PST 5	Yes	Yes	Yes	No	Yes	Yes

The discrepancy in responses was notable, as PSTs included evaluation/assessment, student-centered learning, and outcomes as key components. Although important and prevalent during a Sport Education season, Siedentop did not consider them central to the model's foundation. The key conclusions from the Qualtrics Questionnaire were the initial themes that emerged from the PSTs' responses, centered on Sport Education. As all five PSTs mentioned, the model was motivating and meaningful, and it provided initial confidence to implement it, which was expanded on during the focus groups.

Quiz

The PSTs completed a series of six quizzes on the individual features of the Sport Education model. Once the quizzes were complete, the course instructor graded them and then sent the scores to the primary investigator, with all names and identifiers removed. The individual quiz recorded all scores for each quiz to assess their overall knowledge immediately following the lectures (see Table 4.2). Only two PSTs fell below the 39-point mark, with scores of 38.17 and 37.17, respectively, indicating that over 82% of questions were still answered

correctly. The remaining PSTs all scored 42 or more out of 45 (93% or more) on their total quizzes. Overall scores ranged from 37.17 to a perfect 45 points. The individual PSTs received the lowest marks in competition (3.5 out of 7), introduction (7.67 out of 10), and festivity (5 out of 8). However, in each category, multiple PSTs received a perfect mark. These outcomes suggested both a solid foundational knowledge of Sport Education and areas for potential instructional focus. This assessment process highlighted the value of formative evaluation in identifying strengths and opportunities for improvement, underscoring the importance of continuous learning and feedback within the teacher preparation program.

Table 4.2

Quiz Results

PST	Intro. (10)	Team Quiz (5)	Duty Quiz (6)	Competition (7)	Mod. Games (9)	Festivity (8)	Total (45)
1	9.67	5	5	3.5	7	8	38.17
2	10	5	6	4.5	9	8	42.50
3	7.67	5	6	4.5	9	5	37.17
4	10	5	6	7	9	8	45.00
5	9	5	6	6	9	7	42.00
6	10	5	6	6.5	9	8	44.50

Focus group interviews

Analysis of responses from the focus group was conducted using an inductive qualitative analysis method. Common, recurring sentiments were combined into themes. The qualitative

analysis was used to sort, organize, and analyze the data without pre-set categories, examining each question to assess consistency in responses across all participants. Recurrent sentiments toward Sport Education and the PSTs' early physical education experiences shaped the cycle's themes. Acculturation, for these participants, began with their personal backgrounds and prior experiences in physical education, often rooted in teacher-centered, traditional approaches with limited exposure to student-centered or enduring pedagogical models. This led to the emergence of themes such as the value of Sport Education, PSTs' acculturation, and initial confidence in the model. The outlier during the acculturation process was M, who offered her distinctive experience and her thoughts on physical education in the United States.

Sport Education is worth it

After being introduced to Sport Education, the participants showed genuine interest in the model. The prevailing sentiment from this cycle was that Sport Education was “a much better way of teaching” and was “worth it.” These statements were echoed by 5 of the 6 PSTs, who view Sport Education as a more engaging model than the physical education experience they received. With this in mind, PSTs examined how the model would be implemented in a real-world setting. Brooke explained, “I can see myself using Sport Education in a job, as I feel it is an effective method of teaching a skill while keeping students engaged.” Although still early in the course, the participants seemed to believe that the model would be effective in a real-world setting when properly implemented. Placing the students at the center of learning was also a factor in why Sport Education was a worthwhile method to use, as it “gets all students involved, regardless of what they tell you about physical education,” according to Bailey, with students able to officiate or keep score as roles that were not solely skills-based. The PSTs also found the model engaged in learning as Sophie spoke about her preservice experience: “We don't get to

learn anything new anymore, I mean, it's fun to, like, teach yourself a new skill and stuff like that.”

Acculturation/ Collective Memories

The first question in the focus group asked participants to define team sports in a school physical education setting. They were also prompted to identify what they liked or disliked based on their prior experiences. Participants described their experiences with team sports in physical education as moments when they built social skills such as collaboration, overcame differences, communicated, and laid the foundations for friendships. These sentiments can be echoed through the statements by Landon and Rose:

Landon, “I think it's a very important aspect of growing up, it implies a lot of life skills, like working as a team, you know, just chasing that 1% growth every day, facing adversity, really too.”

Rose, “It also teaches you how to work with others. I played volleyball throughout high school and college, so you basically have to work as a team. And I think that it brought friendship.”

Comments such as this established the frame through which the PSTs viewed physical education, based on their past experiences. Though all of their responses mentioned team sports in physical education, none mentioned any skill or fitness-based activities. This point is imperative, as the lens would lend itself well to Sport Education, which aims to foster a supportive community and sees shared responsibility and social learning as inherent to it. This theme shows that participants see social and emotional learning as integral to sport rather than an add-on.

Continuing with this line of thinking, the PSTs viewed team sports as a means of problem-solving and community, particularly important for those who may not participate in organized sports. Landon mentioned when speaking to students that may not participate in

outside sports that “half of these kids don't have a chance to do a team sport outside of school. This is the time that allows them to mature, and problem solve with other people because they probably don't play a sport outside of school.” This was notable because the PSTs who participated in this project played sports in Alabama; for example, Sophie played tennis, Rose played volleyball, and Landon played football, and were exempted from their personal high school physical education classes. In turn, these PSTs based their perspectives on their middle and elementary experiences or were cognizant enough of their own experiences and acknowledged what was missing in their K-12 physical education.

The group outlier was Bailey, who attended school in Australia. Who compared her experience to that of those in the United States, said, “Obviously, our curricula are different in Australia, but I think team sports, how the US has them, is probably, I would say, not as beneficial as, like, if we have them in Australia.” Bailey would expand on this point, highlighting her bias toward her education and noting her disagreement with the exclusion of physical education in varsity-level sports. She explained, “I would have it (physical education) mandatory up to a point where you have to, like, learn the basic skill set instead of just being like, oh, I do it before I get a credit. I feel like it also builds more community than just being like, oh, football, and everyone has to take it a certain way, because then it builds. I feel like not only just, like, the skill set and the, like, health level, but it is like a community in the world.” Bailey acknowledged this may not be doable on a large scale and explained that overall, before high school, her physical education experience was similar to that of the PSTs in the United States.

On several occasions, the PSTs shared similar experiences in physical education that fostered a sense of community, as they were able to “know each other better” and thus “move around things better” by learning about their peers' abilities and personalities. For example,

Sophie mentioned that physical education “brought friendship because you have to work as a team.” These prior experiences in physical education served as a baseline for the project, as personal temperaments are directly tied to their perceived feasibility of Sport Education.

Initial and Conditional Confidence

All of the PSTs felt they could implement the Sport Education model in some capacity if asked to do so in a school setting following the lectures. When asked whether they felt ready to implement the model on their own, the responses indicated that, with adequate preparation time and a sport or skill in which they felt knowledgeable, they would succeed. The PSTs’ confidence was directly tied to the activity to be taught. Several of them noted that they would be comfortable teaching Sport Education with a sport (e.g. Australian Rules Football, basketball, tennis) they were well-versed in. Concerns such as “I wouldn’t be able to officiate because I’m not fluent in my skills yet” were raised by Chloe and discussed during the feasibility evaluation for future teaching. Placing early adoption of the model as a selective process, with PSTs focusing on activities they were familiar with, if they were to impose the model at all.

All six participants remarked that they could see themselves using the model in their professional careers. The caveat arose when the time consideration was included as a question during the focus groups on teaching a Sport Education unit “tomorrow” (immediately following the lecture). Bailey explicitly stated her concern, mentioning, “Probably starting tomorrow, I’d be a little shaky, and I wouldn’t be as confident. If you were to ask me in a couple of weeks with a little background, I’d probably be a bit more confident to teach.” This decrease in confidence was repeated by Rose, who stated when asked about leading a unit “tomorrow” that she was “not confident. Just because I don’t know all the official rules of everything, when doing a four-lesson sequence, I just struggled with it so badly. I know what I wanna do, but putting it out on paper.”

Even when the participants felt as though they may implement the model, there were still conditions they felt needed to be in place that would allow them to be successful. Sophie considered herself “pretty confident,” however, she “can't do it right then. There, I need the day before to plan out what I'm gonna do.”

The “hidden” tasks mentioned by the PSTs that were in the model included organizing lessons, materials, and roles, and learning sports. When considering this planning, Sophie mentioned, “The tricky part is, like, setting all of this (Sport Education) up, making someone a scorekeeper, the referee, setting literally all of that up. None of this is actually hard; it just has to be done, and it needs to be organized, or else the kids are chaotic.” This sentiment was consistent across the PSTs as they became aware of the volume and complexity of behind-the-scenes work. When speaking about creating teams, pre-empting materials, and keeping track of student responsibilities and point goals, it was described as “way more work than I expected.”

The development of a unit also took time, which the PSTs found to be paramount to a successful season. Bailey emphasized the planning as “really having to think about what you want the kids to learn, instead of just going out with a vague plan, you can go back, reevaluate, and keep going. It's this goal-setting kind of vibe.” This theme presented participants' earliest thoughts about their intentions to use Sport Education. At this point, there was a noticeable positive shift toward the PSTs and the model; however, it seems more conditional on factors that support their sense of competence: time, rehearsal, and alignment with their current content strengths.

Cycle One Takeaways

When taken together, these findings reveal the PSTs' initial views of team sport and physical education and lay the foundations for how they will perceive Sport Education as they move through the project. Through the lectures, the PSTs recognized that Sport Education

offered structural tools, roles, and authentic competitions that supported those aims and made physical education more engaging and student-oriented. The inclusion of features such as fixed teams, extended seasons, and multiple roles played an immense role in getting all students engaged in a manner closely aligned with an authentic sport season.

This cycle provided PSTs with their first experience with a pedagogical model that demanded a high level of planning and organization. As they became more familiar with Sport Education expectations, they realized that mastery of the rules, proper lesson sequencing, and the establishment of roles were essential to executing a successful unit. Participants also acknowledged that their confidence in the model was sport-specific and did not translate across all physical education contexts. Addressing these concerns will test the model's feasibility in the participants' eyes but still offer a positive starting point for their experiences. These findings set the stage for later cycles, where their perceptions will be tested and refined as they assist, plan, and eventually teach Sport Education units themselves. Figure 4.1 illustrates the full cycle, encompassing lecture topics, main themes, and the initial perceptions of Sport Education as previously reported.

Cycle One: Mastering the Sport Education Model



Figure 4.1. Cycle One Infographic Summary

Chapter V

Cycle Two - Practicing Sport Education

The second cycle of the course, Practicing Sport Education, involved preservice teachers (PSTs) actively engaging with the model through an eight-lesson structured badminton season. Three teams, each composed of two players, participated in preseason, regular season, and postseason play. Badminton was chosen due to the class size and the availability of the campus gymnasium. Each team consisted of two PSTs and remained intact throughout the unit. Only one PST had prior experience with a racquet sport (Sophie played tennis), leaving the remainder of the group as novices in badminton. To successfully have a badminton season, ample practice time and knowledge development were incorporated (see Table 5.1). The instructor developed all materials, lesson plans, and the season structure. The instructor facilitated the season by organizing challenges, managing timing, and recording scores. A central aspect of assessment during this cycle required PSTs to create team portfolios and work collaboratively towards shared team goals, amongst other course assignments. The purpose of this cycle was to provide PSTs with the opportunity to implement and experience an authentic Sport Education season as participants. This could be seen as preservice teachers beginning their professional socialization as they acquire new skills and knowledge essential to Sport Education.

Professional socialization refers to the period during which future teachers are enrolled in a teacher certification program at a college or university (Richards et al., 2014), in which the PSTs are taught values and dispositions critical for teaching physical education (Lawson, 1983). Professional socialization may encompass both the informal and formal learning that appear during a teacher certification program. This cycle provides PSTs with an opportunity to

experience the Sport Education model through active participation, stemming directly from what they were taught in the previous cycle, and may permeate the following cycles.

Table 5.1

Badminton Sport Education Season

Lesson Number	Lesson Topic	Class and Research Artifacts
1	Skill assessment and court/rule's introduction	
2	Team creation, roles, introduction, officiating, singles gameplay	Team poster
3	Doubles gameplay, rally scoring rotations	Player card
4	Preseason season gameplay	
5	Regular season gameplay	Badminton knowledge quiz
6	Regular season gameplay	SE Learning Questionnaire Two
7	Postseason gameplay, culminating event	Individual Interview One

Badminton Season

The badminton season spanned eight lessons, each lasting fifty minutes. The first lesson was dedicated to assessing PSTs' badminton competency through a series of skill activities, after which PSTs were paired with others of similar skill levels. During this initial phase, the instructor also introduced the sport's rules and regulations, with PSTs practicing them as they played. The following two lessons (lessons one and two) focused on developing the skills and

knowledge required for compelling badminton gameplay. Afterward, a preseason was held featuring unrecorded games that allowed PSTs to practice serving rotations, scoring, and court rotations. Lessons five and six comprised the regular season, where PSTs competed in six-minute singles and doubles matches. Scores were tracked alongside officiating, warm-ups, and demonstrations of fair play to determine the postseason leaderboard. After a team was crowned champion on lesson eight, the celebration began.

Each preservice teacher received an award highlighting their strengths during the regular season, simulating the type of award ceremony they would be responsible for organizing in the future. At the end of the unit, individual interviews were conducted to assess whether PSTs could apply their new knowledge in practice and to gather their perspectives on Sport Education after actively participating in the season. Another Qualtrics questionnaire was given to the PSTs to complete on a Likert scale, assessing their current standing with the Sport Education Model after participating.

Data Collection

The data collected for this cycle included two main methods: a Qualtrics Questionnaire and a series of individual interviews conducted between the participants and the primary investigator. The questionnaire was sent to the participants following the penultimate lesson of the unit, containing 10 Likert-scale prompts to be completed. At the same time, the interviews began following the culminating event, which contained nine questions. The interview guide was partially adapted from Glotova (2011), with modifications by the primary investigator, the questionnaire results, and the dissertation committee to better suit the project at hand.

Qualtrics questionnaire

During the final few days of the badminton season, an email containing an electronic link to the Qualtrics Questionnaire was sent to the PSTs. The questionnaire consisted of 10 questions (see Appendix 4) on a 5-point Likert scale (strongly disagree to agree strongly), to be completed online and returned. The link was sent by the course instructor, who would receive the completed questionnaires when the PSTs were finished. All participants completed the questionnaire individually, and their participation in this part of the cycle was included in the original course. The PSTs completed the questionnaire anonymously, with no identifiers being included; instead, their responses were tracked by the individual via Qualtrics. The data were then given to the primary investigator. The prompts offered insights into the PSTs' enjoyment, understanding of the model, perceived competitiveness, motivation, confidence in implementing Sport Education, and perceived value of the model at the end of the badminton season. Five of the six participants completed the questionnaire. The results were stored on the primary investigator's laptop.

Individual interview one

Individual interviews were conducted following the culminating event of the participants' modified badminton season. The interviews were optional, and in this cycle, all six PSTs volunteered to be interviewed. Each PST was interviewed by the primary investigator, lasting between ten and twenty-five minutes, depending on the PST's length. The interview script for this cycle consisted of nine questions (see Appendix 3) focused on PSTs' experiences participating in a badminton season, their confidence in their current and future ability to teach Sport Education, and the barriers they face moving forward. The interviews were conducted in a semi-structured format with open-ended questions, allowing participants to provide more detailed responses and offer specific instances they felt were vital to their experience. All interviews had their audio recovered and transcribed verbatim immediately upon conclusion.

Data Analysis

This cycle used mixed methods: the Qualtrics Questionnaire was analyzed quantitatively, while the individual interviews were analyzed inductively by qualitatively examining PST responses and establishing themes. The questionnaire was analyzed question by question to assess the consistency of the PSTs' responses. The PSTs' responses to the prompts were summarized and organized using descriptive statistics to identify the mean, median, highest, and lowest scores, as well as the standard deviation, and then reported to provide an accurate numerical depiction of the PSTs' experience. To accompany this, qualitative data were obtained from the questionnaires. In this cycle, data were transcribed for research purposes and placed in a document under the PST's name and the cycle number in which the interview took place.

The primary coding of the responses was inductive, with common trends first noted and then categorized for reporting. This process involved reviewing transcripts for recurring concepts and language, and tracking responses that consistently appeared across multiple interviews. Themes were refined through repeated review of transcripts and triangulation with additional questionnaire data. The interviews allowed fully established overarching themes to emerge, including in Sport Education, challenges, confidence in teaching, and the overall lived experience of participating in a season. These themes were placed in the context of professional socialization, as the PSTs acquire new skills and knowledge essential to Sport Education. Their professional socialization was to be tracked through the following cycle, making this initial Sport Education participation experience immensely valuable for the project.

Results

Qualtrics questionnaire responses

The questionnaire used in this cycle asked participants to rate their agreement with statements on enjoyment, understanding of the model, perceived competitiveness, motivation, confidence in implementing Sport Education, and perceived value of the model. The responses indicated a positive reception to Sport Education, as across the 10 items ($N = 5$), the mean of the item averages was 4.94 ($SD = 0.13$), with observed item means ranging from 4.80 to 5.00 and item-level scores spanning a narrow range from 4 to 5 (see Table 5.2). No response from the five PSTs who participated in the questionnaire was lower than “somewhat agree.” Items related to enjoyment, understanding the structure, roles during the season, motivation, and confidence to implement Sport Education received a maximum score of 5.0, with no variability ($SD = 0.00$). The categories related to sense of team identity, perceived competitiveness of games, and ability to explain the benefits of Sport Education showed slightly greater variability ($M = 4.80$, $SD = 0.45$).

