

NEGOTIATION PATTERNS OF PRESERVICE AND STUDENT TEACHERS
WITHIN PHYSICAL EDUCATION

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ABSTRACT

Study One described patterns of teacher-student negotiation when preservice teachers (PTs) taught within the teaching personal and social responsibility (TPSR) model. The research questions examined forms and extent of negotiations. Seven PTs in an elementary early field experience (EFE) taught three to four mini-units of various fundamental movement skills. In two units, negotiations became more positive; in three, they remained constant; and in two, they become more negative. Key factors influencing patterns of negotiation were PTs' comprehension of and comfort with the TPSR model; class size; and students' age, gender, and skill level.

The second study described patterns of negotiation engaged in by 16 PCTs and their students during a physical education early field experience (EFE) within six lessons of various content to second and fourth grade students. Seven PCTs were relatively effective negotiators, while nine were relatively ineffective. Negotiation skills were influenced by PCTs' comfort with physical education, pedagogical knowledge, content knowledge, and pedagogical content knowledge. Negotiations initiated were similar to those described in previous studies. The type and amount of student-initiated negotiation was influenced by their gender, age, and skill level, and content taught.

The third study produced a quantified longitudinal negotiation profile for one preservice teacher (PT; George) teaching three sport education (SE) seasons. Research questions examined forms and extent of negotiations and differences between grade levels. The 47 lessons in George's sixth, seventh, and eighth grade SE season on handball were filmed and coded with an event recording systematic observation instrument designed to classify and categorize

negotiations as they occur. Results revealed that negotiations initiated by George and his students were relatively infrequent, with few differences between the SE seasons. The types and foci of the negotiations were similar to those described in previous qualitative studies as were the tactics used to initiate the negotiations. The pattern of the negotiations in this study were also similar to those in previous qualitative research focused on SE.

DEDICATION

I dedicate this study to my wonderful husband, Jesse Brock. You are a constant source of support and, for that, my gratitude is endless.

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CHAPTER I

PATTERNS OF PRESERVICE TEACHER-STUDENT NEGOTIATION WITHIN THE TEACHING PERSONAL AND SOCIAL RESPONSIBILITY MODEL

Abstract

Previous research has indicated that patterns of teacher-student negotiation vary within different instructional models and that these patterns of negotiation can impact the quality of instruction. The purpose of this study was to describe the patterns of teacher-student negotiation that occurred when preservice teachers (PTs) taught within the teaching personal and social responsibility (TPSR) model. The research questions we sought to answer were (a) What forms did PT-student negotiations take during TPSR units? and (b) To what extent did PT-student negotiations take place across TPSR units? Participants were seven PTs enrolled in an elementary early field experience (EFE). They taught three to four mini-units of TPSR, the content being various fundamental movement skills. Seven qualitative techniques were employed to collect data and standard interpretive techniques were used to analyze it. Three general patterns of negotiation were identified. In the units taught by two PTs, negotiations became more positive. In those taught by three PTs, rates of negotiation were constant, and in the units taught by two PTs negotiations became more negative. Key factors influencing patterns of negotiation were PTs' comprehension of and comfort with the TPSR model; class size; and students' age, gender, and skill level. Implications of the study for PETE are discussed.

Keywords: preservice teachers, teaching personal and social responsibility, negotiation

Introduction

The classroom ecology paradigm (Doyle, 1977, 1979, 2005) has provided a theoretical lens which can be used to help both inservice and preservice teachers (PTs) improve their effectiveness. The key objective of the paradigm is to discover how order and cooperation are established between teachers and students (Hastie & Siedentop, 1999). At the core of the paradigm are four task systems: the instructional task system, the managerial task system, the transitional task system, and the student social system (Allen, 1986; Doyle, 1986; Tousignant & Siedentop, 1983; Zmudy, Curtner-Smith, & Steffen, 2009). Additional key components of the paradigm include the notions that teaching consists of a series of tasks that operate in each of these systems (Doyle, 1986), and the belief that the quality of task performance is partially dependent on the effectiveness of the formal and informal accountability measures a teacher employs (Hastie & Siedentop, 1999).

Tasks completed in the instructional system are those in which students engage with the goal of improving performance or learning (e.g., skill drills, small-sided games, and modified games; Jones, 1992; Zmudy et al., 2009). Tasks within the transitional system enable students to move smoothly from one instructional task to another and include methods for grouping students and setting up or distributing equipment (Tousignant & Siedentop, 1983). The managerial system consists of rules, routines, and expectations by which a positive and working classroom climate is established (Curtner-Smith, Todorovich, Lacon, & Kerr, 1999). Lastly, the student social system is composed of the opportunities that students have to socialize with their peers during instruction (Allen, 1986). Sometimes this system is incorporated within models of instruction, while at others it is in competition with and can damage the instructional system (Wahl-Alexander & Curtner-Smith, 2015).

The energy and direction of lessons that teachers create through their instructional and managerial systems have been described by Merrit (1982) as the “primary vector” (p. 228). The primary vector, therefore, reflects teachers’ goals and indicates the types of instructional task in which students should engage. It is possible, however, for students’ actions to drive lessons off course (for better or worse), reduce or increase lesson momentum, and so create a “secondary vector” (Doyle, 1986, p. 420) or alternative objective. This can occur when rather than complete instructional tasks in congruence with teachers’ directions, students modify them. These modifications are often the product of negotiations between teachers and students (Wahl-Alexander & Curtner-Smith, 2015). It is these negotiations on which this study focused.

Types and Goals of Negotiation

Following Wahl-Alexander, Curtner-Smith, and Sinelnikov (2018), negotiations can be defined as interactions that occur between students and teachers with the goals of modifying or altering a component of one of the four task systems. Such negotiations are initiated by students or the teacher (Wahl-Alexander & Curtner-Smith, 2015). Further, negotiations can be classified as negative when they result in or are aimed at reducing the effectiveness of instruction, or positive when they are intended or lead to an increase in instructional quality. Determining the positivity and negativity of negotiations, therefore, is dependent on the context in which they occur (Wahl-Alexander & Curtner-Smith, 2018).

A third type of negotiation described by Wahl-Alexander and Curtner-Smith (2015), and only initiated by teachers, is the “consequence-oriented negotiation” (p. 846). This type of negotiation is intended to maintain students’ compliance with the instructional and managerial systems and involves teachers stressing the repercussions for not doing so.

Teacher-initiated negotiations. Negative negotiations are initiated by less effective or inexperienced teachers from a position of weakness and are often acts of desperation as they fight for some semblance of control and survival and try to avoid confrontations with students (O'Donovan & Kirk, 2007; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2015). Frequently, negative teacher-initiated negotiations involve offering to reduce accountability for students taking part in instructional tasks or altering these tasks to suit students' preferences in exchange for student compliance with their instructional, transitional, and managerial systems (Doyle & Carter, 1984; Hastie & Siedentop, 1999; Jones, 1992; Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). In order to gain this kind of cooperation from their students, physical education teachers may move through practices and drills at a faster than optimal pace or dispense with these kinds of tasks altogether so as to increase time spent playing small-sided or full games (Hastie & Pickwell, 1996; Wahl-Alexander & Curtner-Smith, 2015).

Further, teachers may offer to provide students with more time in which to socialize and to reduce class time, providing students agree to take part in instructional tasks and, again, comply with their transitional and managerial systems (Allen, 1986; Wahl-Alexander & Curtner-Smith, 2018; Zmudy et al., 2009). Moreover, weaker teachers may bargain with students for their compliance by leaving out formal evaluations and reducing informal accountability (i.e., levels of evaluative feedback assertiveness; Wahl-Alexander & Curtner-Smith, 2018). Less experienced and effective teachers are also likely to capitulate and compromise their instructional systems when pressured by students who initiate negative negotiations of their own (Doyle, 1979; Wahl-Alexander & Curtner-Smith, 2015, 2018). In addition, these kinds of teacher-initiated negative negotiations invite further negative negotiations initiated by students.

This downward spiral can result in primary vectors focused on performance, learning, and fitness being replaced by secondary vectors focused on effort and participation, or the complete collapse of the instructional system (Wahl-Alexander & Curtner-Smith, 2015, 2018).

By contrast, more effective and experienced teachers initiate positive negotiations from a position of strength by employing indirect student-centered teaching styles (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). These pedagogies allow students to make more of the decisions about how they learn (Tsangaridou & O'Sullivan, 2003) and invite students to initiate positive negotiations of their own resulting in an upward spiral and strengthened primary vectors (Wahl-Alexander & Curtner-Smith, 2015, 2018). More skilled teachers are also more likely to initiate consequence-oriented negotiations, again from a position of relative strength, than those who are less effective (Wahl-Alexander & Curtner-Smith, 2018).

Furthermore, there is some evidence suggesting that more effective teachers are more likely to encourage student-initiated negotiations when they are positive and resist them when they are negative (Wahl-Alexander & Curtner-Smith, 2015). Finally, one study indicated that teachers who have received more general pedagogical training and have relatively higher levels of content knowledge are better negotiators than those who have received little or no training and have comparatively low levels of content knowledge (Wahl-Alexander & Curtner-Smith, 2018).

Student-initiated negotiations. Students initiate both positive and negative negotiations with the intention of altering the standards by which they are judged when performing a task and the nature of the tasks themselves (Ennis, 1995; Jones, 1992; Wahl-Alexander & Curtner-Smith, 2015). In extreme cases, such negotiation may be aimed at changing tasks and performance standards altogether (Wahl-Alexander & Curtner-Smith, 2018; Woods, 1978). In addition,

students may initiate negotiations with the intention of creating space in which to socialize (Ennis, 1995; Supaporn, Dodds, & Griffin, 2003; Wahl-Alexander & Curtner-Smith, 2015).

Students are more likely to initiate negotiations under four conditions. First, when instructional tasks are vague, difficult to comprehend, and ambiguous (Tousignant & Siedentop, 1983; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2018). Second, when instructional tasks are too difficult for their current ability, unfamiliar, and they risk embarrassment or doing poorly in terms of evaluation (Tousignant & Siedentop, 1983; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander et al., 2018). Third, when instructional tasks are too easy and boring or perceived to be irrelevant (Ennis, 1995; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2015). Fourth, when students perceive that there is an opportunity to socialize with their peers (Ennis, 1995; Supaporn et al., 2003; Wahl-Alexander & Curtner-Smith, 2015). Within sport-focused physical education lessons, negative student-initiated negotiations are often aimed at increasing the time they spend playing games and reducing time they spend engaged in practices and drills (Ennis, 1995; Hastie & Siedentop, 1999; Wahl-Alexander & Curtner-Smith, 2015, 2018).

Student-initiated negotiations are more likely to succeed when primary vectors are weak (Doyle, 1986; Merrit, 1982) and they are undertaken by large groups of students rather than individuals (Wahl-Alexander & Curtner-Smith, 2015). Strategies employed by students when negotiating are both subtle and overt. Subtle strategies include making small changes to tasks that are not easily detected by the teacher, arranging to miss lessons through excuse notes provided by parents, simply declining to participate in tasks without comment, and making little effort when engaged in tasks (Doyle, 1983; Ennis, 1995; Griffin, Siedentop, & Tannehill, 1998;

Jones, 1992; O'Donovan & Kirk, 2007; Supaporn et al., 2003; Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018).

Overt negotiating strategies employed by students include arguing with, appealing and making suggestions to, threatening, and confronting the teacher. Furthermore, they include refusing to take part in tasks, promising to comply with whatever the teacher requires at some time in the future providing the teacher alters or changes tasks in the present, and claiming to be too tired, injured, or ill to take part in the tasks the teacher presents (Burbules, 1986; Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018).

There are also some data revealing that patterns of negotiation within physical education differ for students of varying ages, academic ability, gender, skill level, and fitness level. Specifically, middle school students appear more likely to initiate negotiations of any kind than elementary students; and less academically able students appear less likely to initiate positive negotiations than their peers with more academic ability (Wahl-Alexander & Curtner-Smith, 2014). Regardless of age level, high-skilled and aggressive boys are more likely to initiate negotiations than other students. The main goal of these boys is to increase the time they spend playing games (Brock, Rovegno, & Oliver, 2009; Wahl-Alexander & Curtner-Smith, 2015). In one study, high-skilled middle school girls showed little interest in negotiating at all (Wahl-Alexander & Curtner-Smith, 2015), while in another they were more likely to join negative negotiations in support of boys wanting more game play and positive negotiations in order to make tasks more challenging (Wahl-Alexander et al., 2018). High-skilled elementary girls were also more likely to initiate positive negotiations than their low-skilled peers (Wahl-Alexander & Curtner-Smith, 2014). By comparison, the limited evidence gathered so far indicated that low-skilled boys and girls engage in negotiations less than their high-skilled peers. Moreover, when

low-skilled boys and girls did negotiate they were more likely to initiate negative negotiations, the objectives being to decrease standards of accountability and to modify tasks so as to gain more time in which to socialize (Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018). One study also indicated that relatively unfit college students were more likely to negotiate negatively when they perceived tasks to be risky, wanted more time in which to socialize, and were more concerned about assessments than their relatively fit peers (Wahl-Alexander & Curtner-Smith, 2018).

Patterns of negotiation within models of instruction. A limited amount of research suggested that the patterns of negotiation initiated by both students and PTs differ based on the instructional models PTs employ. These patterns of negotiation seemed to reflect the structures of the different models and the pedagogies used within them. For example, one study revealed that negotiations initiated by elementary students within movement concepts units in which PTs employed relatively indirect teaching styles were more likely to be positive and were aimed at making tasks more challenging (Wahl-Alexander & Curtner-Smith, 2014).