Table 5.2

Descriptive Statistics for Sport Education Learning Questionnaire Items

Item	Statement	N	M	SD	Min	Max	% ≥ 4
1	Enjoyed participating in Sport Education	5	5.00	0.00	5	5	100.0
2	Understood structure and goals	5	5.00	0.00	5	5	100.0
3	Felt a strong sense of team identity	5	4.80	0.45	4	5	100.0
4	Understood roles within the season	5	5.00	0.00	5	5	100.0
5	Sport Education increased my motivation	5	5.00	0.00	5	5	100.0
6	Sport Education made games more competitive	5	4.80	0.45	4	5	100.0
7	Confident in implementing the Sport Education unit	5	5.00	0.00	5	5	100.0
9	See value in Sport Education as the primary model	5	5.00	0.00	5	5	100.0
10	Can explain the benefits of Sport Education	5	4.80	0.45	4	5	100.0

Note. Responses were scored from 1 (Strongly Disagree) to 5 (Strongly Agree). Scale descriptive statistics: N = 5, M = 4.94, SD = 0.13, range = 4.7-5.0.

Individual interview

Once organized, these themes were categorized to flesh out the results section with specific examples that speak to the PSTs' professional socialization process during the badminton season. These themes included: authenticity and learning through experiences, responsibility, confidence, and challenges. These were presented and addressed through coursework, practical experiences, and peer interactions, leading to the internalization of the knowledge gained. This initial professional socialization process was critical for these future teachers, as they began to understand Sport Education incrementally better through this cycle than in the previous one. According to Lortie (1975), the lived experience of participating in the

season constitutes a "shared technical culture" that shapes PSTs' dispositions as they determine whether to adopt, adapt, or abandon the model in future practice.

Learning by living it

During this second cycle, students were tasked with participating in a badminton unit to ground their view of Sport Education through a lived experience. Through this means, PSTs were able to undergo Sport Education in its entirety, including team formation, roles, pre-season, regular season, and a culminating event. This authenticity among participants stemmed from students' actual participation in badminton through the Sport Education model. Sophie described this feeling as "It's fun to, like, actually have to do what I'm going to teach me physically doing it, and me getting to compete is fun for us, but then also it's clicking in my brain how I'm supposed to do it, which is really helpful for me as a hands-on learner." This hands-on involvement made the content understandable and thus teachable. Sophie continued with her preference toward the hands-on experience opposed to the lecture as she felt "overwhelmed" initially with the depth of information offered. She was not alone as Rose said, "with it being told to me, I don't understand it, I needed to actually see it and go through it and make the mistakes and correct myself."

Both participants, however, began to "put it all together" once they went through the Sport Education structure. Participants began to understand the model more deeply, leading to greater skill improvement and engagement over an extended period. The participants felt that the length of the season influenced their knowledge acquisition and overall success. Sophie spoke about how her partner, over multiple weeks, "literally went from not being able to hit it to playing amazing in the games." When applying this view to their own teaching, Rose argued that

a one-week unit “would have been a waste,” because students wouldn’t have time to learn basic skills, rules, or lines.

A recurring thought from the PSTs during this portion of the project was that the badminton season felt like a “real” sport season. Both Bailey and Landon spoke to this sentiment directly, mentioning “simulated competition season-wise, like training, preparing preseason, and then it ended with like the culminating event, it included all the right aspects of competition” and “it is pretty good imitation of what an actual sports season” looks like, and that it felt “more authentic than just a regular PE class.” Crucially, this authenticity did not come at the expense of inclusion. Bailey pointed out that, unlike traditional elimination formats, where “you’re eliminated, go sit down.” This season allowed students to keep playing and contributing, even after losing matches. Importantly, the PSTs recognized that the model may allow “kids who don’t play sports outside of school or who aren’t properly involved don’t really get to not really experience a competitive aspect of life, and I think it includes it in a way that doesn’t make them completely like oh you’re completely eliminated,” stated Bailey. These factors were paramount in the PSTs’ belief that they would implement the model when they begin teaching, with Sophie proclaiming her “100%” intention to implement it in future teaching.

Responsibility and motivation

A second major theme in this cycle was the preservice teacher beginning to identify the responsibilities involved in executing a Sport Education program and how this leads to a motivating and engaging environment. This theme began to build on the “hidden” task the PSTs discussed during the first cycle. Now, PSTs have firsthand experience with how these tasks were performed during Sport Education. This was first shown through the preservice teacher engaging in roles, where Bailey, who served as equipment manager, said it gave her a sense of

responsibility and showed that potential students “even if you’re not initially playing, you do have a role to play in the team.” Continuing to consider their future student, Chloe explained how officiating may be implemented in the class as “at the very beginning of it, explaining to the kid, like, students, how everything works, and, like, even though you're not always playing, like, you're still involved. Officiating is still a very important part.” Understanding how vital tasks outside of playing the game are to students is important to Sport Education's effectiveness. Having these roles could motivate the student participating as Chloe mentioned, “having the ability to get points not just in winning, but also, in fair play and officiating and all of that definitely increased the motivation to keep participating even if we weren't always winning, just because having the ability to stay, like, in the contention for the culminating event.” The PSTs not only saw the benefit of these roles but also enjoyed playing them. Rose thoroughly enjoyed her position as she described it. That one was really easy for me, because I'm a bodybuilder, so all the exercises and the things that we have to do, and just, like, the pushing mental aspect of it, I felt like that came really easily.” These roles were meaningful to the PSTs and could be translated into a classroom setting.

Along with establishing roles, the PSTs saw how responsibilities could motivate students. The scoreboard was the primary reference point for the PSTs, who saw it as a positive for the class and as a progress-tracking tool for future students. Several participants mentioned this motivating factor with Chloe and Bailey, who experienced this too, citing, “Visually keeping track of everything definitely was, I think, a motivator for all of you. Like, oh, I'm three behind. We're doing this, whatever. So having a visual of it, I think, helps us, at least. Yeah. For sure. Like, keep motivation up, oh, we're only two points behind. We can easily make this backup,” from Chloe. With Bailey saying, “I think it keeps kids coming back and focused because it's like

you might not be the best team. Still, you can also get points,” respectively. The idea of “coming back” and being motivated is a massive part of the Sport Education as it looks to create competent, literate, and enthusiastic sport persons (Siedentop et al., 2019) who may be physically active past the end of their physical education experience. The PSTs begin to understand this concept here, as Chloe was cognizant of “how it (SE) lends to after-school, like, after the PE realm, trying to keep kids active into their adulthood, this model definitely helps push that by giving them, like, all of the tools for each sport.” On the other end of the spectrum, Brooke personally enjoyed the model to the point where “I enjoy playing badminton. I wanna play now instead of full-time teaching, feeling the full effect of Sport Education.

Confidence and challenges

A third major theme from this cycle was the students' confidence, which continued to shift as they became participants in the Sport Education season. Initially, the students' confidence was characterized as "conditional," and throughout the badminton season, it was noted as growing but not without noticeable opposition. During the interviews, the PSTs were asked to rate their willingness to teach the model moving, and all participants scored 6 or higher on a scale of 10. The variants in the score again were conditional on the sport and grade level at which the PSTs would be tasked with teaching. Chloe gave a “7”, noting that her comfort depended less on grade level and more on the “sport that I would be teaching,” and whether she knew its rules well enough. At the same time, Rose rated herself “maybe a six or seven” overall, but “a 9 or 10” for sports like volleyball or Kho-Kho, where she already had strong content knowledge. A higher score was given by Sophie who her willingness to teach Sport Education in the future as a “9 or a 10,” commenting that she doesn’t see it as “too much planning” and that “I don't know why we hear a lot that coaches think that, like, this is too much or it's, like, but I think

our job is just easier in a sense.” Overall, the participating had a level of impact the PSTs intention teach Sport Education, with Bailey stating “I would 100% use this. I might not use it in every single sport, but I think implementing it in your sports like badminton and even basketball is like officiating and getting to know the rules,” again leaning into the conditional confidence of the PSTs.

There was however an understanding that the environment you enter may factor into the implementation of Sport Education moving forward as Landon noted “If I have the freedom to do so, I will definitely do this with most sports that we teach just because I feel like you kinda get better at the skill too when you're actually in a sports model instead of just two days of teaching it.” Landon was not the only participant to recognize the model's potential implementation challenges after experiencing it firsthand. Another issue was helping students value non-playing roles. Chloe noted that when the class first started, her own reaction to not playing was, “Well, if I’m not in the game, like, what am I doing?” She anticipated that getting pupils to see officiating as “still a very important part” of the game would be “the most challenging” aspect at the beginning of a unit. This issue was tied to students' grade levels, as age can play a role in how well students can acquiesce to nonplaying roles. Landon considered adjusting the speed at which the model is delivered, including “slow it down for younger kids” and “maybe just the older you get, just, you know, speed it up a little more or make the games a little more challenging” to better accommodate varying populations.

Teaching the future students about fair play also seemed to depend on age, as Rose felt “the older kids, they would already know what most of that is. If they don't play fair or show respect, that's just them. But with the younger kids, I feel like they need to go through so that they can understand that positive experience for sure.” Furthering the idea of differentiating the

model between grade levels at least slightly to truly emphasize the aspects beyond just playing the activity. The need for greater patience and explicit teaching of fair play and roles with younger students, while recognizing that older students may bring more attitude, even if they understand the concepts. Cycle Two has shifted the group from “I like this in theory” to “I want to use this, but I know where my limits and constraints are,” which is a much more mature, realistic stance.

Cycle Two Takeaways

Cycle Two, Participation in Sport Education Season, further examined the preservation of teacher perceptions on the model after completing a modified badminton season. This cycle was designed to offer a grounded perspective as students experienced the six critical components of Sport Education firsthand. Through this experience, the PSTs gained a deeper understanding of the model from the in-class lecture, as presentations on formalities, competitions, roles, and culminating events came to life. The participants would go on to consider the season an authentic recreation of the model; the inclusion of fixed teams, league tables, brackets, score sheets, and awards made the experience feel connected, and thus, the PSTs could better visualize using the model in their future teaching. The hands-on nature of this cycle was crucial for understanding and internalizing the model. Several participants acknowledged that earlier lectures on Sport Education had felt overwhelming or abstract, whereas actually playing through a multi-week season made the model “click” in ways that reading or listening alone could not. The extended time period during which the PSTs were involved in the badminton season allowed them not only to improve their skills and understanding of the sport but also to look beyond and comprehend how vital the application of rules and the execution of roles were to the season.

Through this, the PSTs' confidence and potential intention to use Sport Education became clearer, along with an understanding of the constraints that may arise. Most participants now reported moderate-to-high confidence in their ability to implement Sport Education, particularly in sports where they already had strong content knowledge. Still, they also named specific conditions: adequate time, curricular flexibility, and sufficient rule knowledge as deterrents to their future use of Sport Education. The PSTs' grasp of the realities of teaching in the field was integral to this cycle and may translate directly into Cycle Three, where they are working with 3-grade students on site. Figure 5.1 illustrates the full cycle, including how the PSTs progressed as individuals and teams, results from the questionnaire, and takeaways from individual interviews.

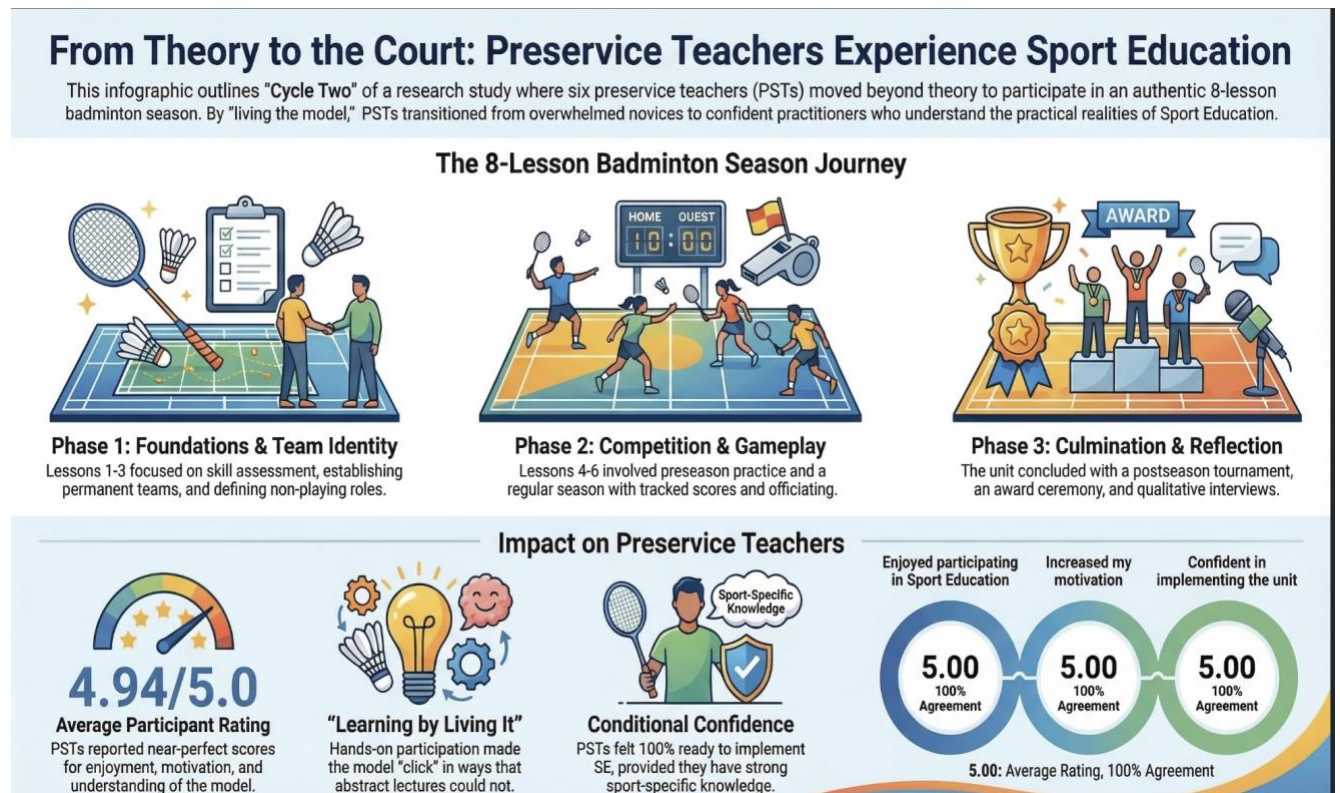


Figure 5.1. Cycle Two Infographic Summary

Chapter VI

Cycle Three - Learning to Teach Sport Education

The third cycle, Learning to Teach Sport Education, required PSTs to observe and assist in a Sport Education season conducted with a 3rd-grade class in the southern United States. Responsibilities for the preservice teachers (PSTs) included supporting instruction, guiding students in officiating roles, leading the culminating event, and preparing an affiliation poster. PSTs also maintained a reflective log documenting critical incidents encountered during daily instruction as part of the course and for research purposes. The students were experiencing Sport Education for the first time, learning alongside the PSTs in real time. The activity selected was also unique for both the PSTs and the 3rd-grade students, as the Indian tag game Kho Kho was chosen, given that few would have prior knowledge of it. Professional socialization in this cycle occurred as PSTs experienced teaching Sport Education in a controlled environment with a small group of 3rd-grade students. The PSTs were meant to draw on the knowledge from the previous two cycles and apply it within their groups to ensure all components were applied correctly. The PSTs during this cycle were all in the same location, undergoing similar circumstances with the students, and were able to communicate with their peers and instructors for valuable advice or debriefing.

Kho Kho Season/ Capture-the-Beanbag

The unit for this season was distinctive: the instructor designed two tag-game activities, Kho Kho and a modified capture-the-beanbag game, with six teams, each led by a preservice teacher. Teams remained consistent throughout the season. The course instructor ensured all materials and equipment were prepared before each session. PSTs were responsible for recording daily logs of critical incidents, submitting them at the end of each week, both for course

requirements and for research purposes. This unit was primarily conducted at a local elementary school in the same city as the university attended by the PSTs, featuring Kho Kho and a modified capture-the-beanbag game, including six teams, each with eight students of similar skill levels, who were assigned to individual PSTs throughout the unit.

In total, 14 lessons were delivered, each lasting 30 minutes. Lessons one and two served as development days, focusing on agility, team building, and role establishment within each team. The following two sessions were dedicated to preseason Kho Kho activities and team practice, which were new to both the third graders and the PSTs. These sessions were essential for familiarizing everyone with the game's rules and strategies. After this preseason, two days (lessons three and four) were devoted to regular-season game play, during which results, including wins, losses, fair play, warm-up participation, and flag-bearer points, were recorded daily. Each team played every other team during this phase. The course instructor had prepared the season plan and schedule in advance, organized the playing fields, managed game timing, and maintained a team score table. The postseason and culminating event took place on a single day (lesson nine). Immediately following the Kho Kho, the students transitioned to play the “collect-the-beanbag” game. Given the students’ prior experience with capture the flag, this season required only one day (lesson ten) of preseason, followed by two regular-season games (lessons eleven and twelve) with the same team assignments as Kho Kho. The unit concluded with a final event and an awards ceremony.