A second study in which PTs taught both multi-activity units and sport education seasons, indicated that negotiations initiated by both middle school students and PTs within the multi-activity units were relatively more negative and frequent. Moreover, the volume of negative negotiations grew as the unit moved forward. For some PTs, this growth in negative negotiations was so great that their units disintegrated into non-teaching. In contrast, when the same PTs taught sport education seasons, negotiations were relatively positive and infrequent. Furthermore, the volume of negative negotiations in the sport education seasons taught by these PTs decreased as their seasons progressed, their teaching became more indirect, and students had

more opportunities to make decisions about their own learning (Wahl-Alexander & Curtner-Smith, 2015).

Finally, a training program designed specifically to help another group of PTs improve their negotiating skills when they taught multi-activity units and sport education seasons to middle school students appeared to be successful (Wahl-Alexander et al., 2018) when the results were compared to the Wahl-Alexander and Curtner-Smith (2015) study. The primary vectors established in both their multi-activity units and sport education seasons by the trained PTs in this study were relatively strong. Moreover, within the MA units taught by the trained PTs there were relatively few PT-initiated negative negotiations and comparatively more PT-initiated positive negotiations. Furthermore, the volume of negative negotiations in the multi-activity units taught by the trained PTs in this later study did not increase as it had in some of the multi-activity units taught by the untrained PTs in the original study. Instead, this volume was constant meaning that there was no downward spiral in terms of quality of instruction.

The main differences between the sport education seasons taught by the PTs who received negotiation training (Wahl-Alexander et al., 2018) and those who had not in the earlier study (Wahl-Alexander & Curtner-Smith, 2015), were that the volume of positive negotiations was greater and the volume of negative negotiations was relatively low in the seasons taught by the trained PTs. In addition, the volume of negative negotiations in the seasons taught by the trained PTs decreased much more quickly than it had in the seasons taught by the untrained PTs.

Purpose

As described in the last section of this paper, different patterns of negotiation have been found to be in operation in PT-taught movement concept units, multi-activity units, and sport education seasons (Wahl-Alexander & Curtner-Smith, 2014, 2015; Wahl-Alexander et al., 2018).

These patterns of negotiation served as the basis for an intervention that proved effective in terms of improving PTs' negotiation skills in multi-activity teaching and sport education seasons (Wahl-Alexander et al., 2018). The purpose of this study, therefore, was to extend this work by describing the patterns of PT-student negotiation that occurred in another instructional model, teaching personal and social responsibility (TPSR; Hellison, 2011). The research questions we sought to answer were as follows: (a) What forms did PT-student negotiations take during TPSR units? and (b) To what extent did PT-student negotiations take place across TPSR units?

The Structure of TPSR

The goals of the TPSR model (Hellison, 2011) are to promote personal and social responsibility among students through sport and physical activity. Central to the model is facilitating student engagement with reflection on and movement through five progressive levels of responsibility. These are Level I: respecting others (e.g., maintaining self-control and resolving conflicts peacefully), Level II: participation (i.e., becoming intrinsically motivated to take part in sport and physical activity), Level III: self-direction (e.g., persevering with tasks regardless of outside influence), Level IV: helping others (e.g., being concerned about other students' well-being), and Level V: transfer (i.e., transferring values, goals, and behaviors learned in physical education to contexts outside the gym).

Key pedagogies employed by teachers to help students engage with, reflect on, and move through the five levels include (a) a period of "relational time" (Hellison, 2011, p. 27) prior to lessons commencing in which teachers attempted to build relationships with students, (b) "awareness talks" (Hellison, 2011, p. 27) at the beginning of lessons in which teachers explained and emphasized the goals of the TPSR model, (c) organizing content such that it provided students with opportunities to move through the five levels, (d) post-lesson teacher-led class

discussions on the levels reached during the lesson, and (e) post-lesson time in which students reflected on their performance in relation to the levels by themselves.

Method

Participants and Setting

Participants were seven PTs from one physical education teacher education (PETE) program located within a university situated in the southeastern United States. Six PTs were male and one female. All seven PTs were enrolled in an early field experience (EFE) in which they used the TPSR model. PTs signed a consent form (see Appendix A) prior to the study commencing in congruence with the university's policy on conducting research with human subjects. In addition, they were assigned a fictitious name in order to protect their identity.

Prior to the study, the PTs engaged in secondary and elementary methods courses, secondary and elementary EFEs, and five content courses each with an EFE attached. Key foci within these courses and EFEs were the acquisition of effective teaching behaviors, teaching styles, knowledge and skills needed to plan units and lessons and complete student evaluations, content knowledge and pedagogical content knowledge. In addition, the PTs had delivered mini-units in local schools while using the traditional multi-activity, sport education, teaching games for understanding, movement concepts, health-related fitness, and TPSR models. They had not, however, discussed negotiation in any depth with their PETE instructors, university supervisors, or cooperating teachers.

The EFE took place twice per week on Tuesdays and Thursdays for 6 weeks. As shown in Table 1, during the EFE PTs taught three or four mini-units of TPSR to younger elementary students at four elementary schools. These schools catered to students from a range of socioeconomic backgrounds. Across all four schools the racial mix of students were Caucasian

Table 1

Preservice Teacher, School, and Class Information

Preservice teacher(s) School/class	Grade	Class Size	Lesson Length Minutes	Lessons Per Unit Taught	Content of Lessons	Location
Maria (25 years)						
School A						
Class 1	2	65	30-60	12	kicking; throwing & catching	gymnasium
Class 2	K	55	30-60	12	kicking; throwing & catching	gymnasium
Class 3	1	56	30-60	12	kicking; throwing & catching	gymnasium
John (35 years) and Michael (26 years)						
School B						
Class 4	2	75	40	11	throwing & catching; ed. gymnastics	gymnasium
Class 5	K	102	40	11	throwing & catching; ed. gymnastics	gymnasium
Class 6	Pre-K	17	30	11	throwing & catching; ed. gymnastics	gymnasium
Class 7	1	77	40	11	throwing & catching; ed. gymnastics	gymnasium
Paul (22 years) and Thomas (22 years)						
School C						
Class 8	1	84	40	12	throwing & catching; kicking	gymnasium & field
Class 9	K	48	40	12	throwing & catching; kicking	gymnasium & field
Class 10	K	59	40	12	throwing & catching; kicking	gymnasium & field
Stephen (25 years) and Samuel (22 years)						
School D						
Class 11	3	46	30	12	chasing, fleeing & dodging; kicking	gymnasium & field
Class 12	Pre-K	41	30	12	chasing, fleeing & dodging; kicking	gymnasium & field
Class 13	K	52	30	12	chasing, fleeing & dodging; kicking	gymnasium & field
Class 14	2	48	30	12	chasing, fleeing & dodging; kicking	gymnasium & field

(73.6%), African-American (14.9%), Hispanic (5.8%), Asian (3.4%), individuals identifying as two or more races (2.2%), and American Indian/Alaskan Native (0.1%). Table 1 indicates that Maria taught by herself at school A. The remaining PTs were paired and team-taught their TPSR units at schools B, C, and D. Each PT within a partnership alternated taking on the role of lead teacher and supporting teacher in successive lessons. PTs' ages, grades taught, class sizes, lesson length, lessons per unit, content taught in each unit, and the location in which each unit was taught are shown in Table 1. Class sizes reflected those that the PTs would encounter later in their PETE during their student teaching and once they graduated.

Data Collection

Seven qualitative methods were used to collect data. *Non-participant observation* involved the author watching lessons and taking copious field notes on PT-student negotiations and the context surrounding them. *Informal interviews* of the PTs were conducted before and after lessons whenever the opportunity arose. The goal of informal interviews was to confirm and gain further insight into the PT-student negotiations that have been observed. Notes on the contents of informal interviews were made as soon after they had occurred as possible.

Formal interviews were conducted before the field experience commenced and toward the end of the PTs' TPSR units. Questions posed during formal interviews were based on the study's two research questions. A semi-structured protocol (Patton, 1990) was used during the formal interviews that allowed for multiple follow-up prompts. Formal interviews were approximately 45 minutes in duration and were audio-taped and transcribed verbatim.

PTs also completed one *stimulated recall interview*. This involved the author and PT observing film or listening to an audio-recording of one of the PT's lessons. Following a negotiation episode, the film or audio-recording was temporarily stopped by the author and the

PT was asked to make comments on the negotiation strategies and tactics employed. Stimulated recall interviews were also audio-recorded and transcribed verbatim.

Document analysis involved PTs' unit and lesson plans being collected and examined for content describing, alluding to, or explaining PT-student negotiations. PTs' weekly entries into a general *reflection journal* were also examined for text concerning, describing, or relating to PT-student negotiations. Finally, PTs were asked to provide a *critical incident reflection* (Flanagan, 1954) after each day they taught. Specifically, PTs responded to the question, "What was your most meaningful experience today?"

Data Analysis

Phase 1 of the analysis involved sorting data from all seven sources into those pertaining to each of the two research questions: (a) What forms did PT-student negotiations take during their TPSR units? and (b) To what extent did PT-student negotiations take place across TPSR units? Phase 2 involved coding data within each of these three subsets by employing analytic induction and constant comparison (Goetz & LeCompte, 1984). Specifically, data chunks were identified and highlighted before being assigned a descriptive code. Coded data were collated to form categories and categories were collapsed to form larger themes. Phase 3 involved selecting data snippets to illustrate the themes.

Credibility and trustworthiness of the analysis were established by completing a search for negative and discrepant cases, triangulation, and member checking (Goetz & LeCompte, 1984). Codes assigned to data chunks and descriptors assigned to categories and themes were modified or changed in response to the discovery of negative and discrepant cases. Triangulation involved cross-checking the accuracy of emerging categories and themes across the data

collected with the seven different collection techniques. Member checking involved asking PTs about the accuracy of data that was collected previously during informal interviews.

Results and Discussion

Forms of Negotiation

PT-initiated negotiations. Congruent with previous research (Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018), PTs initiated negative, positive, and consequence-oriented negotiations. The vast majority of these negotiations took place during the activity portions of lessons. Most, but not all, of them took a similar form to those described in previous research. In addition, PTs initiated a type of negotiation not mentioned in previous studies that we termed “fake negotiation.”

Negative negotiations. As in past research (Wahl-Alexander & Curtner-Smith, 2015, 2018), PTs initiated negative negotiations when they were in weak positions; attempting to keep their instructional, managerial, and transitional systems intact; and trying to avoid confrontations with students. Unlike past studies with older students (Wahl-Alexander & Curtner-Smith, 2018; Wahl-Alexander et al., 2018), they did not include bargaining with offers of reduced accountability for completing instructional tasks. They did, however, include offering students complete changes or modifications of instructional tasks, and increased time in which to socialize, in return for compliance with PTs’ instructional, managerial, and transitional systems: It can get crazy really quick sometimes. Sometimes, it gets like that and I’ll say, “Well, if you think you can chill out and calm down, we can play [a game] or something instead of working on what we were going to.” (Paul, formal interview 2)

Kids that age . . . they just want to run around, have fun, and play with their friends—so to get what I need to get done—I’ll use their wants to my advantage. Sometimes I have to give up class time and give them time to play with their buddies . . . if they can go along with what I need them to do for most of the class. (Stephen, formal interview 2)

Moreover, a variant of this type of negotiation not previously described in the literature was observed. This variant involved PTs offering students changes in managerial, instructional, and transitional tasks in order to placate potential emotional distress which would in turn weaken the primary vector:

Justin (student): I can't find my ball. (seems upset)

Paul (PT): I have two extra. What color do you want?

Justin (student): Blue.

Paul (PT): I don't have blue. Which one will work better for you? (shows student an orange and yellow ball)

Justin (student): Looks at teacher, but does not reply.

Paul (PT): All of the balls are the same. (hands him an orange ball)

Justin (student): Begins to cry.

Paul (PT): Have a seat. I'll get you one. (Paul, class 9, lesson 5, field notes)

Positive negotiations. Also in line with previous research (Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018), PTs initiated positive negotiations by employing indirect teaching styles with the intent of strengthening their primary vectors. Specifically, their goals were to increase engagement with and enhance performance of managerial, instructional, or transitional tasks and to encourage students to initiate positive negotiations themselves:

A student brings his broken name tag to Michael (PT), which prompts Michael to ask, "Tell you what, why don't you keep working on the [forward] rolls and I'll fix it for you and bring it to you? Does that work?" The student nods in agreement and continues practicing. (Michael, class 5, lesson 8, field notes)

John (PT): Can you use your bottom to balance? What about only using your hands?

Alex (Student): Oh, I want to do one foot and one hand. Can I try?

John (PT): Yeah! Can anyone else come up with a different way to [balance]? (John, class 7, lesson 9, field notes)

A second objective of PT-initiated positive negotiations was to reinforce the importance of student voice and choice within TPSR:

I'm always open to students making adjustments to whatever we're doing and I think that kind of goes along with the whole TPSR theme. I would always tell [the students] that if they needed to change something then go for it, as long as it was safe and it helped them. (John, class 5, lesson 8, stimulated recall interview)

Consequence-oriented negotiations. In congruence with Wahl-Alexander and Curtner-Smith's (2015) account, consequence-oriented negotiations were initiated to maintain the integrity of the PTs' managerial systems. Generally, this involved issuing cautions about the consequences of continuing to behave at a "particular level." Consequence-oriented negotiations were also a key strategy used to facilitate the students' engagement with and reflection on the TPSR levels and to enhance PT-student relationships:

I typically pull them off to the side, have that one-on-one time with them [about] why we can't do that. For example, when a little boy threw a cone and it ended up hitting someone else . . . that's one where I pulled him off to the side. I've warned them what happens when they act out. I talked to him . . . and I did have him move his [behavior] clip for it. Even though I didn't specifically say, "Hey, we don't need to throw the cones," we've talked about respect and respecting the equipment. (Maria, formal interview 2)

Fake negotiations. Appearing to be negative negotiations at first, fake negotiations involved PTs offering students a change in instructional tasks that they had actually planned to make from the outset. Like negative negotiations, fake negotiations were aimed at maintaining managerial order. Unlike negative negotiations, however, they did not weaken the primary vector:

That was not a time where I was asking students for input, and he [i.e., a student] was supposed to be doing the activity [i.e., a drill] like everybody else. But he came up and asked me about [playing a game]. I did want to kind of just appease him [i.e., by agreeing to change from a drill to game play when that was already the plan] so that I could move along. (Paul, class 8, lesson 4, stimulated recall interview)

Student-initiated negotiations. Like those in past research (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018), students in the current study initiated both negative and positive negotiations. These were generally more successful when supported by

large groups of students than when initiated by a single student. Again, virtually all of these negotiations took place in the lesson segments dedicated to physical activity.

Negative negotiations. As observed in past research (Ennis, 1995; Wahl-Alexander & Curtner-Smith, 2015), students in the present study initiated negative negotiations with the intent of altering or changing instructional tasks that they did not understand, could not see the point of, or had not been well explained by the PTs. Negative negotiations were also initiated by students when they saw an opportunity to create space in which they could socialize with their friends. Again, there was no attempt by those involved in these kinds of negotiations to change the standards by which they were being evaluated. Some student-initiated negative negotiations were relatively subtle and involved students modifying tasks themselves, making less than optimum effort, and ignoring PTs' instructions:

A group of five boys is making up and participating in their own game—a competition to see how many cones they can jump over at one time. They are supposed to be dribbling and passing to a partner. Maria notices . . . and after redirecting them, she leaves to give feedback to other students. They begin kicking the soccer ball as hard as they can to each other. (Maria, class 1, lesson 6, field notes)

Other student-initiated negative negotiations were overt, and involved students asking for changes, although they were rarely antagonistic:

They (six girls) just asked if they could combine groups so they could all be together. The game won't work with all of them on one team. I had to tell them no. It's just all the time with questions like that. It uses up so much time. (Stephen, class 14, lesson 10, informal interview)

Positive negotiations. Positive student-initiated negotiations were also mostly similar in nature to those described in previous studies (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018) and were aimed at making instructional tasks more interesting and challenging when they were perceived as being too easy or too difficult. As John explained, "If

they thought [instructional tasks] were too advanced . . . they'd . . . just come out and say it.”

Some students made polite requests for such changes, while others were a little more forceful:

Derrick (student): I'm already good at this (dribbling and passing soccer ball to partner). I can do it already.

Thomas (PT): OK, go faster. Pick up the pace. (Thomas, class 8, lesson 10, field notes)

One student asked if they could step closer together when passing to each other and that they felt like they were too far apart. I thought he was right, so I let them step closer to make it easier on them. (Thomas, critical incident reflection 10)

Moreover, the PTs were quick to explain that their students were encouraged to initiate positive negotiations by the TPSR structure. For example, in his second formal interview Samuel noted that: “TPSR, I would say . . . gives students more of a voice. These lessons are set up where they can effectively guide the lesson and ask for changes. It's encouraged.” Similarly, Maria explained:

I think it comes back to just kind of reminding the kids of the cues and letting them [make suggestions for changes]. I guess it's kind of guided discovery—of them getting there without me being like, “Oh, you are supposed to do this, this, and this.” (Maria, class 1, lesson 6, stimulated recall interview)

Extent of Negotiations

The patterns of negotiations observed in this study appeared to differ across three groups of PTs. For one team-teaching pair (John and Michael), the patterns of their own negotiating generally improved as their units progressed. Specifically, the amount of positive negotiation they initiated aimed at increasing students' engagement with and performance of tasks increased as did that with the goal of reinforcing the role student voice played in TPSR. These PTs also decreased the amount of negative negotiating they initiated during the course of their TPSR units in which they either offered task modification or extra time in which students could socialize in exchange for their compliance, although they began their units with relatively low rates of this form of negotiating in the first place. John and Michael were also more likely to initiate

consequence-oriented negotiations and fake negotiations than other PTs, especially with older students, although neither form or negotiation was common. Those within the units taught by these PTs were the only students observed decreasing the amount of negative negotiations and increasing the amount of positive negotiations they initiated over the course of the EFE. This appeared to be because John and Michael were less likely to capitulate when pressured by students to change tasks and spent more time encouraging students to initiate positive negotiations. In line with previous research (Wahl-Alexander & Curtner-Smith, 2018), these patterns of negotiation generally led to an upward spiral in the PTs' TPSR units and a strengthening of the primary vector.

For the three PTs (Stephen, Samuel, and Maria) in a second group, the amount of positive negotiation they initiated was relatively low at the beginning of their units and remained fairly constant. The amount of negative negotiation in which this group engaged also remained fairly constant throughout their units although it began at a relatively high level. For these PTs, levels of student-initiated positive and negative negotiations also remained fairly constant over the course the TPSR units. The amount of positive negotiating initiated by the students in these PTs classes, however, was fairly low, while the degree to which they initiated negative negotiations was relatively high. The primary vectors established by the PTs in this group were relatively weak to begin with when compared to those of first group, and the patterns of negotiation that occurred further eroded their strength.

Finally, a third group of two PTs (Paul and Thomas), began their TPSR units by initiating relatively high levels of negative negotiation and low levels of positive negotiation. Over the course of the EFE, the PTs in this group generally increased the amount of negative negotiation and decreased the amount of positive negotiation they initiated. Not surprisingly, students of the

PTs in this group initiated very few positive negotiations at all and initiated more negative negotiations as the TPSR units progressed. In line with the findings of Wahl-Alexander and Curtner-Smith (2018), this led to a downward spiral in their units and the primary vector being replaced by a secondary vector in which student compliance and socialization were substituted for psychomotor learning and social responsibility.

The key factor in determining into which group PTs fell was clearly the degree to which they understood and were able to execute the pedagogies of the TPSR model. Specifically, John and Michael were much more comfortable with the model than Stephen, Samuel, and Maria, who in turn were more at ease with the model than Paul and Thomas. In addition, both negative and positive patterns of PT-initiated and student-initiated negotiation were exacerbated by class size. Larger class sizes had a detrimental impact on the patterns of negotiation observed, while patterns of negotiation were generally superior in units taught to relatively small groups of children. This fact was recognized by all seven PTs:

I'm used to 12 to 15 kids and you can get them on the same page easier. Like, if I say, "How about we try this?" Then they [i.e., members of a small class] are more likely to go along with it. It's tricky too when I have 60 or 70 kids wanting to play a game instead. It's . . . harder to resist when it's that many and it seems like everybody hates what we're doing. (Samuel, formal interview 1)

To a lesser extent, the negotiation patterns in the PTs' classes were also influenced by students' age, gender, and skill level as had also been revealed in past studies (Brock et al., 2009; Wahl-Alexander & Curtner-Smith, 2014, 2015; Wahl-Alexander et al., 2018). PTs were generally stronger negotiators when they worked with younger children and girls of all ages and skill levels, although the youngest children initiated fewer negotiations of any form than did the older students. Negative negotiations initiated by PTs and aimed at calming emotional distress were, however, more prevalent in classes catering to the youngest children. As in past research

(Wahl-Alexander & Curtner-Smith, 2015), high-skilled boys initiated more negative negotiations aimed at changing instructional tasks than other students. High-skilled girls were more likely to initiate positive negotiations, while low-skilled girls and boys were more inclined to initiate negative negotiations with the objective of securing more time in which to socialize.

Summary and Conclusions

The most important finding of this study was that it revealed three different patterns of teacher-student negotiation existed within the TPSR units taught by the PTs. The first pattern involved PT-initiated and student-initiated negotiations gradually improving and becoming more positive over time. The second involved negotiations initiated by either party as remaining constant across TPSR units. The third pattern involved negotiations becoming more negative. Moreover, the pattern of negotiations in the units taught by the most successful PTs resembled those typical of successful middle school sport education seasons (Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018) and movement concept units (Wahl-Alexander & Curtner-Smith, 2014), whereas the patterns for units taught by the rest of the PTs were similar to those previously described for the majority multi-activity units taught by PTs (Wahl-Alexander & Curtner-Smith, 2015).

As in the work on sport education (Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018) and teaching movement concepts (Wahl-Alexander & Curtner-Smith, 2014), the current study was promising in that it indicated that the structure of TPSR had the potential to encourage positive patterns of negotiation by both PTs and students. The key to this potential being realized was that PTs were familiar and comfortable with the model's pedagogies and confident enough to use them. On the downside, the study also indicated that large class sizes negated the positive effects of the model. Studies of PTs and inservice teachers teaching a

series of classes in which enrollment is gradually increased would indicate whether the issue is a lack of experience with larger groups of students or that the indirect pedagogies employed in TPSR are not appropriate for use with large classes.

As in past research (Brock et al., 2009; Wahl-Alexander & Curtner-Smith, 2014, 2015; Wahl-Alexander et al., 2018), the current study indicated that students' age, gender, and skill level had an impact on the kinds of negotiations they initiated. Most forms of negotiation observed in the current study had also been described in previous research (Ennis, 1995; Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018). There were, however, two forms of negotiation initiated by PTs not previously included in the literature. The first, fake negotiations, resembled negative negotiations and had the effect of giving the student the impression that they had changed the teacher's tasks, when, in reality, the teacher had planned to make the change all along. The second was a new variant of teacher-initiated negative negotiation in which PTs offered changes in tasks in order to soothe the concerns of emotionally upset students. More studies aimed at finding out the degree to which these types of negotiation are employed in other contexts and influence the quality of instruction would be useful.

The main practical implications of the study are for faculty working with PTs in PETE programs. Specifically, the study indicates that faculty attempting to facilitate their charges' use of TPSR would do well to have them begin teaching the model with relatively small class sizes. In addition, faculty might focus on teaching PTs how to negotiate within the TPSR framework and about the kinds of negotiation they can expect their students to initiate.

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CHAPTER II

NEGOTIATIONS BETWEEN PRESERVICE CLASSROOM TEACHERS AND STUDENTS DURING A PHYSICAL EDUCATION EARLY FIELD EXPERIENCE

Abstract

Previous research has indicated that preservice classroom teachers (PCTs) have concerns about the degree to which they are prepared to teach physical education. The purpose of this study was to describe the patterns of negotiation engaged in by PCTs and their students during a physical education early field experience (EFE). Participants were 16 PCTs enrolled in the EFE. They taught a variety of content within six lessons to second and fourth grade students. Data were collected using six qualitative methods and analyzed using analytic induction and constant comparison. Seven PCTs were relatively effective negotiators, while nine were relatively ineffective. PCTs' negotiation skills were influenced by their comfort with physical education, pedagogical knowledge, content knowledge, and pedagogical content knowledge. Negotiations initiated by PCTs and their students were similar to those described in previous studies. The type and amount of student-initiated negotiation was influenced by their gender, age, and skill level, and content taught. Implications for preparing PCTs to teach physical education are discussed.

Keywords: Preservice classroom teachers, negotiations, physical education

Introduction

A theoretical lens used to examine teacher effectiveness, classroom ecology (Doyle, 1977, 1979, 2005), is concerned with the tasks students are asked to complete, the formal (e.g., examinations, tests, and grades) and informal (e.g., performance and motivational feedback) measures by which students are held accountable for completing these tasks, and the standards of

student work produced within classrooms and gymnasias (Hastie & Siedentop, 1999; Silverman, 1991; Zmudy, Curtner-Smith, & Steffen, 2009). The classroom ecology paradigm also suggests that students and teachers operate within four interrelated systems: the instructional, managerial, and transitional task systems, and the student social system (Allen, 1986; Doyle, 1986; Tousignant & Siedentop, 1983, Zmudy et al., 2009).

The series of tasks (e.g., practices and small-sided games) that students are asked to perform during lessons in order to learn or improve performance make up the instructional task system (Doyle, 1986; Evertson & Emmer, 1982; Jones, 1992). The managerial task system consists of rules, routines, and expectations by which classroom and gymnasium order is established and maintained (Doyle, 1986; Evertson & Emmer, 1982; Jones, 1992). Closely related to and facilitating the smooth operation of the instructional and managerial task systems is the transitional task system, which consists of protocols for organizing students and distributing equipment (Tousignant & Siedentop, 1983).

The interaction between teachers' managerial and instructional task systems provides the foci, goals, and direction (e.g., skill learning and improved fitness in physical education) for lessons and has been referred to as the "primary vector" (Merritt, 1982, p. 228). Classrooms and gymnasias in which rules, routines, and expectations are not well developed; instructional tasks are poor or not well defined; and in which students are not held accountable for complying with either the instructional or managerial systems lead to weak primary vectors (Ennis, 1995; Zmudy et al., 2009). Weak primary vectors, in turn, can be shifted off-course by students and replaced with "secondary vectors" (Doyle, 1986, p. 420) which include alternative foci, directions, and goals for lessons (e.g., recreational play and socializing in physical education; Supaporn, Dodds, & Griffin, 2003; Wahl-Alexander & Curtner-Smith, 2015).

Lastly, work describing the student social system has indicated that students have two main objectives during classes on any subject matter: to finish with a passing grade and to socialize with friends (Allen, 1986; Hastie & Pickwell, 1996). These objectives can either threaten and compromise or be incorporated within and support teachers' instructional and managerial systems (Hastie & Pickwell, 1996; Jones, 1992; Sinelnikov & Hastie, 2012). In the former scenario, primary vectors are likely to be replaced with secondary vectors and student achievement diminished. In the latter case, primary vectors are strengthened and student accomplishment is likely to be enhanced (Hastie & Pickwell, 1996; Jones, 1992; Sinelnikov & Hastie, 2012; Zmudy et al., 2009).