Data Collection

The data collected for Cycle Three were multilayered, including: weekly critical incident reports, a “most” form, and individual interviews, which were a mix of pre-established course and interviews created solely for this project. PSTs also completed a “most” form, highlighting

aspects they found most interesting, surprising, or noteworthy. The “most” forms and critical incident reports were given and graded by the course instructor. Once completed, the class artifacts were given to the primary investigator, with all identifiers removed, for later coding for research purposes. The class artifacts offered insights into the PSTs' day-to-day experiences, supported the model, and provided overall takeaways.

The final component of this cycle involved individual interviews with the PSTs, focusing on their experiences of implementing Sport Education in authentic, real-world settings. The qualitative approach to data collection in this phase was used to obtain a true gauge of the PSTs' intention to adapt, adopt, or abandon the model after assisting in a real school setting. The PSTs could opt out if they were not interested, but in this cycle, all six participants were included.

Critical incident reports

During this cycle, the PSTs were asked to complete a critical incident report following each week of their experience. A critical incident is considered a behavior, action, or occurrence that impacts (either positively or negatively) the flow of lesson events. To obtain further insight into these critical insights, the PSTs were also asked to “describe the incident that took place” and “describe why it was meaningful in class events.” The prompts were intentionally open, allowing participants to choose incidents they considered meaningful, including positive breakthroughs, behavioral or communication breakdowns, issues of fairness, or personal realizations about their teaching. The PSTs were to identify and report a critical incident for each day of their in-person teaching, Monday to Friday, on a single sheet. The report was to be submitted via Canvas as it was part of the preestablished course. Following submission, the instructor removed all identifiers (names, teams, etc.) and gave the artifacts to the primary investigator for the research project. Once collected, all data were sorted by week (one through

three) to pinpoint the PSTs' daily experiences working with their teams, which would affect their future in the Sport Education model. Understanding the PST's core insights daily allows their successes and struggles to be recognized and to shape their perceptions of the model during this cycle.

“Most “form

The “most” form used during this cycle was a class artifact (see Appendix 7), which was later repurposed for research purposes. The form contained a single prompt: “Silver Street Elementary” Sport Education Most...” followed by five terms for which the PSTs would provide a specific reply. The terms included were interesting, surprising, frustrating, pleasing, and learning, offering the participants a final opportunity at the end of the unit to reflect on the instances that greatly impacted their experience. This assignment was given in person to the PSTs, who were tasked with handwriting their answers. Following the qualitative response to the form, a class discussion was held amongst peers. The PSTs were prompted not to include their names as the instructor was to give the “most” form to the primary investigator. Once gathered, all categories were to be sorted by the response to the term to identify the most memorable takeaways from their teaching.

Individual interviews two

The individual interviews for this cycle were conducted following the final day of teaching at the 3rd-grade site. These interviews were held back on the university campus in the same classroom where the lectures were held. Interviews were again optional, but all six PSTs volunteered to discuss their experience. Each PST was interviewed by the primary investigator, lasting between 10 and 25 minutes, depending on the respondent's responses to the interview questions. The interview script consisted of seven questions (see Appendix 5) that focused on

their progression from lectures to participation in the PSTs, their personal approach to implementing Sport Education, and how their successes and challenges affect their future intentions. The interviews were conducted in a semi-structured format with open-ended questions, allowing the PSTs to share distinct instances that affected their experiences. All interviews were recorded from the primary investigator's laptop and were transcribed verbatim immediately upon conclusion.

Data Analysis

In Cycle Three, an inductive analysis was employed to thoroughly assess the data sources used in the study. The primary investigator meticulously reviewed class artifacts and conducted a line-by-line examination of individual interviews to evaluate the consistency and depth of responses to prompts or questions concerning the PSTs' intentions to use a particular pedagogical model, as shaped by authentic experiences with 3rd-grade students. Rather than relying on predetermined categories, the analysis allowed themes and dispositions to naturally emerge from the rich, detailed accounts provided by the participants. The investigator systematically reviewed transcripts for recurring concepts, language patterns, and key ideas, while also tracking responses that consistently appeared across multiple interviews and data sources. Themes were further refined and validated through iterative transcript reviews and triangulation with additional class artifacts, ensuring a comprehensive and credible understanding of the findings.

This cycle marked the PSTs' first substantial opportunity to work directly with Sport Education students, albeit in a modified instructional setting. As a result, their perceptions and attitudes were still in flux and could develop in various directions. This longitudinal approach enabled the identification of critical moments and experiences that influenced each PST's

decision to either embrace or discontinue the model, thereby providing valuable insight into the processes of professional socialization and instructional decision-making.

Results

Critical incident reports

All six participants were meant to complete a critical incident report following each week of their teaching. The critical incident reports were treated as short narrative accounts that could be coded in the same way as interview and focus group transcripts. Although this process generated a total of 67 critical incident entries from the PST, participants were absent for several days and were unable to report. From the critical incident reports, preliminary concepts and patterns emerged through open coding regarding students' roles, teamwork levels, overall behavior, responsibilities, and motivation. Following this open coding process, axial coding led to a thematic organization, with one of three inductively developed themes: Sport Education essential features and a growing confidence/understanding of the feasibility of Sport Education, to be discussed in connection with the individual interview results.

“Most” form

A total of 27 responses were received from PSTs who completed the form (see Table 6.1). The variance in response frequency was due to different experiences individuals had with the team. PSTS answered and discussed the assignment, which was then collected all in the same class period. This, in turn, prompted the PSTs to respond to the prompt with their first thought before moving on to the next, so they would have material to present. These were their final thoughts on the Kho Kho season, based on terms specifically chosen by the instructor to elicit multiple lines of thought, both positive and negative, rather than the daily reported feedback through the critical incidents.

Table 6.1

Frequency of “Most...”

Category	# of Statements	Example
Interesting	4	The way my kids took their roles very seriously
Surprising	3	How quickly they could learn a new skill
Frustrating	6	Any instances of bad sportsmanship
Pleasing	5	How well my team got along with each other
Learning	7	Once everyone had a grasp on their jobs they did very well at keep up with everything
Other	2	Preferred younger students, they are so much kinder, helpful and energetic
Total	27	

The responses highlighted the repeated focus on team cohesion and their ability to understand their roles and gameplay. Phrases such as “they all worked well together” and “how well my team got along with each other” were pleasing to the PSTs. Tying into was through the category of interesting, where the PSTs remarked, “Once everyone had a grasp on their jobs, they did very well at keeping up with everything,” “the way my kids took their roles very seriously,” “how responsible the students were with bringing their flags,” and “how well the groups worked together” all reflected on the way the 3rd grade students understood and executing the roles during the season. Lastly, the PSTs were surprised by how well the students learned the activity, stating in an almost identical manner: “how quickly they could learn a new skill,” “how well and quickly they picked up games, ” and “how quickly they picked up kho kho,” respectively. These thoughts were not reported in a vacuum; when coupled with the interviews and critical incidents, this consistency framed the development of themes. There was

also a negative response when moving the examination of this artifact. PSTs described frustrating moments of the season as “I got to the grand final twice and lost both times,” “my toxic team environment,” “Any instances of bad sportsmanship,” and “always late.” These responses, although varied, gave the PSTs an idea of what it is like to implement Sport Education in schools.

Individual interviews two

Similar to the qualitative analysis of the critical incidents, the individual interviews were examined in phases. Beginning with open coding, where the PSTs' responses to questions were probed to identify consistencies by comparing these patterns to the initial themes from the critical incidents. The similarities among PSTs' daily reactions and follow-up interviews enabled the emergence of well-established overarching themes. Once organized, these themes evolved, with greater depth drawn from the PST's true experiences while assisting with Sport Education. Statements, quotes, and critical incident reports were selected within each theme to illustrate what the PSTs encountered while teaching. By integrating these critical incidents with interview data, the analysis uses critical incident reports as a time-sensitive approach that aligns with the broader research questions and the occupational socialization framework. The ties to professional socialization during this cycle were evident, as the PSTs participated in Sport Education in a real-world setting under simulated conditions and shared their thoughts during and after the season. The lived experience of leading their group was the furthest the PSTs could go in considering the intention to use Sport Education moving forward. This allowed the PSTs' beliefs to evolve regarding responsibility, teamwork, management (the essential components of Sport Education), and their own confidence/ understanding to implement the model.

Sport Education Essentials

Over the three weeks that the PSTs were onsite working with the 3rd-grade students, it was evident that, for the Sport Education model to be implemented effectively, both the PSTs and the students had to commit to the six key components. The line of commitment for this was for students to understand and commit to their team, season, and roles. The PSTs reported that Sport Education roles quickly became central to how pupils understood responsibility within the season. Rose, for example, said her equipment manager “wouldn’t let anybody else do equipment except for them,” indicating an insistence that the individual take on their role. This was not an isolated occurrence as Chloe mentioned her fitness leaders were “always super excited to pick the warm-up for the day and get the rest of our group excited about it,” helping to “set the tone for the rest of the lesson” and Landon spoke to his warm up leader “took control of the warmups and made sure everyone was participating,” which “set the tone for the day.” There were instances during the season when the students forgot their responsibilities. Within her team, Rose mentioned, "With the equipment managers, it clicked right away. But as for the flag girls, it didn't really click until one of them forgot the flag, and everybody else brought it. And we lost points because of that. That's when it clicked that this isn't on me. Like, you guys have to have everything together." The idea of not receiving a point being directly tied to an individual's role helped reinforce the person's importance. Chloe captured this as she told her team, “You're responsible for it, and it can affect your teammates' scores. Like, if you don't do it fully, like, explaining to them how every part of what we're doing matters.” All students who demonstrated willingness within their roles led directly into another component of the model, which addressed students working in teams. Bailey highlighted how roles could also open up meaningful contributions for less athletic students: a boy she described as “not the sportiest student” became

the team's flag bearer and, because "if he brought it, we got the point," he was frequently recognized by teammates.

The team aspect of the season first began with the form and affiliation with the PSTs and the students. The affiliation arose from the flags and team colors being an immense part of the season, as Landon mentioned that "making teams and a flag and giving us just a color and everything and gave, like, a sense of urgency to the kids that they probably wouldn't have had if we hadn't done all that." This part of the season was the only one in which the participants involved were not able to have a level of autonomy, as Bailey put it, "they didn't get to pick their teams, maybe the kids don't like each other, or maybe there's, like, certain people that can't be together. And, you know, what if they don't like us?" Thankfully, however, she did not personally experience this with her team as she noted that it really didn't happen at all. The process of enjoying the team dynamic was not immediate, as Rose, at the start of week two, said that "my team really clicked together for the first time. They were listening closely, communicating clearly, and supporting one another during both of our games." Having an extended period to work with their team was a key factor in the students overcoming any issues. Landon touched on this idea when he said, "At it (being on a team) was kind of a struggle. We just had a lot of inner team issues, but as the season went on and, really, we, I think it took a couple losses for us to finally, like, look past some of those things and realize that we need to focus on the game and actually playing with each other, instead of arguing with each other."

Team communication was found to be imperative for team success. The teams had different approaches to communication during the season; some PSTs intervened when the talk was negative, but most allowed the 3rd grade to work through their own issues. Chloe decided it was best to work directly with her student, as Landon did, to resolve any issues, focus on

gameplay, and enjoy the process. “We worked on keeping our discussions positive and encouraging our teammates instead of yelling at them to tag us. This helped keep the game fun, and everyone enjoyed Kho Kho,” she said. Avoiding yelling and negative talk seemed to work well for teams, as more began to share strategies among themselves. For example, Sophie mentioned that her team started “listening closely, communicating clearly, and supporting one another” after week two, and then went on to win both games in a lesson. The positive interaction continued as Rose mentioned her team had “players who were not only calling out plays and offering feedback but were also cheering for teammates who made good efforts, regardless of the outcome. Instead of focusing solely on winning, my students showed genuine sportsmanship and teamwork.” The PSTs interpreted the positive results from the 3rd-grade students in the Sport Education program positively. The season structure, repeated encounters with the same games, clear communication, planned roles, strategic positioning to succeed, and stable team affiliations appeared to support this movement from chaos to cohesion. Considering this was their first experience working with students, it became the most critical point in their professional socialization to be discussed later.

Confidence and Understanding

A consistent theme that has emerged thus far in the cycle is the PSTs' conditional and fluctuating confidence in the Sport Education model. Whether it be sport-related, implementation-related, or real-world feasibility, the PSTs have become more aware of their own abilities and preferences regarding the model. Within this cycle, the PSTs became more confident in some aspects of the Sport Education model but still uncertain about others. Rose, for example, felt comfortable “assigning roles” and “explaining the game,” but less so with “setting up games” and “keeping score” across the season. This cycle also gave another opportunity for

students' perceptions to evolve further past the lectures and badminton season, as Rose mentioned her comprehension of the model grew from the lectures saying; “ When he (Dr. Hastie) was explaining it, I wasn't really comprehending all the roles that were gonna be taken seriously in the assignments but doing it and making those awards. Doing that personally, doing the flag personally, that made me, like, have more of a connection to it.” Showing that when working with the students, executing roles, and leading the culminating events had a much greater impact in reality than a lecture. These moments also highlight the connection to the content the PST may feel through Sport Education's components.

The PSTs’ outlook on their future roles became more clear as they discussed their experiences with Sport Education. A major, recurring concern was the prospect of implementing the model independently. Landon described himself as “pretty semi-confident,” anticipating that teaching the model would require “a lot more to look out for and manage” than simply participating as a player. Despite his confidence in his ability to “adjust,” he acknowledged the added complexity of a teaching role. Other PSTs echoed these management-related concerns. For instance, Chloe foresaw the necessity for “thorough planning” and the use of skill-building activities before games, especially when working with older students or in limited spaces. Similarly, Bailey admitted to feeling “a little nervous about my own” ability to implement the model. However, she emphasized the importance of entering the environment with a solid grasp of the content, believing that “ensuring that we're confident in what we're doing” would help maintain authority and effectiveness. Proper planning emerged as a crucial component for successful implementation.

The PSTs also reflected on the additional responsibilities required to ensure the season ran smoothly. Landon succinctly captured this sentiment, stating, “implementing it there and

being with the kids, it was just a lot more responsibility on us. It's a lot more to look out for and manage." While identifying these additional tasks was not new to them, witnessing the realities of execution in a real-world setting has been the greatest challenge for the participants so far. Their confidence moving forward was lower than in previous cycles. For example, Rose shared, "I feel I'm not as confident yet in implementing it on my own. Right now, I'm kinda feeling the nerves. It's just a lot more responsibility on me, so I wouldn't feel confident doing it yet." The nerves experienced by the PSTs stemmed from the shift to leading a season independently. Bailey elaborated, "I personally would implement this because I think competition is good regardless of, like, the age. And it's like, when you give, like, a team affiliation and an identity, it makes the kids, like, want to be better."

Despite their apprehensions, these reflections highlight the PSTs' growing awareness of the demands of Sport Education. Their willingness to confront these challenges and recognize areas for growth is a crucial step in their professional development. As they continue to gain experience and confidence, the skills and insights acquired through this process will better prepare them for the complexities of teaching and coaching in dynamic educational settings.

Cycle Three Takeaways

Throughout Cycle Three, the PSTs' class artifacts and individual interviews illustrated how implementing the Sport Education model shaped their future teaching experiences. Both participants and 3rd-grade students experienced how the structure of the Sport Education model created conditions in which responsibility, communication, and strategy could develop over time. The extended time period allowed the 3rd-grade students to gradually learn to take roles seriously, organize warm-ups properly, and improve their gameplay skills. Throughout the season, the PSTs were to assist 3rd-grade students in small-group settings. This offered a hands-

on experience with the key components of Sport Education, rather than lectures and a modified badminton season. The PSTs gained a greater understanding of how students respond to activities and roles, while also noting critical incidents in daily happenings and reiterating their thoughts during the final interviews.

This cycle allowed PSTs to implement Sport Education in a simulated setting with a group of 3rd-grade students, rather than an entire class. This represented a significant professional socialization experience. Many entered the season anxious about their ability to manage all aspects of the model, from role assignment to record keeping, but left with a stronger sense of what the model looks and feels like with real students. The PSTs reported, through their interviews and class artifacts, an increased willingness to adopt Sport Education in their future teaching, although they still expressed ongoing weariness. The firsthand experience highlighted once again the need for a firm grasp of the game context, an emphasis on a high level of managerial ability, and an understanding of the age group being worked with. The site experience was an important step in the PSTs' occupational socialization toward, or away from, Sport Education as part of their emerging professional identities. Figure 6.1 shows the progression of the Sport Education season. The PSTs were tasked with leading their small teams. It also includes the results from the "most" forms and the major themes that emerged through the individual interviews.