Categories and Objectives of Negotiation

Another central element of the classroom ecology paradigm is negotiation (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander, Curtner-Smith, & Sinelnikov, 2018). It is this element on which the study described in this paper was centered. In this context, negotiations can be defined as exchanges between teachers and students with the intent of modifying or changing one or more of the aforementioned task systems, the student social system, or teachers' formal and informal accountability systems (Wahl-Alexander et al., 2018).

Negotiations can be initiated by students or teachers (Wahl-Alexander & Curtner-Smith (2015; 2018; Wahl-Alexander et al., 2018). In addition, negotiations can be classified as positive or negative depending on the impact they have on learning and performance and the context in which they occur (Wahl-Alexander et al., 2018). Superficially, negotiations in which the aim of the initiator is to increase instructional quality are classified as positive, while negotiations in which the objective of the initiator is to reduce instructional standards are categorized as negative (Wahl-Alexander & Curtner-Smith, 2018).

A final category of negotiation that is always initiated by teachers is the “consequence-oriented negotiation” (Wahl-Alexander & Curtner-Smith, 2015, p. 846). Such negotiations are used by teachers to ensure students adhere to their instructional and managerial systems by reminding them of the consequences for failing to do so (e.g., lack of improvement, doing poorly on an assessment).

Teacher-initiated negotiations. More effective and experienced inservice teachers are more likely to initiate positive negotiations and less likely to initiate negative negotiations (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). Positive negotiations are initiated by teachers from a position of strength and are aimed at improving the instructional system and the primary vector by employing indirect teaching styles (Wahl-Alexander & Curtner-Smith, 2015; 2018; Wahl-Alexander et al., 2018) and giving students more voice and choice about how they learn (Tsangaridou & O’Sullivan, 2003). Moreover, effective and experienced teachers appear to be more skilled at countering attempts by students to negotiate negatively with them and encouraging students to open positive negotiations (Wahl-Alexander & Curtner-Smith, 2015, 2018). Finally, effective and experienced teachers are more inclined than their less experienced counterparts to initiate consequence-oriented negotiations (Wahl-Alexander & Curtner-Smith, 2015).

Conversely, research suggested that, due to their inexperience, preservice and beginning inservice teachers are likely to initiate negative negotiations with students or give in to students’ attempts at negotiating negatively with them with the hope of maintaining managerial order (Doyle & Carter, 1984; Hastie & Siedentop, 1999; Jones, 1992; Wahl-Alexander & Curtner-Smith, 2015). In these circumstances, teachers operate from a position of weakness and attempt to bargain with their students (O’Donovan & Kirk, 2007; Tsangaridou & O’Sullivan, 2003; Wahl-Alexander &

Curtner-Smith, 2015). Specifically, teachers may offer to change or modify tasks, a reduction in standards required to complete tasks, and to give students more time in which to socialize in return for students' compliance with their managerial and instructional systems (Allen, 1986; Wahl-Alexander & Curtner-Smith, 2018; Zmudy et al., 2009). In sport-based physical education lessons, teachers initiating negative negotiations may also offer to move through drills quickly or curtail the number of skill practices so as to get to game play more quickly, again in exchange for some semblance of cooperation with their instructional and managerial systems (Hastie & Pickwell, 1996; Wahl-Alexander & Curtner-Smith, 2015). Physical education teachers may also open negative negotiations by offering to reduce the amount of lesson time in which they expect students to participate (Wahl-Alexander & Curtner-Smith, 2018). Additionally, inexperienced teachers have been shown to be more likely to give in to students' attempts at negative negotiation and so compromise their instructional and accountability systems in particular (Hastie & Siedentop, 1999; Jones, 1992; Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). Over time, this pattern of teachers initiating and capitulating to negative negotiations leads to the downward spiral of teaching and allows for the formation of secondary vectors and the potential for their instructional units to collapse altogether (Doyle, 1979; Wahl-Alexander & Curtner-Smith, 2015, 2018).

Student-initiated negotiations. Students also initiate both positive and negative negotiations with their teachers (Wahl-Alexander & Curtner-Smith, 2015). The goals of these negotiations are to change or modify tasks, adjust or completely change teachers' accountability measures, gain time in which to socialize, and reduce lesson time (Ennis, 1995; Jones, 1992; Supaporn et al., 2003; Wahl-Alexander & Curtner-Smith, 2015, 2018). Students initiate negotiations for four reasons. First, when they perceive participating in instructional tasks to be

risky because they are difficult and there is a chance of looking foolish or failing an assessment, students negotiate to make tasks easier (Tousignant & Siedentop, 1983; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2018). Second, when students perceive tasks to be irrelevant, easy, or uninspiring, they negotiate to make them more challenging and interesting (Ennis, 1995; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2018). In traditional multi-activity physical education, this scenario often involves students negotiating for more game playing time at the expense of practices and skill drills (Wahl-Alexander & Curtner-Smith, 2015). Third, when the instructional tasks they are asked to perform are difficult to comprehend or ambiguous, students negotiate to substitute tasks which they can understand and which often deviate from the teachers' original intention (Tousignant & Siedentop, 1983; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2018). Fourth, students negotiate for space in which to socialize with their friends when the opportunities for doing so are limited (Ennis, 1995; Supaporn et al., 2003; Wahl-Alexander & Curtner-Smith, 2018).

Tactics used by students when they open negotiations can be relatively conspicuous or inconspicuous (Burbules, 1986; Wahl-Alexander & Curtner-Smith, 2015). Relatively inconspicuous tactics include making slight modifications to instructional tasks which the teacher does not notice, giving less than full effort when participating in instructional tasks, not taking part in instructional tasks at all when not pressed to do so, and asking parents to provide notes excusing participation in specific instructional tasks or full lessons (Doyle, 1983; Ennis, 1995; Griffin, Siedentop, & Tannehill, 1998; Jones, 1992; O'Donovan & Kirk, 2007; Supaporn et al., 2003; Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). Relatively conspicuous tactics are mostly oral and include making polite suggestions, arguing with, appealing to, promising, threatening, and confronting the teacher (Ennis, 1995; Jones, 1992; Wahl-Alexander

& Curtner-Smith, 2015). Other forms of conspicuous negotiation include pretending to be ill, injured, or too tired to participate in tasks and giving the teacher assurances of future compliance in exchange for changes to current tasks (Burbules, 1986; O'Donovan & Kirk, 2007; Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018). All forms of student-initiated negotiation have more chance of succeeding when they are employed by groups of students as opposed to individuals (Wahl-Alexander & Curtner-Smith, 2015) and, in the case of negative negotiations, when teachers' primary vectors are weak (Hastie & Siedentop, 1999; Wahl-Alexander & Curtner-Smith, 2015, 2018; Zmudy et al., 2009).

Patterns of negotiation in physical education. Of potential help to those training preservice and working with inservice physical education teachers is the finding of some research that different patterns of negotiation occur in units of instruction taught using different instructional models. These patterns appear to be a result of an interaction between the structures by which the models are organized and the pedagogies teachers employ (Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018). For example, elementary students taught within a movement concepts unit by preservice teachers who employed indirect teaching styles were encouraged to initiate a good deal of positive negotiation with the goal of making tasks more interesting and demanding (Wahl-Alexander & Curtner-Smith, 2014). Furthermore, within middle school sport education seasons, negotiations initiated by both preservice teachers and students were comparatively positive and infrequent, and the amount of negative negotiating decreased as the season continued (Wahl-Alexander & Curtner-Smith, 2015). Conversely, within middle school multi-activity units, negotiations were generally more negative and frequent, and increased as the units advanced (Wahl-Alexander & Curtner-Smith, 2015). Moreover, the positive aspects in these patterns of negotiation were enhanced and the negative aspects diminished when

preservice teachers were trained to negotiate within sport education seasons and multi-activity units (Wahl-Alexander et al., 2018).

In addition, there was also some evidence indicating that the patterns of negotiations engaged in by students during physical education are influenced by their age, gender, physical skill and fitness levels, and academic prowess (Brock, Rovegno, & Oliver, 2009; Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018). Specifically, in a study carried out within university activity classes, low-fit college students were more likely than high-fit students to initiate negative negotiations in order to gain time in which to socialize, when they were worried about being evaluated, and when they believed instructional tasks were too difficult and potentially embarrassing (Wahl-Alexander & Curtner-Smith, 2018).

Across the elementary and middle school grades, aggressive high-skilled boys were found to initiate negotiations more often than other students. Usually, the objective of high-skilled boys' negotiations was to secure more time in which to participate in game play (Brock et al., 2009; Wahl-Alexander & Curtner-Smith, 2014, 2015).

At the elementary school level, one study indicated that students with a high level of academic ability were more likely to initiate positive negotiations than those with low academic ability and high-skilled girls were observed initiating positive negotiations more often than low-skilled girls (Wahl-Alexander & Curtner-Smith, 2014). In general, elementary students appeared less likely to initiate negotiations of any type than those attending middle school (Wahl-Alexander & Curtner-Smith, 2014, 2015, Wahl-Alexander et al., 2018).

At the middle school level, one study revealed that high-skilled girls supported high-skilled boys when they opened negative negotiations aimed at gaining more game playing time (Wahl-Alexander et al., 2018). However, another study suggested that the amount of negotiating

engaged in by high-skilled girls was very low (Wahl-Alexander & Curtner-Smith, 2015). Additionally, on the few occasions low-skilled middle school girls and boys were observed negotiating, their efforts were mainly aimed at modifying instructional and transitional tasks in order to gain more time for socializing with their friends and lowering the standards by which they were being held accountable (Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018).

Purpose

In many countries around the world, the responsibility for teaching elementary physical education falls to classroom teachers (Hardman & Marshall, 2009). There was, however, a good deal of evidence suggesting that both preservice classroom teachers (PCTs) and inservice classroom teachers are ill-prepared to teach physical education and reluctant to do so (Curtner-Smith, 2007; Morgan & Bourke, 2008; Morgan & Hansen, 2008; Xiang, Lowy, & McBride, 2002). While lack of content knowledge in physical education is a major cause of unease for PCTs (DeCorby, Halas, Dixon, Wintrup, & Janzen, 2005; Faucette & Patterson, 1989; Fletcher, Mandigo, & Kosnik, 2013), their low confidence to teach the subject is also attributed to concerns about various elements of pedagogical skill in the physical education context (Faucette, Nugent, Sallis, & McKenzie, 2002; Xiang et al., 2002). In this study, we sought to gain an understanding of one such element—the ability to negotiate with students. Our hope was that such an understanding could lead to recommendations by which the preparation of PCTs to teach physical education could be improved. The purpose of this study, therefore, was to describe the patterns of negotiation engaged in by PCTs and their students during a physical education early field experience (EFE). The specific research questions we attempted to answer were (a) How did PCTs and students negotiate with each other during lessons taught within a physical

education EFE? and (b) To what extent did PCTs and students engage in negotiations during the EFE?

Method

Participants and Setting

Participants were 16 female PCTs from one elementary education teacher education program located within a university situated in the southeastern United States. Their ages ranged from 20 to 35 years. Fifteen were Caucasian and one was African American. Before the study commenced, PCTs signed a consent form (see Appendix B) and were assigned a fictitious name to protect their identity. The PCTs enrolled in a physical education EFE which took place once a week for 6 weeks in 1 academic semester at one local elementary school. The school catered to Caucasian (93.1%), African American (2.7%), Hispanic (2.4%), mixed-race (1.6%), American Indian/Alaskan Native (0.1%), and Native Hawaiian/Pacific Islander (0.1%) children from low- and middle-income families.

During the EFE, PCTs were paired. Each pair of PCTs was responsible for team-teaching one second grade and one fourth grade lesson per week in an assigned space in a large gymnasium. Each PCT lead-taught three second grade lessons and three fourth grade lessons over the course of 6 weeks. When not lead-teaching, PCTs took on the role of assistant teacher. Lesson length was 40 minutes in duration and class sizes ranged from 10 to 14 students. Students were randomly assigned to a pair of PCTs for each lesson. Content taught to children in both grades included skill themes (three lessons), academic concepts through movement (one lesson), health and fitness through movement (one lesson), and literacy through movement (one lesson). The level at which the content was taught varied between grades.

In the 7 weeks prior to the EFE, PCTs completed the one required campus-based physical education methods course in their program. The methods course took place once a week for 2 hours and 50 minutes; was taught by a sport pedagogy doctoral student; and focused on effective physical education instructional and managerial behaviors, Mosston and Ashworth's (2008) spectrum of teaching styles, appropriate curriculum models for elementary school, and methods of planning and evaluation.

Data Collection

Data were collected with six qualitative methods. *Non-participant observation* involved observing all EFE sessions and taking copious field notes focused on the negotiations occurring between PCTs and their students. *Informal interviews* were completed with PCTs prior to, between, and immediately after lessons and their contents were recorded as soon after they had taken place as possible. Each PCT also completed one *stimulated recall interview*. During this interview, a PCT viewed film of one of her lessons with the researcher. When a negotiation took place, the researcher paused the film and asked the PCT to describe, explain, comment, and evaluate the negotiating tactics and strategies she and her students employed. Stimulated recall interviews were audio-recorded and transcribed verbatim. A *document analysis* was conducted on PCTs' lesson plans and other documents produced during the course of the methods course and EFE that alluded to or directly described negotiations between PCTs and students. PCTs were asked to write short *critical incident reflections* (Flanagan, 1954) following each day they taught. Following, Wahl-Alexander and Curtner-Smith (2015), the prompt for these reflections was, "How did the students in your lesson influence your teaching today?" Finally, each PCT completed a *formal interview* following the completion of the EFE of approximately 45 minutes in duration. Questions posed during the formal interview were based on the study's two research questions and

the protocol allowed for multiple follow-up prompts. Formal interviews were audio-recorded and transcribed verbatim.