From Theory to the Field: Implementing Sport Education in 3rd Grade

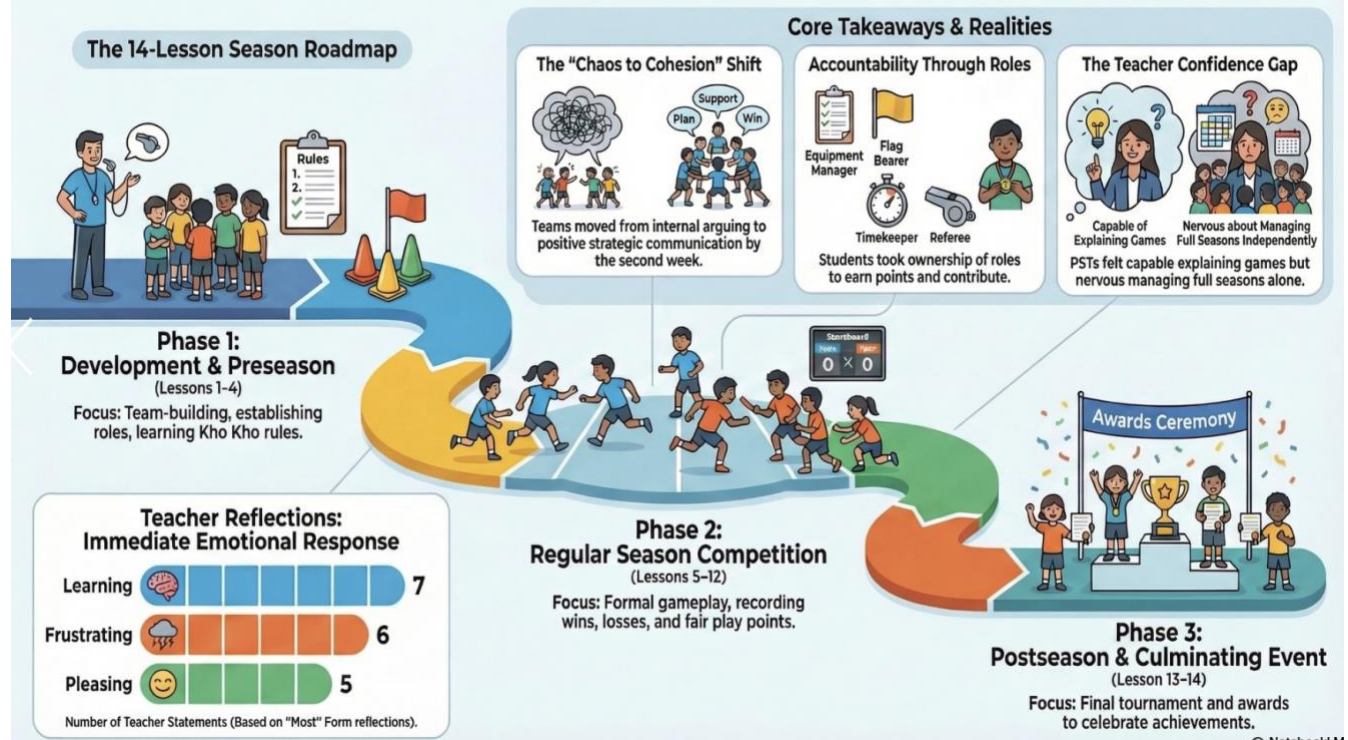


Figure 6.1. Cycle Three Infographic Summary

Chapter VII

Cycle Four - Planning a Sport Education Season

The cycle consisted of the preservice teachers (PST)s developing their own Sport Education season to be implemented in a 6th-grade setting. Each PST was assigned to a primary activity for a 15-lesson unit of their choice. The PSTs were given 10 class periods to develop all materials, including a season plan, rules, scripts/quizzes, and a list of rules (a complete list of items is in Table 7.1). PSTs were responsible for having all materials prepared for their first day of teaching at the start of the next cycle. This cycle provided a unique opportunity for the PSTs to step back from active learning through lecturing, participating, and observing, and to return to a classroom setting to develop their own Sport Education unit. The purpose of this cycle was to develop a Sport Education season for a sixth-grade class. Each preservice teacher was tasked with creating a specific activity for the first set of students. Looking at this cycle through an Occupational Socialization Approach, it again emphasizes the dimension of professional socialization as PSTs apply their newly acquired knowledge to create their season plans. The formal training they have at this point in the project, along with the informal communication among peers, has established an understanding of the model sufficient to grant them the autonomy and responsibility to produce their own unit.

Table 7.1

Sport Education Season Binders

Artifact	Description
Season plan	Overview or schedule of the entire season
Rules script	Written rules to be followed during the season
Rules quiz	Assessment or quiz on understanding the rules
Description of the team selection process	Explanation of how teams were formed
Criteria for team names (and chants)	Guidelines for choosing team names and chants
List of team names (and chants)	Finalized list of all team names and associated chants
List of roles and responsibilities	Outline of roles assigned and their duties
Team photos	Photos of each team
How you managed team fitness/warm-up (sample WU cards) <i>if used</i>	Example warm-up plans or fitness management cards
Fair play scoring system	Description of how fair play was measured and scored
Officiating points criteria, <i>if used</i>	Explanation of officiating evaluation criteria
Photo of the league table	Visual of the standings or league rankings
Sample blank scoresheet	Example of the scoresheet before use

Artifact	Description
Season plan	Overview or schedule of the entire season
Sample completed scoresheet	Example of a filled-out scoresheet
All awards given	List of awards presented and to whom
Sample photos (team practice, officials, set up, competition)	Photos showing different stages of the event
Other materials collected	Any additional relevant artifacts or documentation

Sport Education Season Design

This cycle began with a review of students' experiences in the previous cycle and how they thought students received Sport Education. Led by the instructor, the conversation highlighted successes and areas for improvement, providing valuable context for planning the upcoming season. This was necessary as the conversation directly led into how the PSTs were to develop their seasons. In the next class, students were introduced to a range of activities and selected those they preferred to teach. To decide on the definitive activities to be taught and the total number of 6th-grade students, two school visits were planned. One was a lecture to students about Sport Education and the listed activities. During this visit, the PSTs were introduced to the school administration and physical education teachers. The instructor delivered an overview, while PSTs distributed activity cards listing all options; sixth graders indicated their preferences, and their selections were tallied to determine group assignments. This was done by listing activities discussed by the PSTs and the course instructor, selecting 8 activities, and adding a

ninth labeled “other” so that 6th graders may include their own thoughts. The students were to select what they were most interested in, with the top 6 being chosen. The other visit to the school site was to group the students into their respective activities. The PSTs selected the activities, and 6th-grade students included 3v3 Olympic-style basketball, Kho-Kho/tag games, rhythmic fitness, badminton, coneball, and speedball.

After selecting the activities, the PSTs decided among themselves which they would lead. The course instructor assisted in the selection process by sharing his opinion on their strengths and best fit, moving them into the next cycle. With initial group numbers established, PSTs organized the 6th graders into six activities, adjusting rosters as needed to ensure balanced and smoothly running leagues. In total, 126 students participated, with per-unit numbers ranging from 15 to 30, as shown in Table 7.2. With assigned groups, each preservice teacher tailored their Sport Education binder to fit the specific needs of their season plan. Each day, the PSTs arrived at class, developed their season plan, and were free to converse, assist, and ask their peers and the instructor for guidance on improving it. The course instructor provided sample scoreboards, tables, and folders for PSTs to review as they completed their binders. On the final day of this cycle, PSTs presented their materials to the class. They responded to the instructor's questions, serving as an accountability measure to confirm their readiness for the next phase. After the binder was completed, individual interviews were conducted with PSTs to explore their planning processes and expectations for the upcoming cycle. The binders used to develop the season were not used for research purposes but were discussed and referenced during interviews.

Table 7.2

Sport Education Unit Totals

Activity	Total Number	Number of Teams	Taught by Who
Kho Kho/ Tag Games	15	3x5	Rose
3v3 Olympic Basketball	24	4x6	Landon
Coneball	18	3x6	Bailey
Badminton	24	8x3	Sophie
Speedball	15	3x5	Brooke
Rhythmic Fitness	30	10x3	Chloe

Data Collection

The data collected during this cycle were derived from individual interviews conducted after the planning phase. The individual interviews with the PSTs in this cycle focused on how their experiences during the lectures, participation, and assistance with Sport Education have shaped their development for the season. This cycle allowed the PSTs to truly understand how feasible it was to conduct the development process in a real-world setting. The step back from the more hands-on approaches to this point allowed the PSTs to share their thoughts on real-world applications as they prepared for Cycle Five. During this cycle, 4 of the 6 PSTs opted in to being interviewed. All interviews were audio-taped and transcribed verbatim immediately after each interview.

Individual interviews three

The individual interviews conducted in this cycle were done following the final day of their preparation (and presentation). The interviews were held in the same room where the PSTs had been developing their season plan on campus, similar to previous cycles. Interviews were again optional, and four of the PSTs chose to participate and share their thoughts. Each PST was interviewed by the primary investigator, lasting between 10 and 25 minutes, depending on the PST's responses to the interview questions. The script for the interviews consisted of eight

questions (see Appendix 8), focusing on the confidence and willingness of the PSTs to implement the model further, which were to be identified based on their perceived success or challenges students have faced while learning and applying the model thus far. The interviews were conducted in a semi-structured format with open-ended questions, allowing the PSTs to share distinct instances that affected their experiences. All interviews were audio-recorded on the primary investigator's laptop and transcribed verbatim immediately upon conclusion.

Data Analysis

An inductive data analysis process was conducted during this cycle to examine the individual responses. The primary investigator in this study reviewed PST transcripts to identify commonalities among participants. No preset categories were created during the review of the PSTs' initial content; instead, themes and dispositions emerged naturally from the accounts of those actively involved in developing a season. Comparing the thoughts of the PSTs from the previous cycle to those from earlier, more hands-on cycles was significant, as it offered the PSTs a chance to work through the “hidden tasks” mentioned earlier in a timely, productive environment, along with assessing their confidence in the current cycle and their career progress. Still considering the PST's professional socialization, the PSTs had to acquire an in-depth understanding of their role, including rules, equipment, team development, and role integration, among other aspects, to ensure the season ran successfully.

Results

Individual Interview Results

Similar to previous cycles, the qualitative approach in this cycle led to interviews being sifted through in phases to ensure the process was thorough and to identify any consistencies or discrepancies. The process began with open coding, where PSTs' responses were carefully

reviewed line by line to identify initial patterns, insights, and notable statements. These initial codes were then organized into broader, overarching themes that spoke to the PSTs' adoption, adaptation, or possible abandonment of the Sport Education model. A prominent finding in this cycle was the emergence of themes related to the challenge of designing an entire season and the perceived feasibility of applying the model in authentic educational contexts. The themes revealed in Cycle Four are the PSTs' growing awareness of the complexities and demands of Sport Education, as well as their concerns about their own preparedness and confidence. The participants' reflections highlighted how their limited, yet meaningful, real-life teaching experience informed their perceptions and intentions moving forward. Additionally, the interviews shed light on PSTs' evolving attitudes toward innovative pedagogical models. The PSTs demonstrated both caution and optimism, recognizing the importance of continual professional growth and the value of experiential learning in shaping their approaches to Sport Education.

Demanding but Doable

Across the interviews, the PSTs described the planning process for a Sport Education season as more demanding than that for a traditional physical education unit. This was considered cognitively heavy but manageable with proper time and resources. Sophie put it bluntly, stating, "It's a little bit stressful to be the one planning everything!" in reference to her first reaction to viewing the list of items being asked of them in the season binder. She continued, saying, "It's a little bit of a shock to see how easily Dr. Hastie plans all of this right off the top of his head, considering how much goes into it," in regard to how the instructor, who was well-versed in the model, was efficient compared to her initially beginning to understand the pedagogical model. Sharing these initial sentiments of being overwhelmed but working through

it, as Rose said, “At first, it was honestly frustrating because it felt like a lot of pieces all at once. I felt overwhelmed figuring out all the moving parts.” With extended time to develop a season properly, she became more comfortable, mentioning, “I’m getting the hang of it. The more I planned and taught, the more the season structure started to make sense.” Emphasizing the benefit of having teaching experiences with the model in prior cycles, leading to effective planning and potentially application.

Similar to her, Bailey described her planning experience as “more difficult than I had initially thought,” noting that “there are a lot of moving parts when it comes to planning,” including team composition, uneven numbers, and students with special needs. At the same time, however, she felt supported: “We were not going in blind, and we had plenty of help and time to plan.” This notion addressed the PSTs' professionalization, enabling them to work through perceived problems or stressors with their peers and course instructors. Through this cycle, the complexity of developing a season was gradually reframed as manageable with experience and support.

Throughout Cycle Four, PSTs referred to the planning period as a confidence builder as they developed their season and reflected on previous cycles. Sophie explicitly linked thoughtful planning to increased confidence: “With a lot of thoughtful planning, I have much more confidence than I previously had. This is much harder than I thought it would be.” This increased confidence is directly related to the PST's ability to use Sport Education in the field. Sophie specifically mentioned that when asked about her future use, she responded with “100%, it works, and I’ve taught it with growing confidence.” The sentiment was permeated through her peers. Chloe, for example, described feeling very comfortable teaching this sports education unit after this development experience; “I will definitely teach sports education in a school in the

future.” She was not alone in definitively exclaiming the intention to teach Sport Education moving forward, as Bailey also expressed, “I feel that I am fairly confident to teach this concept of a season to another class. I will most definitely be teaching this in the future, as I think it promotes teamwork and real-world competition, which some students don’t get if they don’t play sports either in or outside of school.”

Taken together, these accounts indicate a clear trajectory from apprehension to commitment. The PSTs did not simply become more comfortable with the mechanics of Sport Education; they also saw the model as feasible. Despite initial concerns, all participants reported increased confidence and a greater likelihood of using Sport Education in their future teaching. In terms of Occupational Socialization Theory, this development cycle served as a key professional socialization experience, encouraging them to envision Sport Education as a viable, even preferred, option for their future practice. Although mostly successful, there was still a hesitation as the PSTs moved into professional environments that are not always supportive of alternative models.

Real World Application

During this cycle, participants began to anticipate the barriers they might encounter in their professional careers. The PSTs identified not only the significance of overall unit development but also specific challenges, including class size, skill differentiation, and fairness among students. When reflecting on the value of having time to refine their units, most participants responded positively. Sophie noted, “I think this development phase would translate really well to a real-world setting because it mirrors the responsibilities and challenges teachers face when running a sport education season on their own.” She elaborated on the unit development process, stating, “Learning how to plan lessons, manage equipment, assign roles,

and adapt on the fly has given me a realistic sense of what it takes to balance structure and student autonomy.” The authenticity of this development phase was also highlighted by Bailey, who remarked, “It completely translates into a real-world setting. Teaching even a basic skill like throwing, for example, you must plan how you are going to introduce the skill, how you are going to implement it into a lesson while also keeping it fun, and how you are going to progress a class to make it more challenging.” Planning was seen as essential to the teaching profession, as Chloe explained: “This development would be part of the planning when teaching at an actual job. When planning out the units you want to teach, you would also be planning the season.” Rose emphasized the transferability of clear structures: “This phase showed me that when routines, roles, and expectations are clearly laid out, students will take ownership. That is something I can easily take into a real school setting.”

In addition to these insights, participants expressed that collaboration and peer feedback played a crucial role in shaping their approaches. Engaging in group discussions allowed them to share strategies for overcoming obstacles and to support each other in refining their unit plans. Many PSTs also highlighted the importance of reflective practice, noting that regularly evaluating and adjusting their plans not only improved their teaching effectiveness but also fostered a growth mindset. These experiences collectively underscored the value of experiential learning and adaptability in preparing for the realities of teaching.

Addressing the constraints discussed during the interviews, several PSTs reflected on both immediate challenges and anticipated barriers in their teaching careers. For example, Chloe foresaw difficulties teaching a novel content area to a mixed-ability class. Tasked with leading rhythmic fitness, she explained, “It is new to most of the students, so teaching them this new skill might be a bit challenging. We will be working with a variety of skill levels, so keeping

everyone actively engaged might prove to be an initial challenge.” This concern highlighted the complexity of engaging students in both a new instructional model and an unfamiliar activity. Another significant concern was ensuring the creation of fair and competitive teams in a new class, as Bailey described: “One of my biggest barriers was how I was going to split my class into teams while still making it fair and providing a good level of competition. I had never met this class or seen them play, so I was anxious about how I was going to create fair and equal teams.” Sophie echoed worries about differing skill levels among students, noting, “Skill is 100% something I will see holding them back, but I hope they keep each other encouraged.” To address these challenges, PSTs emphasized the importance of establishing a well-structured season and allowing sufficient time to assess students’ abilities before forming teams.

Expanding on these real-world concerns, Rose discussed the weight of responsibility as the sole leader: “My biggest perceived barrier was having to run the season on my own. I kept imagining all the things that could go wrong instead of focusing on the positive outcomes. I let the fear of mistakes overshadow the actual experience, which ended up being much better than what I originally pictured.” Rose also highlighted the benefits of clear routines, roles, and expectations, observing that students were more likely to take ownership when these elements were established. Beyond these individual reflections, participants noted the value of peer collaboration and ongoing feedback in developing solutions for overcoming instructional barriers. Group discussions enabled PSTs to share effective strategies and support one another’s growth. Many participants identified reflective practice as crucial to their professional development; by regularly evaluating and adjusting their plans, they became more adaptable and confident when facing classroom challenges. Additionally, several PSTs emphasized the importance of resilience and a willingness to learn from mistakes, recognizing that setbacks can

be valuable opportunities for growth. Collectively, these experiences demonstrate that the development phase provided authentic professional socialization, equipping PSTs with practical tools, a collaborative mindset, and the adaptability necessary for success in real educational settings.

Cycle Four Takeaways

Cycle Four was designed to provide PSTs with the opportunity to develop a comprehensive Sport Education season, serving as a critical professional socialization experience. At the outset, many PSTs reported feeling overwhelmed by the extensive content and the numerous “moving parts” inherent to the model. They faced the challenge of creating season plans, intentionally sequencing lessons, and organizing culminating events, all of which required thoughtful planning and collaboration. Throughout the cycle, PSTs gradually built confidence as they worked together to brainstorm ideas, share resources, and provide feedback on each other's plans. By the end of Cycle Four, PSTs had not only developed detailed season plans but also gained valuable skills in time management, teamwork, and adaptability. These experiences prepared them to implement the components effectively on the first day of Cycle Five. The process underscored the importance of experiential learning, resilience, and professional collaboration in preparing PSTs for real-world teaching challenges.