Data Analysis

Data were analyzed in three phases. Phase 1 involved sorting the data from all six sources into those pertaining to each of the two research questions: (a) How did PCTs and students negotiate with each other during lessons taught within a physical education EFE? and (b) To what extent did PCTs and students engage in negotiations during the EFE? Phase 2 included coding and categorizing data within each of these two subsets by employing analytic induction and constant comparison (Goetz & LeCompte, 1984). This involved identifying individual data chunks, highlighting and assigning a code to each data chunk, and placing chunks in categories with other data chunks. Categories were then collapsed into larger themes and sub-themes.

Trustworthiness and credibility of the analysis process were established by using three techniques. First, negative and discrepant cases that emerged were used to modify category, theme, and sub-theme descriptors. Second, we triangulated findings by cross-checking them for accuracy across the six different data sources. Finally, member checking involved PCTs being asked about the accuracy of recorded data and emerging findings during the informal interviews (Goetz & LeCompte, 1984).

Results and Discussion

Types and Focus of Negotiations

PCT-initiated negotiations. In congruence with findings of Wahl-Alexander and Curtner-Smith (2015), PCTs initiated positive, negative, and consequence-oriented negotiations.

Positive negotiations. Positive negotiations were initiated by PCTs in order to allow students to find a level for an instructional task that they found challenging. These negotiations

had the effect of strengthening the primary vector. They often began with PCTs making suggestions as to how a task might be changed and then allowing students to make their own suggestions for changes. On most occasions, PCTs encouraged students to make changes to instructional tasks so as to increase their difficulty because they were finding them to be too easy:

Olivia (PCT): Y'all are really good at [dribbling the basketball] already. What if you use your other hand?

Alex (student): I can do both hands already, but it's so hard to do it between your legs! Can we try it like this? [demonstrates dribbling between his legs]

Olivia (PCT): That's harder. Hey, how about we all try to see if we can do what Alex is doing? (Olivia, 4th grade, lesson 2, field notes)

I remember this one girl was so good at hula hooping and I was like "alright try it on your arm" and then I suggested she try it on her ankle and she made some suggestions, too, which gave her a choice in what she wanted to do next. I think that kind of thing happened every time I was there. (Jenny, formal interview)

There were also a few occasions when PCTs invited students to decrease the difficulty of tasks that were clearly too demanding for their current skill level. For example, in her critical incident reflection following lesson 3, Olivia explained: "One of the students said that throwing the frisbee was too hard with a partner, so I suggested that they take more time to practice individually." The following field note extract also illustrates a typical negotiation of this sort:

Sarah (student): How do you even do this? [student struggling to jump rope]

Alice (PCT): Why don't you try doing two jumps every time to slow down and keep time?

Sarah (student): I don't know. [Sarah tries and seems discouraged]. How about I skip? I can do it this way. See?

Alice (PCT): OK, keep going like that. That works.

Alice asks four other students that are struggling if they would like to skip instead of jump. (Alice, 2nd grade, lesson 4, field notes)

Encouragingly, some of the suggestions that PCTs made for task changes within these positive negotiations were not prescribed in their lesson plans. Rather, they were made in reaction to the students' performances of tasks. This kind of action indicated that some PCTs

were able to analyze skill to a reasonable degree and to tailor their modifications of instructional tasks accordingly, even at this early stage in their careers. In addition, PCTs explained that they initiated positive negotiations when they detected students' loss of interest in instructional tasks regardless of whether the tasks were set at the correct level. For example, in her formal interview Brittany noted, "I feel awkward when they're bored . . . so I just offer other ideas along the same lines of what we're already doing." Moreover, as illustrated in the following data snippet, PCT-initiated positive negotiations were designed to and had the effect of putting a stop to off-task behavior and prolonging students' practice of particular skills:

Kids in my first class today [second grade] were not into doing the mountain climbers. We saw that and told them if their hands hurt they could do high knees, which still got their heart rate up. It worked because it kept them working and we could still have them check their heart rate after. (Jessica, lesson 5, critical incident reflection)

Negative negotiations. In line with previous literature (O'Donovan & Kirk, 2007; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018), PCTs in this study also initiated negative negotiations. These negotiations often had the effect of weakening the primary vector. The goal of these negative negotiations was invariably for the PCTs to gain some control over the students when their managerial systems were failing. As in past studies of neophyte physical educators (Hastie & Pickwell, 1996; Wahl-Alexander & Curtner-Smith, 2015), these negotiations often involved PCTs offering their students the opportunity to engage in game play in exchange for "behaving." Following one of her lessons, Sarah, for example, explained that "I was like 'okay, if no one is acting up then we can play this game of soccer'." The following field note extract describes a typical PCT-initiated negative negotiation of this type:

The students are play-fighting instead of acting out the book in the literacy lesson. Jenny [the PCT] suggests, "Why don't you guys stop jumping on each other and we'll think

about playing duck, duck, goose so you can get all of your energy out, but we can only do it if y'all promise me we can stop [fighting]." (Jenny, second grade, lesson 6, field notes)

Also in congruence with past research of preservice physical education teachers (Wahl-Alexander & Curtner-Smith, 2015, 2018), the PCTs in the current study offered students the opportunity to socialize in exchange for compliance with their managerial systems:

I told them that we could pick our partners for the counting game if they agreed to keep their mouths closed and eyes on me so I could explain how it worked. I'm probably going to regret it in five minutes, but they kept talking over me and I couldn't get it out of my mouth. (Beth, fourth grade, lesson 5, informal interview)

The final form of PCT-initiated negative negotiation—reducing accountability standards in exchange for completing tasks—had also been described in previous research (Jones, 1992; Wahl-Alexander et al., 2018). In the current study, however, since the PCTs did not formally evaluate the students, this form of negotiation was relatively subtle and involved the PCTs abdicating their responsibility to provide informal accountability, in the form of corrective performance feedback to students, when they felt that doing so might lead to confrontation or off-task behavior:

Every time I was there, I would have a group of boys that were pretty into PE. They were different kids every time, but the same kind of . . . attitudes. They wanted to be the biggest and fastest. Like, we were working on throwing and I told them to follow through. I look over and they are taking it to the extreme with all kinds of crazy arm movements. It didn't even look like what it started out as and they weren't doing what they needed to. I guess that was a learning experience that . . . if they are on task, just leave them to it. It's not worth having to corral them back in. (Carrie, formal interview)

Consequence-oriented negotiations. PCTs were also observed initiating consequence-oriented negotiations (Wahl-Alexander & Curtner-Smith, 2015) in attempts to maintain their students' compliance with their instructional, managerial, and transitional systems. Consequence-oriented negotiations were more effective when PCTs referred to the repercussions for non-compliance which directly affected students' performance in lessons such as not

“knowing how to play” or not “getting it,” or to sanctions that PCTs would impose for non-compliance including reducing “time to do what [students] like” and “taking away partner choice”:

Sometimes, I would have to be kind of . . . stern. If we were struggling [with management] I’d say, “We’re going to play another game, but I need you to listen. Your mouths should be closed and your eyes on me. If you don’t listen, we can’t play the game we have planned.” I would have to kind of give them an ultimatum sometimes. (Debra, formal interview)

Since they indicated PCTs’ reliance on outside help, consequence-oriented negotiations, however, were much less effective when the repercussion to which PCTs referred was “telling their regular PE teacher”:

Melissa (PCT): I know you’re good at sports, but we are not on the field right now. I don’t want you to hurt any of your friends. I don’t want to see that [sliding] or I’m going to talk with your teacher. (Melissa, fourth grade, lesson 3, field notes)

Student-initiated negotiations. Elementary students in the current study also initiated positive and negative negotiations in a similar fashion to those described in previous research (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). Again, positive negotiations had the effect of enhancing the primary vector of lessons, while negative negotiations weakened the primary vector.

Positive negotiations. As in previous studies (Tousignant & Siedentop, 1983; Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018) and matching their PCTs, students initiated positive negotiations aimed at modifying or changing instructional tasks in order to provide themselves with an interesting challenge. The main mode by which they conducted these kinds of negotiations was by enthusiastic, but relatively polite, requests. As illustrated in the following data snippets, they took this kind of action when they could not understand what was being required of them and found instructional tasks too easy and boring:

She didn't understand that you had to switch spots with your partner and take turns collecting the hula hoops. I just don't think it was registering. She wanted to stay in the same position and kept asking if we could play the game that way instead because she was having a hard time understanding. I had to explain that it had to be that way in order for the game to work. (Claire, fourth grade, lesson 2, stimulated recall interview)

Michael (student): Can we try multiplying instead of adding?

Beth (PCT): Yes, we can try. Start low though. (Beth, fourth grade, lesson 5, field notes)

In addition, students engaged in positive negotiations when they found instructional tasks too difficult, a fact that was recognized by PCTs as making a positive contribution to the lessons:

Jonathan continuously runs across the gym to chase the ball after struggling to control it. After five efforts, he asks, "Can I use that bean bag to do this instead of the ball?" Pat [the PCT] agrees. Three additional students see the change and ask to do the same. (Pat, fourth grade, lesson 1, field notes)

Those kids . . . they are on task a lot and their input contributed to making the activities harder a lot of times. They would always ask to swap equipment that would make it [i.e., the instructional task] harder for them. (Leah, formal interview)

Negative negotiations. Negative negotiations initiated by the students in this study were also similar to those observed in the past (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). The objectives of these negotiations were to change or modify instructional tasks, decrease the time spent in some instructional tasks and increase that spent in others, reduce levels of informal accountability for completing instructional tasks, and increase time in which to socialize by modifying transitional tasks. Key tactics employed by students when engaging in these kinds of negotiations were "asking," "suggesting," "making little or no effort in instructional tasks," making changes to instructional tasks or transitional tasks without asking that were not detected by the PCTs, and ignoring PCTs' requests or instructions.

Student-initiated negative negotiations in which the objective was to change or modify instructional tasks were aimed at creating more "fun" and interesting drills and practices, or substituting game play for drills and practices. Nine of the PCTs in the study indicated that they often acquiesced to such negotiations:

They were coming up asking, “Can we do this letter? Can we do this letter before we finish?” during the integration lesson. We had other things to get to and we were running out of time, but we were like, “Well, if they like it, we might as well keep doing it.” I mean, if they enjoy doing something I just assumed I’d let them do it. (Jessica, second grade, lesson 4, stimulated recall interview)

Other negative negotiations initiated by students were aimed at decreasing time spent in drills and practices they found irrelevant and increasing time in game play or drills and practices they found enjoyable. The same nine PCTs again indicated that they were likely to “give in” when pressured in this way:

I would say a couple of times a lesson . . . it was usually like, “Can we play this at the end?” or like, “Can we have extra time at the end to do this?” Usually we let them. Most of them wanted to play our warm-up game again and so we were like, “Sure, go for it if you want to do it.” I think most of the time we said, “yes,” when they asked. (Beth, formal interview)

More encouraging was the fact that seven PCTs noted that they were usually able to identify and repulse this type of negative negotiation, “redirect” their students back to “what [they] were [supposed to be] doing,” and “keep on track:”

Some of the requests were like, “Can we run around in circles?” and I was like, “Well, I don’t think we are going to do that right now. We’re going to do this.” But it was dependent on what they were asking. If it didn’t contribute to the lesson then it was a “no.” (Melissa, formal interview)

Further, some students did not appear used to receiving technical performance feedback in physical education and often regarded it as threatening and insulting. Their reactions to this kind of feedback served to warn PCTs that if they were going to persist with these attempts at “helping,” then students would make little effort in the tasks or not take part at all:

I was trying to tell David not to put his elbow up when he throws the tennis ball. I said, “Don’t chicken wing it.” He wouldn’t even look at me when I was talking and trying to show him how to do it right. . . . I guess it offended him, because I looked back and he had switched stations without me telling them to. (Leah, second grade, lesson 3, stimulated recall interview)

Finally, and as in previous studies (Ennis, 1995; Wahl-Alexander et al., 2018), students initiated negative negotiations with the purpose of increasing time in which to socialize with peers by asking for changes in the ways that they were grouped:

The kids get really upset and won't do anything if they are put with other kids that aren't their friends or that they don't like. We always have to stop and rearrange groups, so I just started letting them pick their partners. (Carrie, informal interview)

Extent of Negotiations

PCT-imitated negotiations. As alluded to in the previous section, two groups of PCTs emerged in this study—those who were relatively effective negotiators (seven PCTs) and those who were relatively ineffective negotiators (nine PCTs). These groups had differing patterns of negotiations. The negotiation patterns initiated by the PCTs in the relatively effective group improved as the EFE progressed. At the beginning of and throughout the EFE, PCTs in this group were more inclined to initiate positive negotiations, less inclined to initiate negative negotiations, and more likely to encourage positive negotiations and resist negative negotiations initiated by their students. Moreover, more effective negotiators were more likely to initiate consequence-oriented negotiations in which they referred to repercussions for non-compliance which affected students' performance or to sanctions that they could impose themselves.

By comparison, the negotiation patterns of the PCTs within the relatively ineffective group remained stable or deteriorated as the EFE progressed. Specifically, they were less inclined to initiate positive negotiations, more inclined to initiate negative negotiations, and less likely to encourage positive negotiations and resist negative negotiations initiated by their students. Additionally, the less effective negotiators were more likely to initiate consequence-oriented negotiations in which the repercussion to which they referred involved being sent to the cooperating teacher.