The PSTs were acutely aware of anticipated barriers, student skill differences, engagement, fairness, and the burden of running a season largely on their own, highlighting a realistic appraisal of the challenges they might face in school contexts. Despite these concerns, by the end of the development phase, all four participants expressed increased confidence and strong intentions to use Sport Education in their future teaching. They also consistently interpreted the planning experience as directly transferable to “real-world” teaching, seeing it as

practice for the responsibilities they would assume as beginning teachers. Taken together, these findings indicate that the planning phase not only built technical understanding of Sport Education but also contributed to the formation of professional identities in which Sport Education is seen as both feasible and desirable as a future pedagogical approach. Figure 7.1 encompasses the PSTs' planning period, during which confidence, concern, and collaboration were highlighted as they designed their individual interviews and discussed them in the interviews.



Figure 7.1. Cycle Four Infographic Summary

Chapter VIII

Cycle Five - Teaching Sport Education

This final cycle of the research project involved preservice teachers (PSTs) teaching their Sport Education model to a group of 6th-grade students on a school site. Each PST was to lead a 15-lesson unit for their respective activity, which included 3v3 Olympic-style basketball, Kho-Kho/tag games, rhythmic fitness, badminton, cone ball, and speedball. Tag games and rhythmic fitness were particularly distinctive, as each incorporated two activities: Kho Kho and collect-the-bags for tag games, and cardio drumming and step aerobics for rhythmic fitness, all within the 15-lesson unit. This specific 6th-grade class was selected because it fell into the “static” portion of their schedule, meaning it arrived at the physical education course at the same time each day. The students arrived on site with all the materials needed to complete their tasks successfully, including equipment, rules, quizzes, and scoreboards. PETE teachers were expected to provide their groups with the whole Sport Education experience. They were meant to organize team practice, challenges, roles, and entire seasons. After progressing through cycles of lecturing, participating, and planning, students were finally able to take on the lead role in both class management and activity facilitation. Each cycle gradually built their competence and confidence with the model over the semester. The evolution of their perceptions directly influenced how they approached teaching their units. During this phase, it was crucial to document students' experiences and perceptions of the model, as these insights would inform their likelihood of adopting it in their future teaching.

The primary purpose of the final phase of this project was to provide PSTs with the opportunity to implement the Sport Education season they had designed during earlier cycles. This experience offered them a realistic perspective on how the Sport Education model operates

in a school setting. This cycle offered the PSTs the first look into organizational socialization, the final piece of Occupational Socialization Theory. The PSTs were to work with 6th-grade students on-site, assuming the role of a teacher in a smaller class. This provided an in-depth view into the policies and workplace conditions that further shape, constrain, or support teachers' practices once they enter the profession (Richards et al., 2014). Following the conclusion of each unit, the students were given a final Qualtrics questionnaire to gauge their perspectives on the model, including what was difficult, whether they gravitated toward it, and which cycle was most useful, among others, to gain knowledge on whether or not the students planned to continue using Sport Education moving forward. Individual interviews were also conducted during this final cycle to further clarify students' thoughts on whether they will continue using Sport Education.

Teaching Locations and Equipment

Each of the six PSTs led their own activity within a shared space at the middle school site. The 3v3 Olympic-style basketball and badminton seasons were conducted indoors, with each occupying half of the gymnasium. The equipment for the basketball season consisted of four basketball hoops, eight basketballs, and two scoreboards; the latter were stored in the school's equipment room. The badminton season had four badminton nets, a racquet for each student, and ample shuttlecocks, all stored in the gymnasium. Speedball, coneball, and Kho Kho/tag games were held outside on the school-designated green space. This was a large field that was evenly divided by the PSTs to ensure enough room for each season. The speedball unit had two soccer nets, six balls (two per team), and four boundary cones. The coneball unit had four balls (one for each team and a designated game ball), two ball-holding cones, and 10 cones to surround the ball holders. The Kho/tag games consisted of five bean bags per team, each

colored blue, red, or purple, and 30 cones to shape the field and the playing boundaries. The equipment for all three of the seasons (excluding the soccer nets) was stored in the equipment room. The rhythmic fitness sessions were held primarily in a private classroom, and on occasion, went outdoors. The equipment needed to complete this unit successfully consisted of 10 step-ups, enough for each group to have one. The students in the groups were also given short pool noodles (two per student) to do step aerobics and cardio drumming to make up the unit. The equipment for the season remained in the same room following each day's lesson. Each unit had its own season plan and specific goals for the PSTs set out to achieve. Any questions or concerns the PSTs had were discussed with the primary investigator or the full-time physical education teacher at the site of the teaching activity, before or after class.

Data Collection

Data collection for the final cycle used three primary instruments: a comprehensive series of critical incident reports, a Qualtrics Questionnaire, and individual interviews. By this stage in the study, PSTs had completed the entire program and were asked to reflect holistically on their cumulative experiences. Critical incident reports were administered on six separate occasions throughout the teaching process, each prompting PSTs to document noteworthy events or turning points from the day or season. The final Qualtrics Questionnaire was designed to elicit PSTs' overarching perceptions of the Sport Education model, focusing on what aspects resonated most and which components they anticipated integrating into their future professional practice. This questionnaire offered practical takeaways resulting from their sustained engagement in the program. A key objective of Cycle Five's interviews was to assess the PSTs' comfort level and likelihood of implementing the Sport Education model in their future teaching careers. The final individual interviews were recorded using the primary investigator's laptop and immediately

transcribed for research purposes. The audio was transcribed verbatim and labeled by the participants, who later sent it to the PSTs.

Critical incident reports

During the cycle, the PSTs were tasked with completing six critical incident reports as part of their teaching experience in the course. The report was to be submitted via Canvas to the course instructor the same day it was assigned, to keep it fresh in the PST's mind and ensure accurate relay. A critical incident is considered a behavior, action, or occurrence that impacts (either positively or negatively) the flow of lesson events. It was imperative to consider the context of this cycle in relation to the critical incident, as the PSTs were leading the teaching. The critical incidents for this section varied in their prompts, including:

Identify 2 critical incidents related directly to your lesson today as it *relates to the time point of your season*.

How has your teaching role changed following the first 6 lessons? Describe how you have interacted with students during these past couple of lessons to enhance their experience and make some comments as to where you are most busy.

Comment on the season overall, in particular, describe how you responded to the critical incidents you faced. What did you do? How did you change the season?

These reports provided rich, context-specific insights into the challenges, successes, and learning moments PSTs encountered in real time (see Appendix 9). The consistently changing prompts allowed PSTs to focus on the specific shifts and key components of the Sport Education model as they developed. The prompts were open-ended, allowing the participants to share their personal experiences and perceptions of the model and its potential adoption. Once the PSTs had submitted the artifact to the course instructor, Dr. Hastie removed all identifiers (names, grades, etc.) and gave the information to the primary investigator for the research project. Once collected, all data were sorted by lesson number (one through six) and by responses. The

common responses to these prompts offered insight into the perceived successes and challenges of implementing the Sport Education model.

Qualtrics questionnaire

During the final week of the program/teach cycle, the course instructor informed the PSTs that a final Qualtrics Questionnaire would be sent via email, containing an electronic link. The link was sent by the course instructor, who would receive the completed questionnaires when the PSTs were finished. The PSTs completed the questionnaire anonymously, with no identifiers being included; instead, their responses were tracked by the individual via Qualtrics. The questionnaire consisted of seven questions (see Appendix 11), and the “text entry” response method was used. The PSTs were given two days to submit their responses. All participants completed the questionnaire individually, and their participation in this part of the cycle was included in the original course. Once completed, the questionnaire data were given to the primary investigator, who was to analyze the responses to determine which aspects resonated most and which components they anticipated integrating into their future professional practice. The responses to the questionnaire provided authentic, nameless reactions to what made the model attractive or unattractive, as well as the reasons for those reactions. The responses were then categorized to provide a comprehensive sense of PST’s perceptions of Sport Education. The results were stored on the primary investigator's laptop.

Individual interviews four

The individual interviews for this cycle were conducted after the teaching experience concluded. As the program concluded following the final teaching episode for the PSTs, interviews were held via Zoom to best accommodate the participants. Emails were sent to each individual PST to determine the best time and date for an interview. The interviews were

optional, and in this cycle, five of the PSTs volunteered to be interviewed. Interviews were conducted by the primary investigator and ranged from 20 to 30 minutes, depending on the individual's responses. Interview scripts (see Appendix 10) consisted of 11 questions adapted from Glotova (2011) to accommodate the individual in this project, focusing on final perceptions of the teaching experience and overall cycles. PSTs were asked directly to share their thoughts on which cycle was most impactful, their likelihood of future teaching with Sport Education, potential barriers, and their level of comfort with the model at this point. The interviews allowed for detailed responses and for them to offer specific instances they felt were vital to their experience. All interviews had their audio recovered and transcribed verbatim immediately upon conclusion.

Data Analysis

The data analysis for this cycle was conducted across multiple fronts, aligned with the various data sources. The qualitative data analysis approach involved transcribing or recording the data, then coding and organizing them into themes by the principal investigator. The questionnaire responses were analyzed question by question to assess the consistency of the PSTs' responses. To accomplish this, specific repeated words, phrases, and response patterns to prompts were identified across the questionnaire. The critical incidents and interviews followed a similar process, with responses analyzed inductively from the transcriptions and reports. The primary coding of responses included experience teaching a season of Sport Education, level of confidence in teaching the model, likelihood of applying the model in the future, and potential barriers to its use. A theme was considered definitive if it emerged in each interview or was strongly echoed by several PSTs. Themes were refined through repeated review of transcripts and triangulation with additional sources from the critical incidents and questionnaires. Themes

were also grounded in organizational socialization, as the PSTs' hands-on experiences were intended to provide an authentic school setting while they were still in their PETE program.

Results

Critical incident reports

All six participants were meant to complete six critical incident reports at specific points during their final teaching. The critical incident report was to be submitted the same day that it was assigned. In total, 34 of the possible 36 critical incidents were submitted, with two PSTs absent due to illness. The critical incident reports were treated as short narrative accounts that could be coded in the same way as interview transcripts. From the reports, the most frequently coded issues from this preliminary pattern search centered on role establishment/responsibility, teamwork/communication, and planning/execution. The emergence of these themes was directly tied to the prompts, which shifted for each six. Some examples that reflected the sentiments of the overall group of PSTs included.

Critical Incident: Identify 2 critical incidents related directly to your lesson today as they relate to the time point of your season (lesson 3 of 15).

- “Today, during warm-up, one of my player-leaders took full initiative and immediately directed her team to their stretch & cardio sequence without waiting for my prompt. This stood out because earlier in the season, I had to repeatedly remind students to begin warm-ups on their own. Today, they transitioned instantly and were efficient.”
- “The first critical incident occurred when students set up their own badminton nets without help. Each team’s equipment manager gathered the birdies and racquets, while the rest of the group was responsible for assembling the net. Some teams organized themselves efficiently and demonstrated strong communication, while others hesitated or needed reminders about their roles. This moment revealed differences in how well teams understood and carried out their responsibilities.”

Critical Incident: What did you learn about teaching sport education in the first week (lesson 5 of 15)?

- “During the first week of teaching using the Sport Education model, I learned how important clear routines and role expectations are for keeping students engaged and productive. For example, when I made sure each team knew exactly where to sit, how to start warm-ups, and who was responsible for equipment, the transitions became smoother and the class time was used more efficiently. I also learned that students respond very positively to feeling a sense of ownership and responsibility. When teams chose their own names, colors, and chants, their motivation increased, and they were more invested in the games and team tasks.”
- “The first week teaching sports education, I learned that these roles that are given to each student help build teamwork and responsibility in a way.”
- “I learned that it's a little bit hard! It's so fun, and I love the meaning behind it/the team aspect that students gain from it, but as the one setting it all up, it's definitely a learning experience. I think I might have chosen one of the harder sports to plan, BUT I am enjoying the challenge”.

Critical Incident: Comment on the season overall. In particular, describe how you responded to the critical incidents you faced. What did you do? (lesson 9 of 15)?

- “The beginning was difficult with bad sportsmanship; we had to emphasize fair play and enforce penalties for negative talk. The attitude of students has improved, and the season has not been affected by sportsmanship.”
- “The season has gone fairly well so far. I was slightly worried at first, as it was a large task with many moving parts to consider. My group is respectful and enjoys the game.”
- “Dealing with arguments, now being marked and affecting overall scores from the teams. This has led to improvements in gameplay and fair play. Overall, season engagement and competitiveness have been high, and skill has slowly improved, especially in the team aspect.”

These responses offered valuable insights into how the 6th-grade students demonstrated increased initiative, took on greater leadership, and assumed more significant roles in running key aspects of the lesson and the instructional model, as well as the PSTs' growing recognition of the demands of executing the developed plan. Importantly, several students expressed that the experience fostered a sense of ownership and accountability within the group. The 6th-grade students developed the ability to adjust schedules and embrace challenges as they arose. The findings from these critical incidents were then integrated with individual interview data,

providing a more accurate and comprehensive portrayal of the PSTs' reflections on Cycle Five and the program as a whole.

Qualtrics questionnaire responses

Five of the six PSTs responded to the Qualtrics questionnaire emailed by the course instructor. The first two questions on the questionnaire were to reconfirm consent as previously given verbally at the start of the program. PSTs were to select either yes or no to their class artifacts and any other data being used for research purposes. Although responses were anonymous, all five PST selected "yes" to being involved in the study. The latter five questions focused on which aspects of the model were most challenging and valuable, what they would change if they did the cycle again, and their likelihood of teaching Sport Education in the future. The repeated responses to the questions shaped the PST's main takeaways of the cycles (see Table 9.1).

Table 9.1

Qualtrics Experience Takeaways

Question Number	Question	Preliminary Takeaways
3	What were the most critical elements that helped you learn how to teach Sport Education?	Valued hands-on experience
4	Were there any aspects of the Sport Education Model that were difficult for you to grasp?	Balancing timing and trust, if mentioned
5	Were there any aspects of the Sport Education Model that you gravitated toward?	Enjoyed various parts of the six key components
6	As of now, will you be implementing Sport Education in your career?	All had the intention to teach
7	What would you change next time if you were to do the Sport Education season?	Minor structural refinements,

The responses to the questionnaires provided valuable insights into the group's overall experience during the cycle while keeping participants anonymous. Expanding on Table 9.1, several key responses shaped the main takeaways from the questionnaire, including notable examples such as:

Question Three: What were the most critical elements that helped you learn how to teach Sport Education?

- “I think one of the biggest things that helped me was watching real examples and being able to be in that 'student environment' while playing badminton. Being in that position helped me visualize how it works. Another would be learning the key features of sport education, such as roles, record-keeping, and related practices. Knowing this gave me a clearer understanding of what a season should look like and what responsibilities everyone should have.”

- “One of the most critical elements in helping me learn to teach sports education was completing a season myself. Having to work through everything on the student side helped me develop a better understanding of how to run one on the teacher side. After seeing how a sports ed unit was run, as a student helped develop the best way to create the season and how to run it as smoothly as possible.”

Question Four: Were there any aspects of the Sport Education Model that were difficult for you to grasp?

- “One challenge was learning how to balance giving students responsibility while still keeping the class organized. It took time to trust that students could handle roles like officials, scorekeepers, and warm-up leaders without me stepping in too much. Another difficult part was managing the structure of an entire “season” instead of thinking one lesson at a time.”
- “I had the hardest time with the timing and day-by-day planning. Making the schedule to ensure we hit every goal and stayed on track was the most challenging part for me.”

Question Five: Were there any aspects of the Sport Education Model that you gravitated toward?

- “I really enjoyed the team-based structure because it created a sense of community and consistency in my classes. Watching the students bond, build routines, and take pride in their team identities made teaching more enjoyable for me. I also gravitated toward the student role component, having warm-up leaders, referees, and equipment managers, because it allowed students to take responsibility and helped the class run more smoothly.”
- “I just really enjoyed the model as a whole. The longer units help students have more time to fully understand all aspects of the unit, not just the sport they are playing.”

Question Seven: What would you change next time if you were to do the Sport Education season?

- “I would spend more time at the beginning teaching and practicing the student roles so that referees, scorekeepers, and warm-up leaders felt fully confident before competition started. I would also introduce the scoring system and league table earlier so students understood exactly how points were earned or lost.”
- “I would create a whole new point system based on how well you respect the ref and their calls, regardless of whether you think the call is right.”

These quotes stood out because they offered deeper insight into the insights PSTs gained from specific prompts. For example, some PSTs expressed increased confidence in applying assessment strategies, while others noted a greater appreciation for collaborative learning. These varied perspectives highlight the impact of targeted prompts on PSTs' professional growth. There were instances in which PSTs did not respond to prompts, such as questions 4 and 7; two PSTs responded "no" or "none."

Individual interviews four

The analysis of the individual interview began with a qualitative approach, examining responses to questions to identify consistencies and connect these patterns into overarching themes. The process began with open coding, where PSTs' responses were carefully reviewed line by line to identify initial patterns and insights. The initial code then references the responses from the critical incident reports and the Qualtrics Questionnaire to establish overarching themes. The prominent themes centered around the Sport Education season as a whole (roles, competition, implementation) and the PSTs' final thoughts on their experience and future with the model. The themes in this cycle are also tied to the PSTs' organizational socialization at the start of the program. Organizational socialization, as shaped by interviews, coursework, practical experiences, and peer interactions, influenced the PSTs' dispositions as they determined whether to adopt, adapt, or abandon the model in future practice.