The key factors that appeared to determine in which of these two groups PCTs fell were their comfort in the physical education setting, general pedagogical knowledge, content knowledge, and pedagogical content knowledge. Specifically, more effective negotiators were more confident in the physical education setting and able to adapt to it than those who were less effective negotiators. Moreover, relatively effective negotiators were more pedagogically skilled and were able to transfer the skills they had learned in earlier classroom-based methods classes and EFEs to physical education, while their peers in the ineffective group struggled to make this transition. In addition, although the content of the lessons was fairly basic, the more effective negotiators were able to provide a greater variety of instructional tasks to help students learn than those PCTs in the relatively unskilled group. Collectively, these factors meant that some of the less effective negotiators struggled mightily:

It [i.e., the EFE] was really stressful for me. I was completely out of my element. I never thought that I would have to teach PE. You kind of get thrown in there, and I think if I had more of the content knowledge it would have developed more into a comfortable thing. (Alice, formal interview)

A final factor that appeared to adversely influence the amount of positive negotiation that PCTs in both groups were willing to initiate and encourage, and which seemed to facilitate more negative negotiation from students, was that the PCTs and students did not get to know each other particularly well during a relatively short EFE. This problem was exacerbated by the system used to allocate students to PCTs. Recall that this system involved students being randomly assigned to pairs of PCTs each lesson:

We switched [students] every week so you couldn't really form a relationship with them, so you didn't know how to best handle them. I guess in aspects of management . . . it affected the lesson because when a problem arose you were like, "Okay, well these are not my kids, like I barely even know their names." (Desiree, formal interview)

Student-initiated negotiations. When students were taught by PCTs classified as effective negotiators, they were more likely to initiate positive negotiations and less likely to initiate negative negotiations than when they were taught by PCTs categorized as ineffective negotiators. As in past research (Brock et al., 2009; Wahl-Alexander & Curtner-Smith, 2014, 2015; Wahl-Alexander et al., 2018), patterns of negotiations initiated by students were also dependent on gender, age, and skill level. Additionally, the content taught affected students' negotiation patterns.

Fourth grade students initiated more positive and negative negotiations than those in the second grade. There were also more student-initiated negative negotiations in lessons in which literacy and academic concepts were taught through movement than in lessons on skill themes and health and fitness. High-skilled boys and girls were more likely to initiate positive negotiations than those with lower skill levels. High-skilled boys were also more likely to initiate negative negotiations aimed at changing and modifying instructional tasks or the time allocated to take part in instructional tasks. Girls of all skill levels were more likely to initiate negative negotiations aimed at gaining more time in which to socialize. Finally, regardless of skill level, boys were more likely to negotiate a decrease in informal accountability standards.

Summary and Conclusions

To our knowledge, this was the first study of the negotiations that occur between PCTs and elementary students during physical education. The key finding of the study was that while some PCTs were relatively effective negotiators others were relatively ineffective. Factors influencing the PCTs' relative effectiveness and ineffectiveness were their comfort and confidence in the physical education setting, pedagogical knowledge, content knowledge, and pedagogical content knowledge. In addition, negotiations were made more difficult because the

PCTs and students did not get to know each other particularly well. A second important finding was that the types and foci of negotiations initiated by the PCTs and their students were similar to those described in previous studies of preservice physical education teachers (Ennis, 1995; Jones, 1992; O'Donovan & Kirk, 2007; Tousignant & Siedentop, 2003; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018), as were the tactics and strategies employed by students when initiating negotiations. A third finding was that the type and amount of student-initiated negotiation was influenced by their gender, age, and skill level. Again, this was congruent with past research (Brock et al., 2009; Wahl-Alexander & Curtner-Smith, 2014, 2015; Wahl-Alexander et al., 2018). One new finding was that the content the PCTs taught also influenced the type and amount of negotiating initiated by students.

Results of the study led us to make several suggestions for improved preparation of PCTs when it comes to physical education. First, we believe that negotiating is an important skill that PCTs need to master in the same vein as they learn other pedagogical skills such as providing demonstrations, giving feedback, and using different teaching styles. For this reason, we suggest that directly training PCTs to negotiate, perhaps using a program similar to that suggested by Wahl-Alexander and colleagues (2018), would improve their performance markedly. Making PCTs aware of the classroom ecology paradigm in general, and the ways in which teachers and students can initiate negotiations in particular, would be a good starting point for such training. Second, in line with previous research of PCTs learning to teach physical education (DeCorby et al., 2005; Faucette et al., 2002; Fletcher et al., 2013), the results of the current study indicated that one methods course and a connected EFE do not provide enough time in which to prepare PCTs to teach the subject. The negotiation skills of the PCTs in the current study would, we

suggest, have been much improved had they spent more time before the EFE becoming familiar with the physical education context, learning content and gaining pedagogical content knowledge; and more time in the field teaching. More time in the classroom and in the field, would also give teacher educators the chance to help PCTs see how the general pedagogical skills they have learned in the classroom setting can be transferred and adapted to the gymnasium and vice versa. Making these connections should provide PCTs with more confidence when negotiating with students. Finally, the study indicated the importance of PCTs working with the same group of students for a reasonable period of time. Again, the indication was that had the students in the current study seen the same students on a consistent basis, the patterns of negotiation in their lessons would have improved.

Future research in this line should include replications of the current study with different groups of PCTs in order to ascertain whether or not the findings of the current study transfer. Studies of experienced inservice teachers' patterns of negotiation when teaching physical education would also be useful as would those that investigated the effects of programs specifically designed to prepare PCTs to negotiate effectively.

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CHAPTER III

NEGOTIATION PATTERNS OF A PRESERVICE PHYSICAL EDUCATION TEACHER AND HIS STUDENTS DURING SPORT EDUCATION

Abstract

Previous research on negotiations between physical education teachers and students has been purely qualitative. The purpose of this study was to produce a quantified longitudinal negotiation profile for one preservice teacher (PT; George) while he taught three sport education (SE) seasons. The specific research questions we attempted to answer were (a) What forms did negotiations between the PT and his students take during the SE seasons?; (b) To what extent did negotiations take place across the SE seasons?; and (c) How did negotiations differ between grade levels? The 47 lessons in George's sixth, seventh, and eighth grade SE seasons on handball were filmed and coded with the negotiation instrument (NI), an event recording systematic observation instrument designed to classify and categorize negotiations as they occur. A number of descriptive analyses were completed, and Kruskal-Wallis tests were employed to determine whether there were differences between grades. Results revealed that negotiations initiated by George and his students were relatively infrequent and that there were few differences between the SE seasons. The types and foci of the negotiations initiated by George and his students were similar to those described in previous qualitative studies as were the tactics used to initiate the negotiations. The pattern of the negotiations in this study were also similar to those in previous qualitative research focused on SE. Suggestions for future research and the use of the NI as a training tool are made.

Keywords: Negotiations, physical education, preservice teacher, sport education

Introduction

Research on negotiations that occur between teachers and students has shown much promise in terms of improving the pedagogies of both preservice teachers (PTs) and inservice teachers (Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander, Curtner-Smith, & Sinelnikov, 2018). Such negotiations have been defined as interactions between students and teachers with the objective of altering or modifying the various tasks that students complete during lessons (Wahl-Alexander et al., 2018; Woods, 1978) and can be initiated by either party. Three different types of negotiations have been identified during recent studies (Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018). Negotiations are classified as positive when their intent or result is to enhance learning and performance and negative when they are aimed at or lead to a reduction in achievement and execution (Wahl-Alexander & Curtner-Smith, 2018). In addition, "consequence-oriented negotiations" (Wahl-Alexander & Curtner-Smith, 2015, p. 846), which are always initiated by teachers, involve reminding students about class requirements (e.g., working hard) and of the repercussions for failing to act accordingly (e.g., failing an evaluation).

Student-initiated Negotiations

Students can initiate negotiations as individuals or in groups, the latter generally being more powerful and successful (Wahl-Alexander & Curtner-Smith, 2015). Moreover, they appear to initiate negotiations for four reasons. First, they negotiate to participate in more taxing and absorbing tasks if they believe the tasks they have been asked to complete are boring, irrelevant, or undemanding (e.g., negotiating for fewer skill drills and more game play; Ennis, 1995; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2015). Second, they negotiate to make difficult tasks easier if they believe that there is a risk of failure or public

humiliation (e.g., negotiating to modify elements in a skills test; Tousignant & Siedentop, 1983; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander et al., 2018). Third, they negotiate for clarity from teachers when they perceive what they have been asked to do as being ambiguous and unclear (Tousignant & Siedentop, 1983; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2018). Fourth, they negotiate for more time in which to socialize with peers (e.g., by negotiating to reduce the amount of lesson time allocated for improving performance or a change in grouping for activities; Ennis, 1995; Supaporn, Dodds, & Griffin, 2003; Wahl-Alexander & Curtner-Smith, 2015).

Some strategies students employ during negotiations are confrontational and include threatening and arguing with the teacher (Ennis, 1995; Jones, 1992; Wahl-Alexander & Curtner-Smith, 2015). Other negotiation tactics employed by students are more subtle and less hostile and include making polite enquiries and promising to engage in a specific type of behavior at a later date in exchange for changes they wish to be made to current tasks (Wahl-Alexander & Curtner-Smith, 2015). A final group of student negotiation tactics and strategies are more cunning and include making small changes to tasks when the teacher is not monitoring; making less than full effort when completing tasks or not participating in tasks at all unless being directly observed by the teacher, feigning illness, tiredness, and injury; and asking parents or guardians to write excuse notes for lessons (Doyle, 1983; Ennis, 1995; Griffin, Siedentop, & Tannehill, 1998; Jones, 1992; O'Donovan & Kirk, 2007; Supaporn et al., 2003; Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018).

Teacher-initiated Negotiations

Inexperienced and ineffective practicing teachers and PTs learning their craft are more likely to collapse under the pressure exerted by students who initiate negative negotiations than

their experienced and effective colleagues (Doyle, 1979; Wahl-Alexander & Curtner-Smith, 2015, 2018). Furthermore, ineffective teachers and those at the beginning of their careers are often observed initiating negative negotiations with students themselves, their objective being to retain control of their classrooms and gymnasias (Doyle & Carter, 1984; Hastie & Siedentop, 1999; Jones, 1992; Wahl-Alexander & Curtner-Smith, 2015). Such negotiations are made from a position of weakness (O'Donovan & Kirk, 2007; Tsangaridou & O'Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2015) and can involve the teacher offering to modify, change, or exclude tasks; to decrease time spent in drills and practices and increase time spent in game play, to decrease lesson time; and to provide students with greater opportunity for socializing in exchange for non-disruptive behavior and a minimal level of effort (Allen, 1986; Doyle & Carter, 1984; Hastie & Siedentop, 1999; Jones, 1992; Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018; Zmudy, Curtner-Smith, & Steffen, 2009). If teachers continue to acquiesce to student negative negotiations and initiate negative negotiations of their own their instructional units can spiral downwards and collapse completely (Doyle, 1979; Wahl-Alexander & Curtner-Smith, 2015, 2018).

By contrast, experienced and effective teachers are less likely to initiate negative negotiations with students and more likely to initiate positive and consequence-oriented negotiations than their less effective and experienced colleagues (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). Further, effective teachers are adept at repelling negative negotiations initiated by students and recognizing and encouraging positive negotiations their charges initiate (Wahl-Alexander & Curtner-Smith, 2015, 2018). Positive negotiations are initiated by teachers from a position of strength, often through the use of indirect teaching styles in which students are given the opportunity to make more decisions about how

they learn (Tsangaridou & O’Sullivan, 2003; Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018).

Negotiation Patterns in Physical Education

Recent research has indicated that different patterns of negotiation occur in physical education units depending on school level; student gender; levels of student skill, fitness, and academic ability; and the instructional models employed by teachers (Brock, Rovegno, & Oliver, 2009; Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018). For example, elementary students appear less likely to initiate negotiations of any type than those attending middle school (Wahl-Alexander & Curtner-Smith, 2014, 2015; Wahl-Alexander et al., 2018). Moreover, low-skilled girls were less likely to initiate negotiations than high-skilled girls, and less academically able students were less likely to initiate positive negotiations than their more gifted peers in one elementary school study (Wahl-Alexander & Curtner-Smith, 2014). In both mixed-gender elementary and middle school lessons, aggressive and high-skilled boys appeared to initiate most negotiations with teachers, their aim being to increase game play and decrease skill drilling (Brock et al., 2009; Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018). One middle school study also revealed that high-skilled girls supported high-skilled boys in this endeavor (Wahl-Alexander et al., 2018), while another suggested that girls with this level of skill had little interest in opening negotiations of any type (Wahl-Alexander & Curtner-Smith, 2015). Furthermore, when low-skilled middle school girls and boys did engage in negotiations with their teachers, it was with the goal of reducing levels of accountability for tasks and increasing time in which they could socialize (Wahl-Alexander & Curtner-Smith, 2015; Wahl-Alexander et al., 2018). Similarly, low-fit college students appeared more likely to initiate negotiations with activity course instructors than high-fit students in order to increase social activity and reduce the

risk of participating in tasks by making them easier and changing instructors' criteria for evaluation (Wahl-Alexander & Curtner-Smith, 2018).

Finally, there is some evidence to suggest that different patterns of negotiations occur in units taught within different instructional models. These differences appear to result from an interaction between the models' pedagogies and organizational structures (Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018). For example, during a movement concepts unit in which indirect teaching styles were employed by PTs, students negotiated positively to increase task difficulty and interest (Wahl-Alexander & Curtner-Smith, 2014). During middle school multi-activity units, negotiations were more negative and frequent and their volume increased over the course of the units (Wahl-Alexander & Curtner-Smith, 2015). By contrast, during middle school sport education (SE) seasons, PT- and student-initiated negotiations were relatively infrequent and positive and the extent to which students initiated negative negotiations declined as the seasons moved forward (Wahl-Alexander & Curtner-Smith, 2015). Moreover, a training program appeared to increase the amount of positive negotiating and decrease the amount of negative negotiating that occurred in PT-taught multi-activity units and SE seasons (Wahl-Alexander et al., 2018).