Handling the reality of Sport Education

During Cycle Five, the PSTs faced some realities of implementing Sport Education independently. This included ensuring the responsibilities and competition involved in the season were applied correctly. At the start of the cycle, the PSTs reported feeling stressed or overwhelmed, as in previous cycles. Brooke, for example, recalled that the start "was a little

chaotic,” but “once the kids finally learned their roles and the actual rules, it worked out very well.” He credited the first few days of skill work and preseason as immensely beneficial for establishing his team's routines. Landon was not alone in the initial concern, as Chloe detailed her rhythmic fitness start as “a little rocky to start,” as the students were unsure of what they had signed up for with the vaguer title. He described the early lesson as “a little bit stressful,” as she was unable to execute her season plan properly on day one. However, Sophie noted, “By day three, I knew what I was doing, I was good.” This was achieved by the PST taking accountability and revisiting her season plan to properly organize the teams.

The stressors the PSTs described during this cycle were multifaceted, including implementing roles, navigating competition, and problem-solving with their students. Implementing the roles in the seasons varied in levels of success for the PSTs. Chloe, who ran the rhythmic fitness, modified her roles to fit her three-person teams. She used “a cleanup person, someone who was in charge of doing their warm-ups, and someone who was in charge of the setup of the equipment” to ensure that the students still felt a sense of responsibility in a smaller team setting. In a more traditional season setting, Landon had more issues as his students “argued about who’s scorekeeper and who’s ref” and did not immediately take to their responsibilities. To correct this, Landon began deducting points from teams that were unable to resolve conflicts among themselves. Not taking on the responsibilities immediately was not uncommon, as Rose struggled with her group taking on their roles. Rose commented that “the third graders at Silver Street took their roles more seriously than sixth graders.” She believed this was linked to her specific group's behavioral issues rather than to overlapping judgments across grade levels.

Competition and fair play went hand in hand, as the PSTs described, both as stressors and as valuable and enjoyable aspects of the cycle. Once gameplay points began to count toward their totals, Landon's basketball season entered a new level of competitiveness. He said, "I feel like keeping score, too, for everything really added a little bit of fire to everybody, gave them a little more motivation, and they were very excited to play." This sentiment only grew as the playoffs were a particular high point: "seeing how serious these games are being played and how much they really wanted to win," which he felt was a massive success for the unit tied viewing the scores. The students used competition, and the visible scoreboard increased their motivation. Rose took a unique approach to motivating students, having her teams create personalized mascots and logos for each season. This she tied to how she wanted the students to take ownership of the season and how they communicate, saying, "I made sure they knew that it was their game their season," and that how well it went was based off of them." Rose then tied ownership to fair play points in order to correct attitudes from her "best team but had the worst attitudes" where she intentionally weighted fair play more heavily than winning so that students with strong game skills but poor sportsmanship had to "get their team in line" to be competitive.

The line between competitiveness and fairness came to a crossroads again for H, as she described two groups that argued over scoring and "scored each other terribly" during preseason. She used this as a teachable moment, explaining that it was "not appropriate to score each other badly just because the other one did," and framing it as a lesson in both competitiveness and fairness. For Chloe, who had a unit focused on competitiveness rather than creativity and fun, students still judged each other's final performances. She focused on fair play in scoring as a way to be a good audience member and judge, rather than giving friends a perfect score "just" because of friendship.

The common pattern was initial chaos at the start of implementing the model, gradually replaced by increasing smoothness and confidence as both they and their pupils became more familiar with the structure. Collectively, these observations highlight how Sport Education's competitive structures and fair play elements serve as a powerful motivational engine, driving both student engagement and effort throughout the activities. As the seasons progressed, both teachers and students gained fluency and competence, resulting in largely positive overall evaluations of the Sport Education approach.

Final feasibility and confidence levels

During the interview process, the PSTs were asked directly about their final level of comfort with Sport Education. The PSTs described themselves as highly confident in using the model and very likely to teach Sport Education in the future, while also anticipating structural constraints such as curriculum and support. Examples of this were prominent in the discussions with the PSTs. Sophie, for instance, said, "I would say I'm extremely comfortable. The thing is, if I switch sports, maybe it, like, takes you down a little bit, and because you have to relearn how to, like, organize it and make a season plan again, all of that." Showing a small sense of apprehension, but overall positive perception toward Sport Education. The PSTs spoke about how they derived their convenience directly from their full-time teaching of the model. Chloe touched on this by saying, "I feel very comfortable with it now after June Middle, especially, like, knowing all the details and having gone through the entire thing. After a month of teaching it, I feel very confident that I could go and implement it again elsewhere." Directly communicating her intention and value of this last cycle. Chloe was weary of how implementing the model could be done early in her career stating, "being the new teacher and trying to break down the wall, but others say, 'this is how we do it' So why would you wanna change how it

works? So why would you wanna bring something else?” Speaking of the fear present in organizational socialization, which focuses on schools acting as the primary socializing agents, attempting to induct and conform new members to the school’s culture (Templin and Schempp, 1989).

This impact of Cycle Five was touched on again by Landon, who said, “I mean, even after just doing one season, from the start of it to the end, I feel a lot better in my abilities to teach it (Sport Education). On a scale of 1 to 10, I'd probably get myself, like, 9 that I am confident, I know I can do it.” His biggest barrier to implementing the model moving forward revolved around structural support, speaking on “the principal and curriculum, like, a certain curriculum to follow and, like, certain times to do it or say” being his main concerns. In his ideal scenario he would use Sport Education with “younger grades to build team skills early.” An idea that was shared by Rose who would “definitely” use Sport Education in grades 3rd to 6th, which directly correlated to the students taught within this program compared to older grades which she stated “I feel like older, they just would just be like, what's the point?” which may tie into her not having experience with that population. For Rose, who stated, “I actually feel super comfortable going into any school and setting this (Sport Education season) up,” but anticipated barriers around “support and preparation” and the need to convince colleagues and administrators she knew what she was doing.

By the end of Cycle Five, the PSTs appeared to have a solid grasp of the Sport Education model and a clear understanding of potential points of contention that might arise in their future professional settings. While the strong intentions and enthusiasm the PSTs developed through their experience may not fully overcome anticipated structural barriers, the participants now possess practical strategies and a deeper sense of preparedness to navigate these challenges.

Cycle influence

The final theme in this chapter concerned the effectiveness of the program's cycles. The PSTs remarked that the cycles played a significant part in their acquisition of knowledge of the Sport Education model and the retention of their understanding. When discussing the cycle structure with Rose, she voiced her honest opinion about the process. She said, "I didn't understand why we were doing it (the cycle), but I did, like the process, lectures let us be the student and then us being the teacher. I love that because it all started making sense. It all started clicking. And during that time, it wasn't. But then after a while, it all started making sense." She discussed the moments that the model "clicked" for her as twofold, first being "when we played badminton because that's where I really understood the fair play and, like, the roles" and at Silver Street Elementary "Because of the big scoreboard that we had, that helped me understand how I would do my score system." This was notable because two distinct cycles (participation and assisting) played a role in the PST's comprehension of the model and in her ability to relate it to her teaching. If presented with Sport Education information strictly through a single cycle, there is no guarantee that the PST would fully absorb the content. Rose was not the only PST who felt as though the different cycles assisted in learning, as Brooke mentioned her "understanding of Sport Education has developed so much. In the beginning, I didn't really know much, but now that I have played in it myself and taught it myself, it has changed so much; it gave me a clear idea of how it worked, and I feel like I was able to see different moments of the season." Her experience with the model benefited from her participation as a student and, later, as a student leader. This offered a unique, more holistic outlook on Sport Education, as the PST could now understand what they were asking students to do.

Several PSTs noted the progression through the cycles in a positive light. Landon described that having the cycles of participating and assisting helped shape his season. He said “starting out doing badminton and actually being a player and just seeing how y'all managed it and then us kinda getting to go to Silver Street Elementary and managing just one team and still watching kinda how y'all managed to do that, that that certainly helped and gave me really a structure and a base on how I was gonna go into my season.” Having seen and engaged in Sport Education served as the framework for Landon to create his own season. Landon would go on to say, “I feel like if I didn't have that or we didn't have the badminton season or the chasing and fleeing games at Silver Street, then I would definitely have probably not been in as good a position as I was in the regular season, than I was as opposed to us doing it. That lineup definitely helped us and or helped me in my progression for sure.” Another PST in Sophie echoed these thoughts, saying, “I don't think there's a better way to do that,” referring to how the cycles were conducted and the model was taught. The cycle in particular that the PSTs viewed as the most valuable was badminton (participating) with Chloe and Sophie saying “Always doing something is going to be the most important or significant, so I would say we also for me, badminton helped me specifically” and “badminton, being the student of it and experiencing that side of it, I think, was most helpful to kinda get an understanding of, like, what we would be implementing and teaching with them. I'm very much a hands-on learner and, like, a visual person, and so having the experience of doing it before we went and taught it was most helpful for me.”

Cycle Five Takeaways

A significant takeaway from this final cycle was that the PSTs involved in the project reported, based on the class artifacts and interviews, that there was a high probability they would

implement the model moving forward. When asked directly in the interviews and questionnaire, all PSTs replied with some manner of “yes,” including with reasons such as.

Rose, “The ideas involved with sport education are critical and important. Some kids wouldn't have the team experience without that unit. It is crucial for problem solving, teamwork, independence, and responsibility.”

Brooke, “I plan to implement Sport Education in my career because I've seen firsthand how well students respond to the structure, responsibility, and engagement it creates.”

Landon, “I will be. I think this is a great challenge for students. It promotes teamwork, gives every student responsibility, and creates a fun sports experience.”

Bailey, “The students enjoyed this type of teaching, and it helps expand students' understanding that winning is not everything.”

These statements directly look to address how the experiences in this course affected their intention to apply the model in real-world settings. The PST's intention was to use the model that evolved throughout the course, as the PSTs described early confusion about the “why” of certain tasks, only to “click” later on. In particular, the participants reflected on the badminton season as a crucial part of their experience, considering several enjoyed the “hands-on” component. The PSTs being able to serve as the “student,” in a sense, proved valuable, as it expanded on topics such as roles and competition mentioned in the lectures. The badminton season also gave the PSTs a chance to understand their 3rd or 6th-grade students' experiences with Sport Education as they were involved in similar seasons. The progression through the cycles was viewed as a positive experience for the PSTs, which helped the model “make sense” and fostered their confidence.

Cycle Five marked the end of the semester for the PSTs, meaning their Sport Education experience had ended unless they chose to continue. The cycle allowed students to undertake a full-time role with their students and then reflect on their emerging professional identity. Through this full-time teaching during their Sport Education season, the PSTs were able to see how the model promotes teamwork, responsibility, sensible competition, and problem-solving

across diverse activities. The realities of teaching Sport Education were also a critical part of this cycle, as the PSTs gained an accurate sense of the challenges that may arise during the 15-lesson period and as they move forward in their careers. During their season, issues of communication within the team and the need to clearly outline student roles were present but could be addressed in the moment. However, the PSTs also anticipated structural barriers such as curricular constraints, scheduling pressures, and school cultures resistant to change; they nonetheless expressed high confidence and strong intentions to continue using Sport Education in their future careers. Their confidence stemmed from the multi-cycle approach, leading to strong intentions moving forward.

Through the lens of occupational socialization, organizational socialization began to take shape as the cycle solidified Sport Education, as the PSTs felt it was now feasible to implement and attractive to both teachers and students. PSTs gained insight into how a professional workplace operates and how it could impact them as individuals. Ideally, the positive reaction to the cycles and Sport Education as a whole will outweigh some of the negative influences they may encounter. Figure 8.1 showcases the end product of the teaching cycle led by the PSTs, providing them with opportunities for real-world application. This experience directly contributed to increased confidence, clarified their future intentions, and deepened their understanding of potential career barriers. Furthermore, the hands-on involvement allowed PSTs to reflect on their teaching practice, identify areas for professional growth, and better prepare for challenges in their future careers.

From Theory to Field: Implementing the Sport Education Model

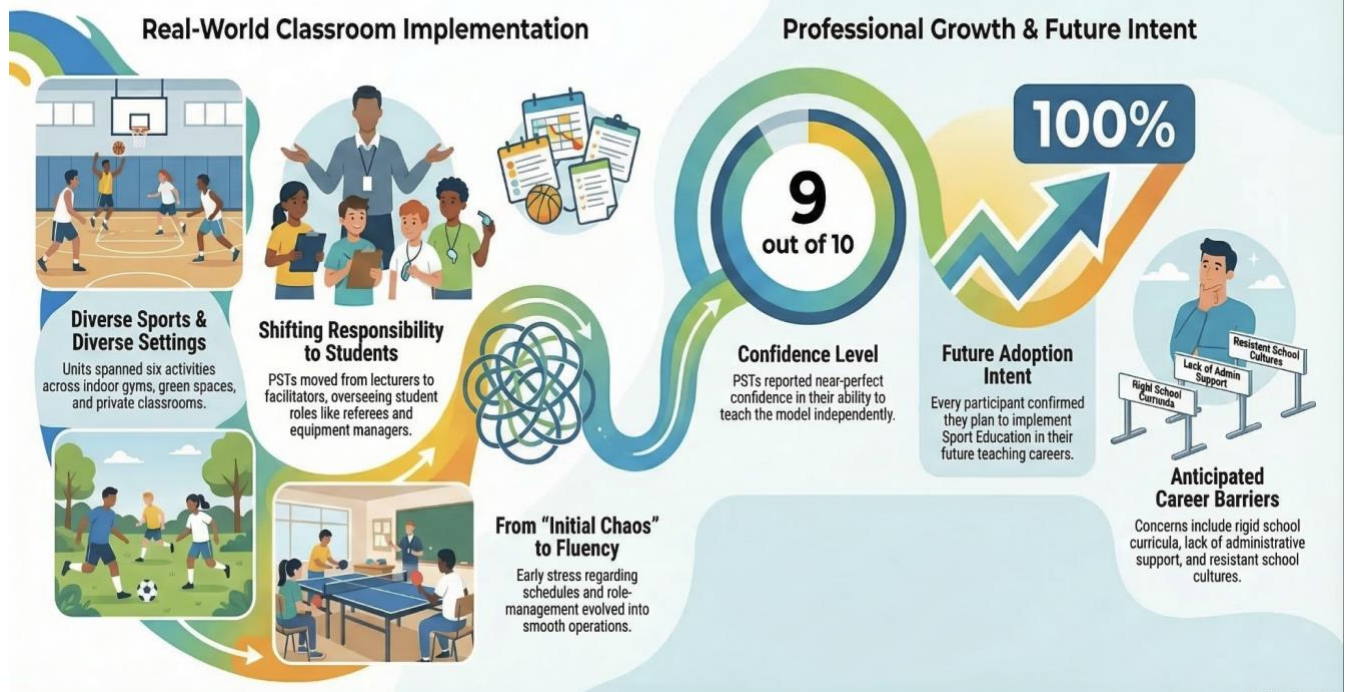


Figure 8.1. Cycle Five Infographic Summary

Chapter IX

Discussion

Siedentop states his goal for Sport Education is ‘to educate students to be players in the fullest sense and to help them develop as competent, literate and enthusiastic sportspersons’ (Siedentop et al., 2019, P. 9). Over the years since his initial commentary, Sport Education has become one of the most well-researched and effective teaching curriculum models (Hastie et al., 2011; Sinelnikov, 2009). The model has consistently been shown to positively impact student learning in physical education (Sinelnikov 2009). Given the inherently positive outcome, the model has been taught to PSTs to provide an early introduction, leading to later implementation. For example, Curtner-Smith and Sofo (2004) were the first to examine conceptions of the teaching-learning process in the context of teaching Sport Education, studying a cohort of pre-service teachers during an early field experience. Curtner-Smith and Sofo found that these novice teachers were attracted to Sport Education primarily because it was compatible with their occupational socialization. The issue with studies such as this, however, is the lack of longitudinal data on the success of the PSTs involved. A sentiment echoed by Sinelnikov (2009), whose research indicated that university-based seminars and courses, or one-week web-based workshops, generally are not enough for pre-service teachers.

This gap in the literature led to the development of the current project, which introduced PSTs to Sport Education through a semester-long series of educational cycles. The aim was to examine how PSTs experience, understand, and implement the model, with a particular focus on their progression through structured cycles of learning, participation, assistance, planning, and leadership. The project also considered whether PSTs adopted or abandoned the model over time. The project aimed to support PSTs' learning and experience of Sport Education within their

teacher education program, addressing the limited research on how this demographic learns, interprets, and delivers Sport Education (Curtner-Smith & Stran, 2009). Previous research has suggested that integrating Sport Education throughout a PETE program and providing preservice teachers with opportunities to teach prescribed mini-units during early field experiences can increase their likelihood of effectively understanding and using the model (Curtner-Smith & Sofo, 2004; Jenkins, 2004).

Occupational Socialization Theory

To achieve the aim of this project, the Occupational Socialization Theory was applied through a multi-cycle educational approach. Through the process of employing the five cycles, the PSTs experienced a level of resocialization of physical education and of the pedagogical model. It was imperative to emphasize the PSTs' prior experience in physical education, their experience across the cycles, and the barriers they encountered in real-world organizational settings. Research using Occupational Socialization Theory spans the lives and careers of physical education teachers. Also, emphasizing a more holistic understanding that includes early childhood socialization and, importantly, pre-career experiences that are deeply intertwined with teacher development (Burlingame, 1972). The current literature base highlights the importance of acculturation in the development of teachers' subjective theories and indicates that, in many situations, professional socialization is ineffective in overcoming recruits' preexisting perceptions of what it means to teach physical education (Richards et al., 2014).

Acculturation

Acculturation has been referred to as “the most potent type of socialization experienced by PE teachers” (Curtner-Smith et al., 2008). Acculturation for the PSTs in this study was unique, as five of the six participants were from Alabama. This, in turn, allowed all five of those

PSTs to skip high physical education, as they were athletes and received an exemption. Their physical education experience to be reflected on was from middle school and younger, but the participants leaned heavily on their sporting experience. The group's outlier was not only from a different country but also a high-level track athlete who was still able to participate in a traditional physical education program at a high school. All six participants showed an immediate affinity for the concept of Sport Education when presented with it. For example, Rose spoke on how the model “teaches you how to work with others,” Landon added, “half of these kids don't have a chance to do a team sport outside of school. This is the time that allows them to mature, and problem solve with other people because they probably don't play a sport outside of school,” and Sophie said, “the season and model brought friendship because you have to work as a team.” These ties, physical education, and prior athletic experiences served as the baseline for PSTs' personal temperaments for the project.

This was beneficial, as Curtner-Smith (2009) noted that having participants and an instructional approach compatible with their value orientations is beneficial. This was then emphasized by examining Sport Education as the model tended to align with recruits' interests in team sports while also reflecting a research-based approach to teaching physical education (Stran & Curtner-Smith, 2009). The importance of understanding teachers' beliefs stems from the idea that how people interpret reality is influenced by their mental constructions, cognitive abilities, and belief systems, which are shaped by their attitudes and values (Adamakis & Zounhia, 2015). Sport Education requires a different way of thinking/mindset for teaching physical education. While there are organizational issues teachers typically need to overcome to implement Sport Education successfully, these are all achievable if the mindset is appropriate (Siedentop et al., 2019).

Professional socialization

Professional socialization in this project took course over the span of cycles three through five (participating through planning). Richards et al. (2014) noted that professional socialization has been identified as relatively ineffective in altering recruits' subjective theories of physical education. This was echoed by Adamakis & Zounhia (2015), who indicated that PETE programmes are generally the weakest form of socialization experienced by physical education teachers. A result of PSTs entering their universities' programmes with well-shaped pre-existing beliefs about educational practices and desirable PE goals, formed by their own biographies and lived experiences during acculturation. These beliefs cannot be easily modified or challenged; the professional preparation programmes do not effectively challenge them (Adamakis & Zounhia, 2015).

To address this existing concern, the project here focused on offering the PSTs a thorough experience through three cycles of Sport Education (participating, assisting, and planning) in a real-world setting under simulated conditions, and on communicating their thoughts. The initial professional socialization period took place during the badminton season, with the PST as participants. This allowed the PSTs to experience Sport Education in the same vein as their future students. This cycle proved immensely valuable, as the PSTs later reflected on the importance of the badminton season. Chloe and Sophie said “Always doing something is going to be the most important or significant, so I would say we also for me, badminton helped me specifically” and “badminton, being the student of it and experiencing that side of it, I think, was most helpful to kinda get an understanding of, like, what we would be implementing and teaching with them. I think one of the biggest things that helped me was watching real examples

and being in that 'student environment' while playing badminton. Being in that position helped me visualize how it works.”

The next opportunity the PST had to experience a level of professional socialization was through assisting with the 3rd-grade students on-site. Through this cycle, they gained a lived experience of leading their group through the components of Sport Education. Seeing the model in a simulated setting was significant, as early field experiences are very important for maximizing the impact of PETE programmes (Richards, 2014). The PSTs reflected this thought, as the prevailing sentiment was adjustment in their confidence level as they became familiar with the reality of teaching. Landon succinctly captured this sentiment, stating, “implementing it there and being with the kids, it was just a lot more responsibility on us. It’s a lot more to look out for and manage.” Overall, the PSTs entered the season anxious about their ability to manage all aspects of the model, from role assignment to record-keeping, but left with a stronger sense of what the model looks and feels like, with real students placing their affinity for the model slightly higher.

The final cycle shaping PSTs’ professional socialization was the planning phase. Here, PSTs shifted from active participation and leadership to designing their own Sport Education season. They were tasked with applying newly acquired knowledge to develop comprehensive season plans, including role lists, rules, equipment needs, team development, and role integration, ensuring a well-structured and successful program. This planning phase also prompted deep consideration of future implementation barriers. PSTs expressed concerns about introducing a novel pedagogical model as new teachers, working alongside more established colleagues, leading units in areas where they felt less confident, and finding the time to plan and execute a season effectively. Many felt overwhelmed by the extensive content and numerous

“moving parts” inherent to the model. Despite these challenges, by the end of the development phase, all four participants reported increased confidence and a strong commitment to implementing Sport Education in their future teaching. This underscores the transformative potential of structured, reflective practice in teacher preparation.

Through the three cycles of professional socialization, the PSTs not only deepened their understanding of Sport Education but also demonstrated a significant shift in their professional beliefs compared to when they first entered the program. Each phase was intentionally scaffolded to build upon the last, providing structured opportunities for small-scale team assistance, active participation, reflection, and ongoing development. Importantly, integrating peer collaboration and timely feedback mechanisms further enriched this process, enabling PSTs to troubleshoot challenges collaboratively and refine their pedagogical approaches in authentic settings. This multifaceted educational journey empowered them to develop new perspectives, expand pedagogical knowledge, and confidently confront perceived constraints in real time.

Organizational socialization

Organizational socialization, refers to the influence of the workplace (Adamakis & Zounhia, 2015). Schools act as the primary socializing agents, attempting to induct and conform new members to the school’s culture (Templin & Schempp, 1989). The final cycle of the project, teaching Sport Education, provided the PSTs with an opportunity to work with 6th-grade students on-site, serving as a teacher in a smaller class and individually leading a Sport Education season. This provided an in-depth view into the policies and workplace conditions that further shape, constrain, or support teachers’ practices once they enter the profession (Richards et al., 2014). Organizational socialization can reinforce established norms, sometimes undermining reform efforts. In particular, PSTs faced some of the difficulties they may

encounter upon entering the school setting, including reality shock and washout effects, marginalization of school physical education, and various role conflicts (Richards et al., 2014). For example, Landon was concerned with potential structural support, speaking on “the principal and curriculum, like, a certain curriculum to follow and, like, certain times to do it or say” and Rose, who anticipated barriers around “support and preparation” and the need to convince colleagues and administrators she knew what she was doing.

Although these barriers are very real, the PSTs still felt that teaching the model was feasible to implement and attractive to both teachers and students. Their job now was to understand and navigate the micropolitics in a school setting. Following the cycle, the participants now possess practical strategies and a deeper sense of preparedness to navigate these challenges. PSTs coming out of college are typically excited, as they are here with all five PSTs who participated in the interviews and questionnaires, all of whom remarked that they would implement the model in their professional careers. The level of great enthusiasm comes across to many long-serving teachers as arrogance, who are challenged by the demands and expectations presented by schools (Hastie, 2003). Given the unfortunate realities of the field, veteran teachers have established traditions and perceptions that a beginning teacher must be able to reject, accept, modify, or accommodate while walking a thin line between alienating them and injecting their own brand of pedagogy (Hastie, 2003). However, the participants here were already weary of this thought as Chloe said she was worried about implementing the model early in her career, stating, “being the new teacher and trying to break down the wall, but others say, ‘this is how we do it’, so why would you wanna change how it works? So why would you wanna bring something else?” Nevertheless, their strong intentions were strengthened by the success of the seasons and the students' enjoyment of the lessons they witnessed in their teachings. Linking

their intentions to use the model to Van Maanen and Schein's (1979) seminal work that described how one may respond to workplace socialization, focusing on innovation, represents a process through which the beginning teacher challenges the status quo.

Research Questions

The current study aimed to examine how PSTs' perceptions influenced their decisions to adopt, adapt, or abandon the Sport Education model in their professional practice. By exploring the underlying motivations, challenges, and contextual factors shaping these decisions, the research provides nuanced insights into how future educators engage with innovative pedagogical frameworks and the implications for effective implementation in diverse educational settings. To achieve this goal, four research questions were posed to examine their experiences and future implementation. These being; How did the preservice teachers' perceptions of Sport Education evolve through lectures, participation, observation, and teaching experiences, How do experiences with the Sport Education Model during teacher education affect preservice teachers' perception of its feasibility and effectiveness in real-world teaching contexts, What perceived successes and challenges did preservice teachers face in learning and applying the Sport Education Model, and Has the experience in this course shaped the real-world teaching application of the model, all to be answered through the thoughts of the PSTs directly.

How did the preservice teachers' perceptions of Sport Education evolve through lectures, participation, observation, and teaching experiences?

The first research question presented here sought to gain insight into how the perception of the PSTs evolved over the course of the study. Each cycle in this project was critical, as the PSTs initially arrived with no knowledge of Sport Education and were informed that they would lead an entire season individually by the end of the course. In the first cycle, the PSTs were

lectured on the model in smaller segments to avoid overwhelming them with content. Assisting with knowledge acquisition during this cycle were Canvas quizzes and a Qualtrics Questionnaire, in which we were tasked with identifying the key components of the model and articulating our initial thoughts. Which, in turn, were overwhelmingly positive as all six PSTs during this cycle expressed their interest and confidence in implementing Sport Education. In the focus groups, after being introduced to Sport Education, the participants showed genuine interest in the model, suggesting they felt ready to implement it on their own, depending on the skill/activity.

The PSTs who participated in the second cycle of the badminton season had a more hands-on view of the model, which added context to the lectures. Multiple PSTs described this cycle as impactful compared to the lectures, as Rose put it, “with it (Sport Education) being told to me, I don’t understand it, I needed to actually see it and go through it and make the mistakes and correct myself.” Sophie also mentioned, she felt “overwhelmed” initially by the depth of information offered in the lecture but began to “put it all together” once they went through the Sport Education structure. Notions such as this evolved their perceptions of Sport Education, which were framed by actuality. Initially, the PSTs' confidence was characterized as "conditional" throughout the course, and throughout the badminton season, their level of confidence remained high but was dependent on the activity and on the time available to prepare to lead the season. At this point in the course, all participants scored themselves 6 or higher out of 10 on their level of confidence in teaching Sport Education. Their self-reflection aligned with the Qualtrics Questionnaire results, in which all the PSTs scored themselves a 5 (strongly agree) on the prompt “confident in implementing the Sport Education unit.”

The Cycle Three marked the largest shift in the PSTs' perceptions while they were on-site teaching 3rd graders. Learning the realities of teaching moved the confidence of the PSTs slightly downward as Rose described “I feel I’m not as confident yet in implementing it on my own. Right now, I’m kinda feeling the nerves. It’s just a lot more responsibility on me, so I wouldn’t feel confident doing it yet” and Bailey admitted to feeling “a little nervous about my own.” Although this cycle heightened the PSTs' apprehension more than the previous one, seeing Sport Education in a real-world setting led them to believe that implementing the model could be sustained as their growing awareness of the demands of Sport Education deepened. They developed a willingness to meet these demands as they viewed how the structure of the Sport Education model created conditions in which responsibility, communication, and strategy could develop over time.

In Cycle Four, the PSTs engaged in a comprehensive planning period to design their own Sport Education season. Many described this stage as a significant confidence builder, allowing them to consolidate learning from previous cycles and apply it in a meaningful context. While some PSTs found the planning process overwhelming and demanding, most agreed that with adequate time, support, and resources, the experience became manageable and highly rewarding. Importantly, this phase fostered a greater sense of agency and ownership over their teaching. By the end of this cycle, PSTs not only expressed increased confidence but also articulated strong intentions to implement Sport Education in their future classrooms. They viewed this experience as authentic preparation for the responsibilities and challenges they would face as beginning teachers, highlighting the value of hands-on, real-world practice in shaping effective educators.

The final cycle of the project marked a pivotal transformation in the PSTs’ perceptions and intentions regarding the Sport Education model. Interview excerpts and class artifacts

revealed that PSTs had reached their highest levels of confidence and commitment to implementing the model in their future practice. For example, Sophie reflected, “I would say I'm extremely comfortable,” while Chloe shared, “I feel very comfortable with it now after June Middle, especially, like, knowing all the details and having gone through the entire thing. After a month of teaching it, I feel very confident that I could go and implement it again elsewhere.” Rose offered a unique perspective, stating, “I didn't understand why we were doing it (the cycle), but I did, like the process, lectures let us be the student and then us being the teacher. I love that because it all started making sense. It all started clicking.” This phase represented the most definitive and enthusiastic adoption of the model to date. By this stage, the PSTs had engaged with Sport Education through a range of authentic and meaningful experiences, enabling them to articulate their insights comprehensively and envision its application in their future classrooms. Their increased confidence was rooted in the program's cumulative, multi-cycle structure, which provided both theoretical understanding and practical exposure.

How do experiences with the Sport Education Model during teacher education affect preservice teachers' perception of its feasibility and effectiveness in real-world teaching contexts?

The second research question posed in this study focused on how the experiences during the PSTs teacher education program shaped the feasibility of using Sport Education in real-world settings. Initially, the PSTs were interested in teaching Sport Education as a future career, but during the lecture cycle, they became aware of the “hidden” tasks involved in the model, including organizing lessons, materials, and roles, and learning the sports. When asked in a questionnaire, “What do you think will help you in the future to teach Sport Education better?” The PSTs identified items such as “having a firm grasp on the sport I am teaching and keeping

the festivities alive throughout the entire season” and “understanding how to manage a season and promoting team festivity to get the students more engaged and prouder of their team.”

Overall, the PSTs felt that Sport Education was “a much better way of teaching” and “worth it.”

Through the badminton season, the PST came to understand how vital tasks outside of playing the game are to students, which is important to the model’s effectiveness. Through this, the PSTs were able to conceptualize how the roles, fair play, etc., could translate in their real-world setting. Chloe mentioned “having the ability to get points not just in winning, but also, in fair play and officiating and all of that definitely increased the motivation to keep participating even if we weren't always winning.” Along with this the PSTs recognized that the model may also allow “kids who don't play sports outside of school or who aren't properly involved don't really get to not really experience a competitive aspect of life, and I think it includes it in a way that doesn't make them completely like oh you're eliminated” from Bailey.

This came ahead at Silver Street Elementary as they were now witnessing the model with 3rd graders in real time. Here, the PSTs were tasked with becoming confident in some aspects of the Sport Education model but still uncertain about others, creating an environment that would be conducive to a successful season, including “assigning roles” and “explaining the game,” but less so with “setting up games” and “keeping score” across the season. This hands-on experience allowed the PSTs to view how the Sport Education model created conditions in which responsibility, communication, and strategy could be experienced and enjoyed by the 3rd-grade students. Following this, the PSTs were now to take a step back into the classroom and plan their own seasons. This experience gave them a realistic sense of the potential difficulties of developing a Sport Education season. Rose said, “At first, it was honestly frustrating because it felt like a lot of pieces all at once. I felt overwhelmed figuring out all the moving parts,” and

Bailey described her planning experience as “more difficult than I had initially thought,” noting that “there are a lot of moving parts when it comes to planning,” including team composition, uneven numbers, and students with special needs. In turn, the PSTs became aware of the challenges and anticipated barriers that may appear while developing a season in a real-world setting. This gave the sense that having ample time in the planning cycle may not be realistic moving forward, and they would need to be acquainted with alternative methods of creation.

The final cycle, which affected the PST's idea of the feasibility of Sport Education, was teaching at June Middle School. Here, all the PSTs viewed Sport Education as both feasible with sufficient preparation and support, and highly effective in promoting student motivation, responsibility, teamwork, and meaningful sport experiences. Through authentic implementation and reflection, the PSTs came to grips with the stressors of teaching the model in full while alone. Rose discussed the weight of responsibility as the sole leader: “My biggest perceived barrier was having to run the season on my own. I kept imagining all the things that could go wrong instead of focusing on the positive outcomes,” Bailey who described: “One of my biggest barriers was how I was going to split my class into teams while still making it fair and providing a good level of competition,” and Chloe who was weary of how implementing the model could be done early in her career stating; “being the new teacher and trying to break down the wall, but others say ‘this is how we do it.’” Tying in organizational concerns and confidence uncertainty in the PSTs' experience but offering the reality of teaching during their teacher education program was significant. All PSTs interviewed following the course offered no adjustment to the cycle structure. The PSTs valued the experience the cycles provided and felt it would translate into a real-world setting.

What perceived successes and challenges did preservice teachers face in learning and applying the Sport Education Model?

The third question presented here was aimed at assessing the challenges and successes perceived while learning and applying Sport Education. In the first cycle, the perceived success could be associated with the PST's initial attraction to Sport Education solely from hearing and being quizzed on it. In the following cycle, the PSTs came to understand how the environment you enter may factor into the implementation of Sport Education moving forward, as Landon noted, "If I have the freedom to do so, I will definitely do this with most sports that we teach," laying the foundation from some of the challenges the participants would discuss later in the course. Another challenge identified in this period was helping future students value non-playing roles, as Chloe described her own experience as if I'm not in the game, like, what am I doing?" She anticipated that getting pupils to see officiating as "still a very important part" of the game would be "the most challenging" aspect at the beginning of a unit. On the other end of the spectrum, the PSTs encountered how these non-player roles and modified scoring (fairplay, mascots, warm-ups, etc.) proved motivating and meaningful to them, which could translate into a successful component to be implemented with future students.