Purpose

Previous work on the patterns of negotiations occurring during different instructional models has been purely qualitative and across a number of PTs and their students (Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018). The purpose of this study was to build on that work by producing a quantified longitudinal negotiation profile for one PT while he taught three SE seasons. The specific research questions we attempted to answer were (a) What forms did negotiations between the PT and his students take during the SE

seasons?; (b) To what extent did negotiations take place across the SE seasons?; and (c) How did negotiations differ between grade levels?

Theoretical Framework

Like other research in this line (Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Wahl-Alexander et al., 2018), this study was driven by the concepts and constructs of the classroom ecology paradigm (Doyle, 1977, 1979, 2005). Central to this paradigm are the notions that teachers need to establish and maintain order, that lessons consist of a series of tasks, and that how and the extent to which these tasks are completed by students are dependent on the degree to which they are held accountable through formal (e.g., tests of skill and cognitive understanding) and informal (i.e., teacher feedback and the degree to which teachers are assertive) assessment and evaluation (Doyle, 1986; Griffin et al., 1998; Hastie & Pickwell, 1996; Hastie & Siedentop, 1999; Supaporn et al., 2003; Zmudy et al., 2009). Specifically, tasks can be completed as the teacher initially intends when they are first presented or negotiations can take place between teachers and students and tasks can be changed completely or modified so that they are more difficult or easier (Hastie & Siedentop, 1999; Wahl-Alexander & Curtner-Smith, 2014, 2015, 2018; Zmudy et al., 2009).

In addition, the classroom ecology paradigm suggests that four systems operate within lessons and across instructional units. These are the instructional, managerial, and transitional task systems, and the student social system (Allen, 1986; Doyle, 1986; Tousignant & Siedentop, 1983, Zmudy et al., 2009). The instructional task system consists of a series of tasks which students perform in order to learn (e.g., drills and conditioned games; Jones, 1992; Sinelnikov & Hastie, 2012; Zmudy et al., 2009). A teachers' framework of rules, routines, and expectations comprises the managerial task system (Doyle, 1986; Evertson & Emmer, 1982; Jones, 1992).

The transitional task system is made up of methods by which equipment is dispersed and students are organized for and shifted about the classroom or gymnasium in order to complete instructional tasks (Hastie & Siedentop, 1999; Tousignant & Siedentop, 1983). Within and between the spaces of all three task systems is the student social system (Allen, 1986; Jones, 1992). This system is built into the structure of some instructional models, such as SE, so that students socialize in a constructive manner as part of the learning process (Hastie & Pickwell, 1996; Sinelnikov & Hastie, 2012). In other instructional models, such as the traditional multi-activity model, students seek to build the student social system themselves and it operates in direct opposition to and disrupts the instructional system (Wahl-Alexander & Curtner-Smith, 2015).

A final component of the classroom ecology paradigm is the vector. The “primary vector” of a lesson (Merrit, 1982, p. 228) is comprised of its focus, direction (e.g., to learn how to swim), and energy. Positive negotiations and consequence-oriented negotiations serve to strengthen the primary vector. However, if the primary vector is not well established and the instructional and managerial task systems are weak, negative negotiations initiated by both students and teachers can lead to the formation of a “secondary vector” (Doyle, 1986, p.420). That is an alternative focus, direction, and energy which moves the instructional unit off-course (e.g., to socializing and engaging in recreational play; Supaporn et al., 2003; Wahl-Alexander & Curtner-Smith, 2015).

Method

Participant and Setting

The participant was one PT from a university physical education teacher education (PETE) program engaged in the culminating student teaching internship. He was selected based

on his PETE faculty's recommendation and previous success in his coursework and given a fictitious name (George) so as to protect his identity. Prior to the study commencing, George signed a consent form in line with the requirements of the university's human subjects regulations (see Appendix C).

The core of the George's preceding PETE had focused on him acquiring the ability to instruct through several instructional models, including SE; content knowledge; effective instructional and managerial skills (Silverman, 1991); and a range of teaching styles (Mosston & Ashworth, 2008). George had also engaged in numerous early field experiences.

For the purposes of this study, George taught three SE team handball seasons. The first was a 16-lesson season taught to a class of 56 sixth grade students, the second was a 15-lesson season taught to a class of 51 seventh grade students, and the third was a 16-lesson season taught to a class of 55 eighth grade students. Mean lesson lengths for the three seasons were 31.58 minutes (SD= 3.69), 32.01 minutes (SD= 3.66), and 37.62 minutes (SD= 5.41), respectively. George taught all three seasons in a well-equipped gymnasium.

George followed the same format for each of his three seasons. The sixth and eighth grade seasons included phases designated for organization (one lesson), pre-season practice and game play (three lessons), regular season game play (seven lessons), post-season play-offs leading to the championship game (four lessons), and an awards ceremony and celebrations of the season (one lesson). The seventh grade season was identical except that it included one less lesson in the regular season game play phase.

Data Collection

All lessons within the SE seasons were filmed with a Canon®, VIXIA HF R600 camera. The camera was positioned unobtrusively so as to avoid interfering with George and his students.

George wore a wireless microphone (Azden®, WM-PRO) which provided feedback to a wireless receiver (Azden®, WR-PRO) attached to the camera. Filming began when George and at least one student arrived in the gymnasium and continued until George dismissed his students in order to change clothes.

Systematic Observation Instrument

Lessons were coded by the author with the Negotiation Instrument (NI; Curtner-Smith & McEntyre, 2017), a systematic observation instrument designed specifically for this study. The NI is an event recording instrument designed to classify and categorize negotiations as they occur. The NI's design and protocols are based on Fink and Siedentop's (1989) Rules, Routines, and Expectations (RRE) instrument.

When using the NI, the author had to make five decisions. First, she decided whether an observed negotiation was initiated by the teacher or student. Second, she decided whether the intent of the initiator was positive or negative. Third, she identified the focus of the negotiation. This was usually an instructional, managerial, or transitional task or the student social system. Fourth, the author identified the negotiation tactic used by the teacher or students. Initially, a list of descriptors for different tactics was used for this purpose. These descriptors were based on the results of past research on negotiations reviewed in this paper. This list was not exhaustive and was added to as different tactics were employed during the study. Fifth, the author decided whether the negotiation was successful or unsuccessful. In addition, the NI protocol allowed her to write field notes related to each negotiation observed. An example of a data stream produced by the NI is provided in Table 2.

Table 2

Example of a Data Stream Produced by the NI

No.	Initiator	Positive/ Negative/ Consequence -oriented	Focus	Tactic	Outcome Success/ Non-success	Notes
1	Teacher	+ve	instructional task	indirect teaching	success	Teacher asks a group of students to come up with a rule change that would offset playing on a smaller court
2	Students	-ve	transitional task	asking	non-success	Two equipment managers ask if they can not be responsible for returning equipment. PT declines.
3	Teacher	CO	instructional task	assertive statement	success	“If you argue with the referees, you will lose fair play points.”
4	Student	-ve	instructional task	threatening	non-success	John: “I’m not playing if the court is set up like this.” Teacher insists.
5	Teacher	-ve	managerial task	bargaining	success	PT tells a student he can be the announcer if promises not to curse.
6	Students	+ve	instructional task	asking	success	“Can we dribble between our legs?” (represents whole class)
7	Teacher	+ve	transitional	suggesting task	success	“How about you see if you can get others to help you move the goals in place today so we can get started.”
8	Student	-ve	managerial task	arguing	success	Student insists she will stand instead of sit with the rest of the class. PT gives in.

Coding and Intra-Observer Reliability

Training involved studying the descriptors developed for the focus and tactic categories and coding practice films for approximately 20 hours prior to the study commencing. During this process, a decision-log for using the NI was constructed.

Prior to coding the study lessons, intra-observer reliability was established using the methods recommended by van der Mars (1989). The author coded and recoded a physical education lesson from outside the study designated as the “reliability lesson.” The reliability check involved comparing the second coding with the first coding. Intra-observer agreement was calculated using strict event-by-event comparisons. The training process continued until an agreement level of 87.5% was achieved, thus surpassing the acceptable limit suggested by van der Mars (1989).

Data Analysis

Several descriptive analyses were carried out with data produced by the NI. First, the number of positive, negative, and consequence-oriented negotiations initiated by George and his students for each lesson were summed. Second the number and percentage of negotiations initiated by George and his students that focused on instructional, managerial, and transitional tasks, and the student social system were calculated across each season. Third, the number and percentage of times George and his students employed each tactic when initiating negotiations were calculated across each season. Finally, the number and percentage of times George and his students were successful and unsuccessful in their attempts at negotiating were calculated for positive, negative, and consequence-oriented negotiations across each season. Kruskal-Wallis tests were computed to ascertain whether or not there were differences in the foci of negotiations, tactics employed, and levels of success during the sixth, seventh, and eighth grade seasons.

Results

Four hundred and three negotiations initiated by George and his students were coded across the 47 lessons observed during the study. Of these, 166 took place in the sixth grade season, 108 in the seventh grade season, and 129 in the eighth grade season. George initiated 95 negotiations in the sixth grade season, 65 in the seventh grade season, and 75 in the eighth grade season. Students in the sixth grade season initiated 71 negotiations, while those participating in the seventh and eighth grade seasons initiated 43 and 54 negotiations, respectively.

Type of Negotiations

PT-initiated negotiations. The number of positive, negative, and consequence-oriented negotiations initiated by George during the three SE seasons are shown in Figures 1, 2, and 3. These figures indicate that George initiated relatively few negotiations per lesson in general, the highest number being 23, which was recorded for the eighth grade's lesson 3. The figures also reveal somewhat similar patterns of negotiation in all three seasons. George initiated only seven negative negotiations in total, two of which were in the sixth grade season and five of which were in the eighth grade season. The number of positive negotiations George initiated in the all three seasons was greatest during the early lessons and declined over the course of the season. This decline began sooner and from a higher peak in the eighth grade season than in the sixth grade season and was relatively gradual in the seventh grade season. Figures 1 to 3 also indicate that George initiated relatively few consequence-oriented negotiations in any of the seasons although he used this form of negotiation more when working with the sixth grade students. The amount of consequence-oriented negotiation also declined as the three seasons progressed.

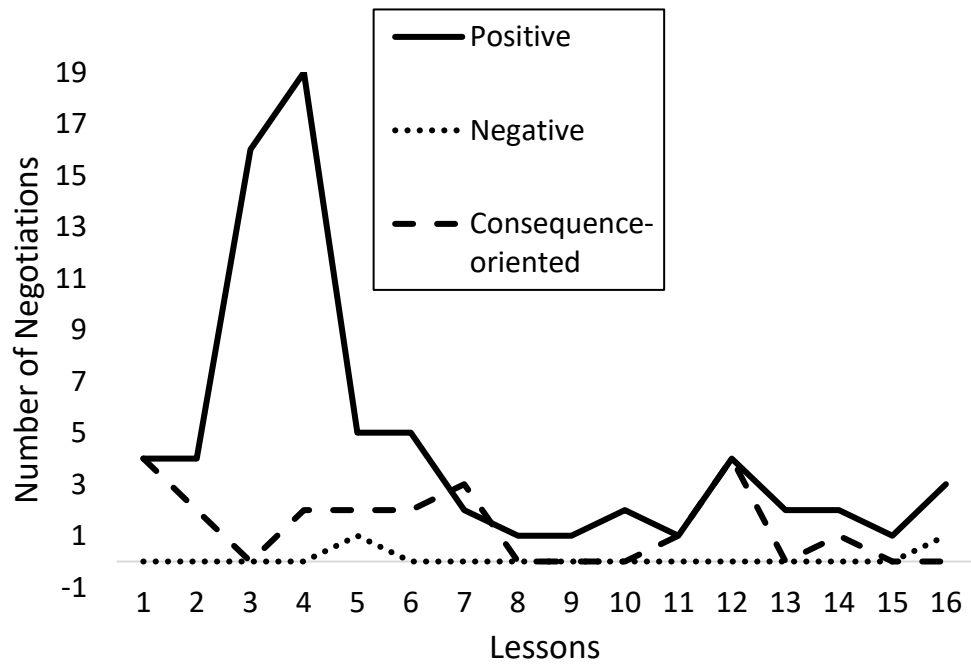


Figure 1. Negotiations initiated by George during the sixth grade season.