The PSTs through the Silver Street cycle were able to see how competition, roles, and other components of Sport Education served as key to success while also posing their biggest challenges. For example, Landon had to work through challenges of communication and team structure, mentioning "at it (being on a team) was kind of a struggle. We just had a lot of inner team issues, but as the season went on and, really, we, I think it took a couple losses for us to finally, like, look past some of those things and realize that we need to focus on the game and actually playing with each other, instead of arguing with each other." At the same time Sophie's

season had a high success rate with team communication saying her teams were “listening closely, communicating clearly, and supporting one another.” Working through or with these moments was imperative for the PSTs as they offer a very real look into how students may react during their seasons.

Continuing with the successes, offering unique challenges or success points during the course, the planning cycle was referred to as a confidence builder as they developed their season and reflected on previous cycles. Here, the PSTs had a strong intention to implement the model moving forward but were more cognizant of the barriers. PSTs mentioned several key issues when considering using the model with Bailey, citing “one of my biggest barriers was how I was going to split my class into teams while still making it fair and providing a good level of competition,” and Rose saying “My biggest perceived barrier was having to run the season on my own,” as personal challenges. While the structural concerns have been mentioned previously, they were again present in this cycle, with PSTs concerned with how a new instructional model would be received. The latter apprehensions were emphasized during the final cycle, ranging from curricular constraints and scheduling pressures to school cultures resistant to change. The PSTs would expand on these aspects as Rose referenced “support and preparation” as main concerns with using the model in a school setting, and students feeling “like, what's the point?” To combat these stressors, the PSTs placed high value on their peer discussions and reflection, which focused on the successes they experienced while remaining aware of the realities they would have to navigate, and on maintaining their commitment to student-centered teaching.

Has the experience in this course shaped the real-world teaching application of the model?

If yes, how?

The final question of this study explored how course experiences influenced PSTs' readiness and intentions to apply the Sport Education model in real-world contexts. Among the course cycles, those involving active participation (cycle two), hands-on assistance (cycle three), and direct teaching (cycle five) were especially influential. At the outset, all six participants indicated that they could envision themselves using the Sport Education model in their professional careers. However, their initial confidence was tempered by concerns regarding the type of sport and the time available for implementation. As Bailey explained, "Starting tomorrow, I'd be a little shaky, and I wouldn't be as confident. If you were to ask me in a couple of weeks with a little background, I'd probably be a bit more confident to teach." Confidence was also tied to the specific activity; for example, PSTs initially felt more secure teaching sports they had prior experience with, such as basketball and volleyball.

A turning point occurred during the badminton season, which many PSTs identified as one of the most meaningful experiences in the course. Their outlook shifted from "I like this in theory" to "I want to use this," even as some constraints persisted. The hands-on, immersive nature of this experience proved highly impactful. As one PST wrote in an anonymous questionnaire, "One of the most critical elements in helping me learn to teach sport education was completing a season myself. Having to work through everything on the student side helped me develop a better understanding of how to run one on the teacher side." This sentiment was echoed by Chloe and Sophie, "Always doing something is going to be the most important or significant, so I would say we also for me, badminton helped me specifically," and "Badminton, being the student of it and experiencing that side of it, I think, was most helpful to kinda get an understanding of, like, what we would be implementing and teaching with them. I'm very much a hands-on learner and, like, a visual person, and so having the experience of doing it before we

went and taught it was most helpful for me.” Despite growing enthusiasm, PSTs still anticipated challenges. They cited concerns about their students' age, potential reactions to new roles within the model, and the suitability of specific activities.

Moving forward, the PSTs' experience during Cycle Three allowed them to apply the model with 3rd-grade students and gain an authentic look at what real-world teaching could look like. The PSTs' outlook on their future roles became clearer as their intention was affirmed by the enjoyment and success of the key components of the Sport Education model. Their confidence, although still conditional or limited, was now shaped by reality, leading their remaining intention to carry more weight. At this point, their apprehension was also shaped through experience, but the fear could be accounted for and worked through. Landon described his current state as “pretty semi-confident,” anticipating that teaching the model would require “a lot more to look out for and manage,” and Rose shared, “I feel I’m not as confident yet in implementing it on my own. Right now, I’m kinda feeling the nerves. It's just a lot more responsibility on me.” The additional stressors were addressed during the planning phase and then revisited when teaching in Cycle Five.

The teaching cycle at June Middle School provided PSTs with a critical, hands-on opportunity to apply the Sport Education model in an authentic classroom setting. When first teaching 6th-grade students, many PSTs reported feeling stressed and overwhelmed compared to the more controlled previous cycles. For instance, Landon reflected that the start “was a little chaotic.” These challenges highlighted the complexities of implementing student roles, managing competition, and troubleshooting issues in real time. However, as the cycle progressed, PSTs not only navigated these difficulties but also experienced the satisfaction of overcoming them and witnessing positive student outcomes. Participants frequently emphasized the value of this

practical teaching experience. Rose noted, “The ideas involved with sport education are critical and important. Some kids wouldn't have the team experience without that unit. It is crucial for problem solving, teamwork, independence, and responsibility.” Similarly, Brooke shared, “I plan to implement Sport Education in my career because I've seen firsthand how well students respond to the structure, responsibility, and engagement it creates.” This direct exposure reinforced their intentions to adopt the model, with Sophie stating, “I would say I'm extremely comfortable,” and Chloe adding, “I feel very comfortable with it now after June Middle, especially, like, knowing all the details and having gone through the entire thing.”

At the conclusion of the course, PSTs were asked if they would change anything about their experience. In unanimous agreement, all interviewed PSTs responded “no,” underscoring the perceived value and necessity of progressing through each cycle. This iterative, scaffolded approach allowed them to experience the Sport Education model through multiple perspectives, deepening their understanding and equipping them with relevant skills for their future careers. The progression of the course cycles fostered continuous growth in PSTs' confidence and competence, even as they confronted and adapted to various stressors. Importantly, the non-linear journey through different teaching experiences was essential in ensuring that PSTs concluded the course with a strong sense of preparedness and enthusiasm for future implementation of the Sport Education model.

Future Investigation

Future researchers interested in employing methods similar to those used in the present study or in conducting longitudinal investigations with PSTs, particularly in physical education, may wish to follow up on several aspects. One may extend this line of research by following how PSTs follow up on their intention to use the Sport Education model in their early careers. Placing a focus on how the version of the model is being implemented (if at all), varying from a full, a “watered down,” or personally developed hybrid version. Through the same lens, discussing with the PSTs why they selected the version of the model they used, harping on any micropolitics or administrative constraints they suggested during the course. Discussing how the professional and organizational socialization during the course prepared the participants for the reality of teaching in the field. It may also be interesting to attempt to replicate this study with a different set of participants, considering all but one PST was from the same state. Having a more varied acculturative background could lead to different results. Specifically, implementing this study in countries outside the United States may be notable, especially in countries where student-centered pedagogy is less prevalent.

Another line of research to consider is using the multicycle approach in conjunction with other pedagogical models, such as Teaching Personal and Social Responsibility and Cooperative Learning, to assess whether participants can gauge their level of success. In applying these new models, it would be interesting for participants to have a wide range of acculturative experiences and may not have a relevant predisposition to other pedagogical models not based in sport. The multicycle approach may also not suit other pedagogical models well, but implementation has yet to be seen to make this determination.

Conclusion

The project presented in this dissertation positioned Sport Education at the center of a multicycle educational process embedded in Occupational Socialization Theory, designed to equip PSTs to succeed with the model in their professional career. The research here may have implications as to how participants are both taught and learn the Sport Education model. This has value as it is important to develop an understanding of how PSTs can move beyond knowing about the model to living inside it, planning for it, and teaching it with real students, leading to the adoption of Sport Education. It was especially critical to place future teachers in a position that would enable them to succeed during their teacher education programs, as professional socialization has been considered ineffective in overcoming recruits' preexisting perceptions of what it means to teach physical education (Richards et al., 2014). Having the PSTs go through an extensive course was functionally used as professional resocialization while within the course. This was done in hopes that the successes and updated understanding of barriers would translate to their future profession as they lean on what they were taught.

The findings of this study showed that PSTs at the onset of the project had confidence in employing the Sport Education model in theory, but this confidence was conditional, placing more value on the sport being taught and the grade than on the implementation of the model's principles. This was reinforced by prior literature showing that teachers' use of instructional models is selective. Malinowski et al. (2024) found similar statements from their participants who mentioned "I use it (SE) for third, fourth, and fifth grade. I do not use it for kindergarten, first, and second grade because they're so skill-based still" and "I've never done fitness, badminton, or pickleball with it (SE). I use it when I teach units for basketball, team handball, rugby, ultimate frisbee, volleyball, and tennis," respectively (page 98). The findings are again supported by the PSTs' experience with organizational socialization, which made them aware of potential

deterrents to adopting a new instructional model in an established setting. Hastie (2003) poignantly suggested that, as a beginning teacher, one of your first tasks is to understand the micropolitics of the school culture, a suggestion that was impressively highlighted by the participants. Hastie identified that a new teacher's beliefs about teaching will also be challenged as you attempt to meet the demands and expectations presented to you by schools. To initiate major innovations that require the work of more than one teacher, one must first establish credibility within the academic department and, second, convince colleagues (and oneself) to move into the more public domain of curriculum construction (Hastie, 2003). Throughout the project, this notion was present among the PSTs, who recognized potential barriers and began to develop ways around them.

The significance of this study lies in addressing the limited research on PSTs' perceptions of Sport Education. By examining a variety of experiences, including participating in, planning, and teaching the Sport Education model, this study explores how such experiences relate to PSTs' intentions to implement Sport Education in their future teaching. The intention to use the model is closely linked to PSTs' confidence in their ability to teach it, which is enhanced by positive, hands-on involvement. Notably, all six participants expressed a strong willingness to teach Sport Education in their careers, influenced by their experiences during the course.

Furthermore, this study draws on Occupational Socialization Theory to examine how PSTs' initial acculturation unfolds through successive cycles of professional socialization with peers, thereby increasing the likelihood of adopting Sport Education in school settings. By the conclusion of the five cycles, all PSTs reported that Sport Education had become an integral part of their envisioned teaching repertoire. The findings suggest that structured exposure to Sport

Education not only enhances pedagogical confidence but also fosters a sustained commitment to innovative teaching models among PSTs.

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Appendix 1 Cycle One: Focus Group One

Focus Group One

Please answer the following questions to the best of your ability.

Initial Sport Education

1. What is your general concept of teaching team sports in a school setting?
 - A. Are there aspects you really like about it?
 - B. Are there parts you think would be tricky?
 - C. Are the parts of the model that would define would/wouldn't use
2. What is your general perception of the Sport Education Model?
3. If you were asked to teach a Sport Education unit tomorrow, how would you feel? Why?
4. If you were asked to teach a Sport Education unit next week, would you be able to execute?
Why?
5. Eventually, you will develop and teach a Sport Education unit for middle school students.
How comfortable are you with teaching this model in school?
6. What are the early attitudes toward using Sport Education in their future teaching?
7. The next part of this project is to participate in a Sport Education unit using badminton. How comfortable are you in terms of engaging in all the aspects of the model (participant, official, scorekeeper, etc.)?

Appendix 2: Sport Education Learning Questionnaire One

Sport Education Learning Questionnaire One

Directions: Below are questions about your knowledge and understanding of the Sport Education Model. Please indicate your answers by filling in the blanks provided.

Before joining KINE 3210, had you had experience with the Sport Education Model? If yes, explain.

Explain in your own words what the Sport Education Model is.

Identify six key essentials of the Sport Education Model and their importance.

What will help you in the future to teach Sport Education better?

Appendix 3 Cycle Two: Individual Interview Guide One

Individual Interview One

1. Can you describe your experience participating in this badminton Sport Education season?
 - Has anything stood out to you the most about that experience?
2. Have your initial thoughts on the model shifted since actively participating in a season?
 - Please give details of any specific thoughts you have
3. Did the structure of the Sport Education Model affect your motivation and engagement compared to more traditional physical education approaches?
4. How well did the season replicate a real-world sport environment for you?
 - What felt authentic and what did not
5. How confident do you feel in your ability to implement the Sport Education Model in your future teaching?
 - Why or why not?
6. What aspects of the model do you feel best prepare students for lifelong physical activity?
7. What is the probability that you will teach it in school in the future?
8. What challenges do you anticipate facing when trying to implement Sport Education in a school setting?
1. The next cycle of this course will be implementing Sport Education with a third-grade class. How do you think students in different age groups will respond to this model?

Appendix 4: Sport Education Learning Questionnaire Two (delivered via Qualtrics)

Sport Education Learning Questionnaire Two

I enjoyed participating in the Sport Education Model.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

I understand the structure and goals of the Sport Education Model.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

I felt a strong sense of team identity.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

I understood the roles within the season.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

The model increased my motivation to participate.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

The model made games more competitive.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

I am confident in implementing a Sport Education unit in a school setting.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

I am confident in implementing a Sport Education unit in a school setting.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

I see value in using Sport Education as a primary instructional model.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

I can explain the benefits of Sport Education to students and parents.

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree

Appendix 5 Cycle Three: Individual Interview Guide Two

Interview Guide Three

1. How did you approach implementing the Sport Education Model?
2. What successes or challenges did you encounter in implementing key elements of Sport Education (e.g., team affiliation, festivity, seasons)?
3. Was the model different from the lecture and practice, to now observe students in action?
4. After seeing the model done in a real-world setting, what is the probability of your teaching the model?
5. How comfortable are you with teaching Sport Education concepts in schools after this experience?
6. Can you identify any barriers you may face as a future physical education teacher when using the model, now that you've seen it in action?
7. Moving to the next cycle, where you are creating your own unit, what are your initial thoughts?

Appendix 6 Cycle Three: Class Artifact, Critical Incidents

Sport Education Observations (weekly)

Complete the "critical incident" *for each* lesson this week.

A "critical incident" occurs when a behavior, action, or occurrence impacts (either positively or negatively) the flow of lesson events.

It might change the lesson as a whole, but it may only have a short-term (but significant) impact on one team's practice, game, or other activities.

For each CI, complete two tasks.

1. Describe the incident that took place.
2. Describe why it was meaningful in class events.

Appendix 7 Cycle Three: Class Artifact, Field Notes

Class Artifacts

Silver Street Sport Education Most

- Interesting
- Surprising
- Frustrating
- Pleasing
- Learning

Appendix 8 Cycle Four: Individual Interview Guide

Interview Guide Three

1. Describing your experience while planning your Sport Education season?
2. Tell me about your thoughts on the age group and sport you will be working with?
3. Were you able to identify your strengths and weaknesses from this development period?
4. Before teaching this unit, what do you perceive as being barriers?
5. How comfortable are you with teaching Sport Education concepts in schools after this development experience?
6. How would this development cycle translate to a real-world setting?
7. During this time period, how did you ensure your time was directed to ensure the model was implemented correctly?
8. What is the probability that you will teach Sport Education in school in the future?

Appendix 9 Cycle Five: Class Artifacts, Critical Incidents

Critical Incidents

Identify two critical incidents related directly to your lesson today as they *relate to the time point of your season*.

As per usual, describe the incident and also explain what implications it had for the rest of the season.

What did you learn about teaching Sport Education during the first week?

Use specific examples.

1. How has your teaching role changed following the first six lessons?
2. While you are at the beginning of competition mode, this is not the signal to just stand back and watch.
 - A. Describe how you have interacted with students during the past couple of lessons to enhance their experience.
 - B. Comment on where you are most busy.
3. If you have been standing by and watching events, explain why this has been the case.

You have all introduced your big-league tables to your classes.

- D. What impact did yours have on student motivation?
- E. Where they intrigued, excited, focused, curious, or carefree about the poster and the scores?
- F. What lesson did you learn from this?

Answer these three questions with specific examples, using student names if applicable.

Appendix 10 Cycle Five: Individual Interview Guide

Interview Guide Four

1. What are your thoughts following your Sport Education season?
2. Were you able to fully implement all six components of the model?
3. What moments of success or frustration were present during the unit?
4. Would you change anything if you were to repeat the season?
5. The four cycles prior to doing your own season help?
6. What specific cycle played the most significant role during the course? Which was the least?
7. What specific features of Sport Education did you enjoy/ succeed with? Struggle with?
8. How has your experience with Sport Education developed in the course?
9. How comfortable are you with teaching a Sport Education unit in schools after this experience?
10. What is the likelihood that you will teach Sport Education in schools in the future?
11. Can you identify any barriers for you as a future physical education teacher in terms of teaching the Sport Education model

Appendix 11: Sport Education Experience Questionnaire

Sport Education Experience Questionnaire

Do you consent to participating in this research study? *All personal identifiers will be removed from interviews, and pseudonyms will be given

- No (1)
- Yes (2)

Do you consent to allowing your class artifacts to be used for this research study?

*All personal identifiers will be removed, and coursework will be reviewed anonymously

- No (1)
- Yes (2)

What were the most critical elements that helped you learn how to teach Sport Education?

Describe and identify why they were of value to you.

Were there any aspects of the Sport Education Model that were difficult for you to grasp?

Were there any aspects of the Sport Education Model that you gravitated toward?

As of now, will you be implementing Sport Education in your career? Why or why not?

What would you change next time if you were to do the Sport Education season?