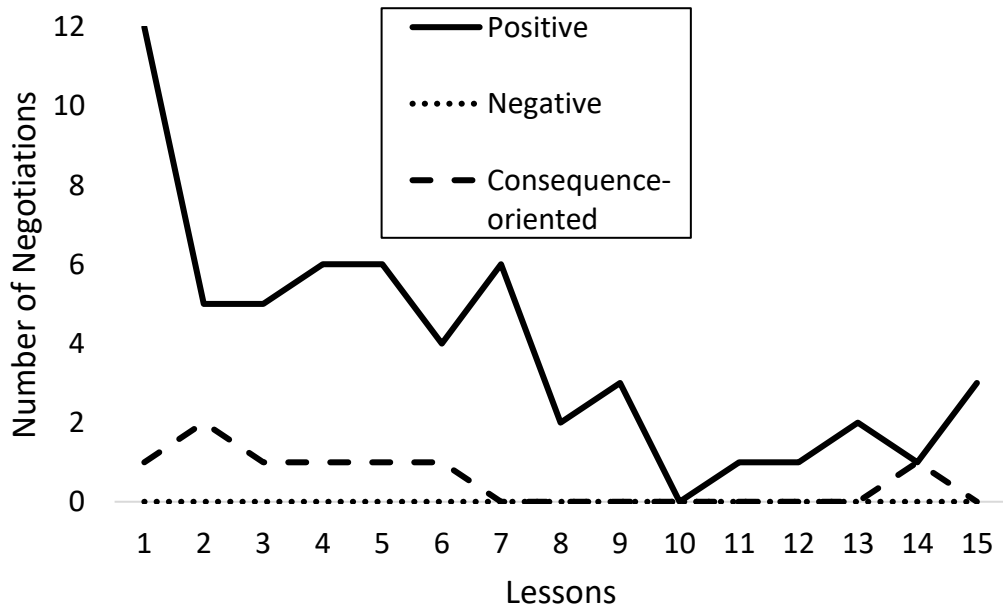


Figure 2. Negotiations initiated by George during the seventh grade season.

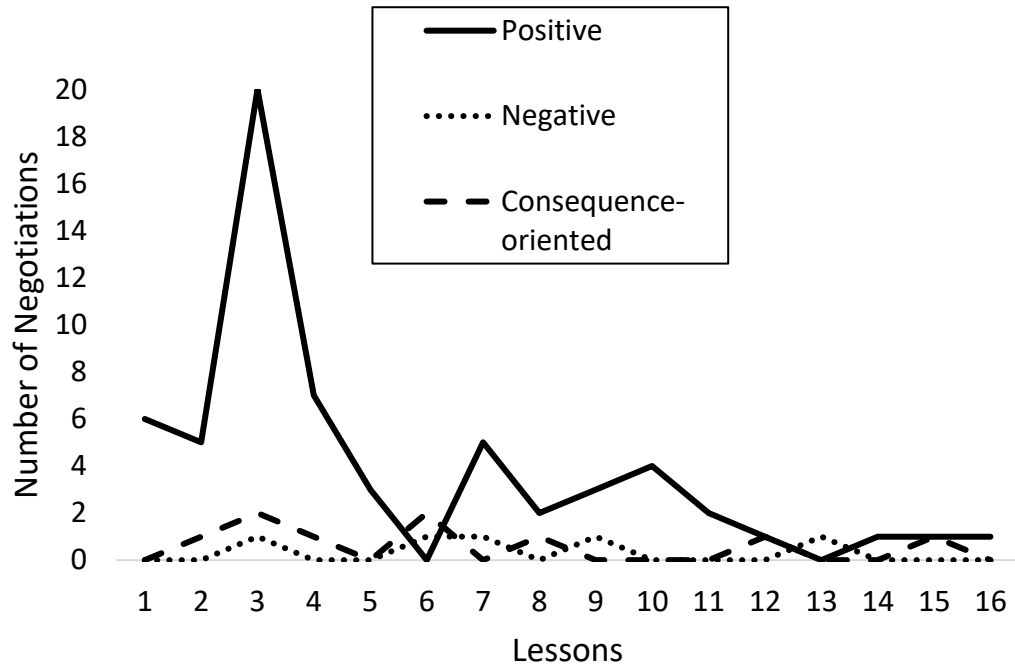


Figure 3. Negotiations initiated by George during the eighth grade season.

Student-initiated negotiations. The number of positive and negative negotiations initiated by George’s students within the three seasons are shown in Figures 4, 5, and 6. The figures reveal that the students initiated relatively few negotiations in general but that they initiated more negative than positive negotiations. During the sixth and eighth grade seasons, there was gradual decline in both types of negotiations initiated by students. The amount of negative negotiations initiated by the students also declined during the course of the seventh grade season, while the amount of positive negotiations they initiated remained relatively constant. A key focus of negative negotiations at the beginning of all three seasons was to change or avoid assigned SE roles.

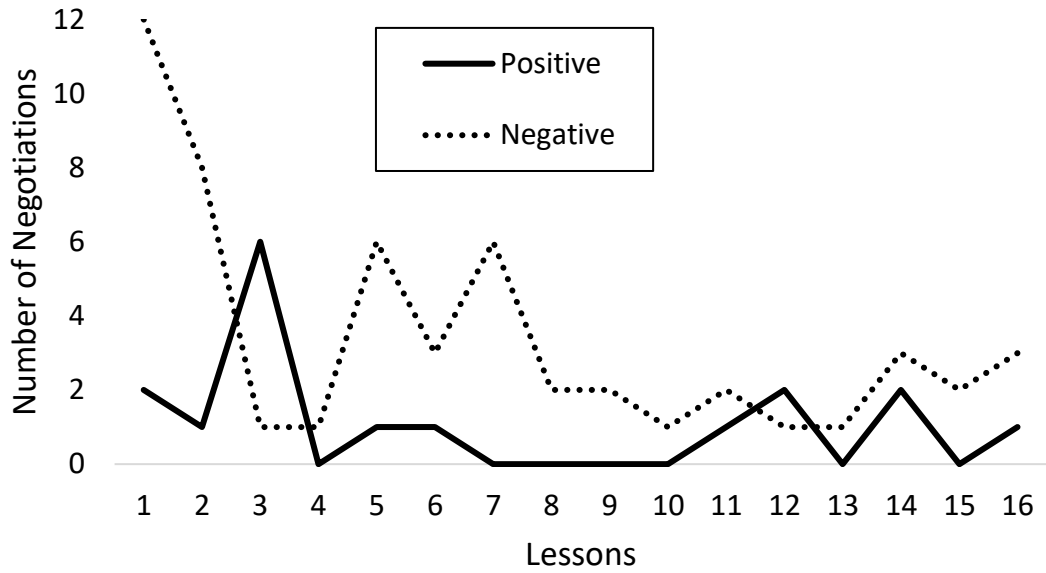


Figure 4. Negotiations initiated by students during the sixth grade season.

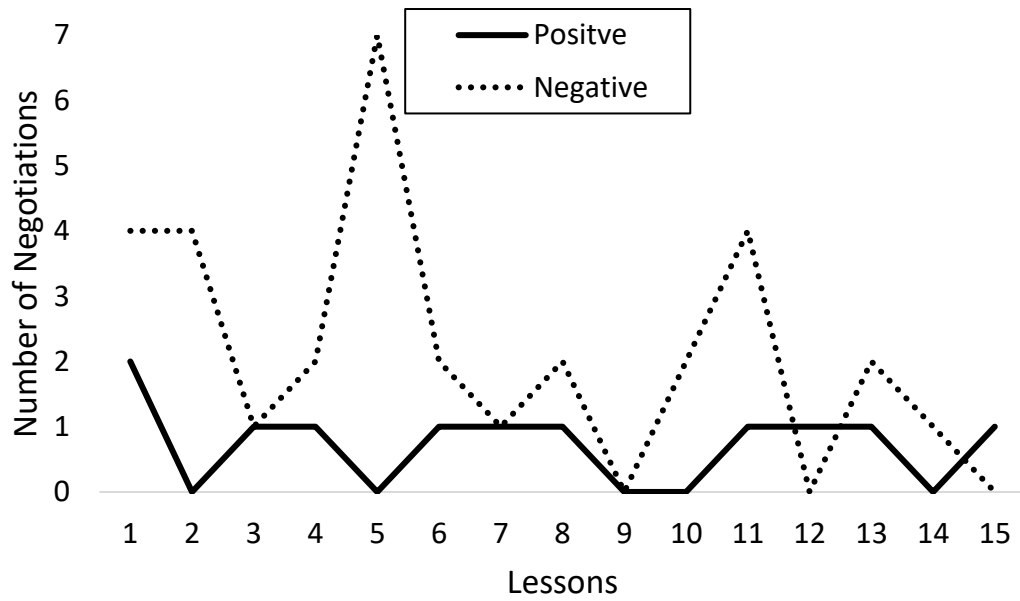


Figure 5. Negotiations initiated by students during the seventh grade season.

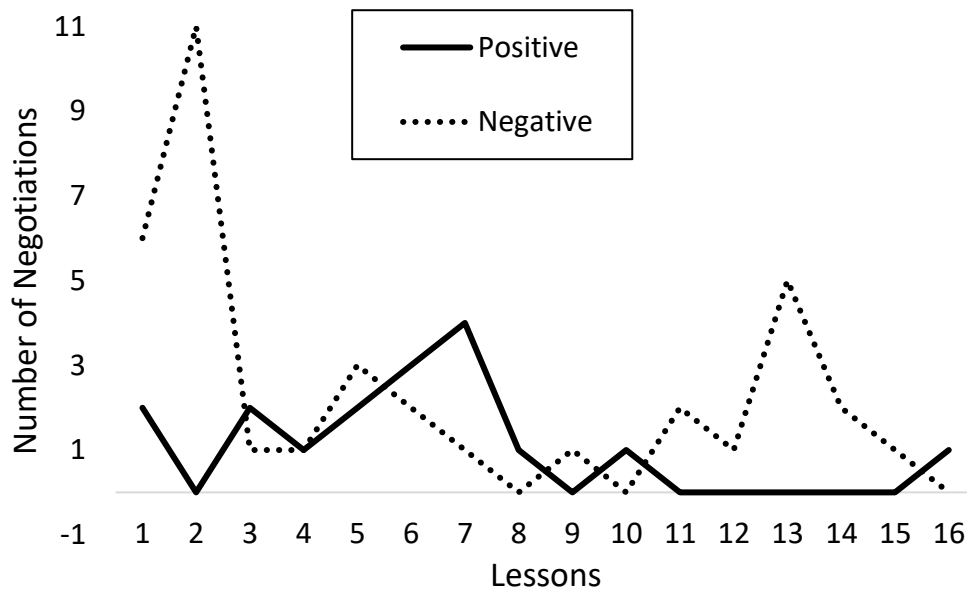


Figure 6. Negotiations initiated by students during the eighth grade season.

Focus of Negotiations

PT-initiated negotiations. Table 3 shows the number and percentage of negotiations initiated by George across the lessons of each season focused on instructional, managerial, and transitional tasks, and the student social system. The table indicates that George’s negotiations were primarily focused on the instructional task system. Further, no negotiations were initiated by George that focused on the student social system. The Kruskal-Wallis test indicated that George’s foci did not differ across grade levels within the transitional, instructional, and student social systems. There were, however, differences across grades within the managerial task systems [$H(2) = 9.321, p = .009$]. Specifically, Mann-Whitney U follow-up test revealed that there were differences between sixth and eighth grade ($p = .009$) within the managerial task system. The direction of the difference was indicated by the higher median for sixth grade (1) than eighth grade (0).

Table 3

Foci of Negotiations Initiated by George

Grade	<u>Instructional</u>		<u>Managerial</u>		<u>Transitional</u>		<u>Student Social</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
6	38	40	25	26.32	32	33.68	0	0
7	31	47.69	9	13.85	25	38.46	0	0
8	37	49.33	5	6.67	33	44	0	0

Student-initiated negotiations. The number and percentage of student-initiated negotiations focused on instructional, managerial, and transitional tasks, and the student social system in each season are shown in Table 4. The table reveals that students' negotiations were also primarily focused on the instructional task system. The Kruskal-Wallis test yielded no significant differences indicating that the students in each grade had similar foci.

Table 4

Foci of Negotiations Initiated by Students

Grade	<u>Instructional</u>		<u>Managerial</u>		<u>Transitional</u>		<u>Student Social</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
6	26	36.62	19	26.76	19	26.76	7	9.86
7	24	55.81	11	25.59	6	13.95	2	4.65
8	38	70.37	11	20.37	4	7.41	1	1.85

Tactics Employed During Negotiations

PT's tactics. The number and percentage of times George employed different tactics when initiating negotiations with his students are shown for each season in Table 5. The table indicates that George used five tactics to initiate negotiations. These were suggesting courses of action the students might take, employing indirect teaching styles, asking, making assertive statements, and bargaining. George mainly used the first four of these tactics to initiate positive negotiations, and the last tactic, bargaining, to initiate negative negotiations. The tactic George most often employed was asking students to engage in a specific action. Conversely, he rarely used bargaining. The Kruskal-Wallis test revealed no significant differences indicating that George's use of negotiating tactics was similar for each grade.

Students' tactics. The number and percentage of times the students employed different tactics to initiate negotiations are also shown in Table 5. The table reveals that the students employed nine different tactics. The most often used tactics were asking and improper participation. The least often used tactics were feigning injury and tiredness. Eight of these tactics were used to initiate negative negotiations by the students in all three grades. In addition, sixth and eighth grade students also used the ninth tactic, suggesting, to initiate negative negotiations. Tactics used to initiate positive negotiations were asking and suggesting. The Kruskal-Wallis test showed no significant differences indicating that the students' use of negotiating tactics was similar for each grade.

Table 5

Negotiation Tactics Employed by George and his Students

Tactics	Grade					
	6 th		7 th		8 th	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Students						
Arguing	13	18.32	4	9.30	10	18.52
Asking	34	47.88	13	30.23	20	37.04
Feigning Injury	1	1.41	0	0	0	0
Feigning Tiredness	0	0	0	0	1	1.85
Ignoring	4	5.63	4	9.30	7	12.96
Improper Participation	13	18.31	18	41.86	14	25.93
Non-participation	4	5.63	3	6.98	1	1.85
Suggesting	0	0	1	2.33	1	1.85
Threatening	2	2.82	0	0	0	0
George						
Asking	34	35.79	28	43.07	29	38.67
Assertive Statements	24	25.26	9	13.85	10	13.33
Bargaining	5	5.26	2	3.08	2	2.67
Indirect Teaching	10	10.53	4	6.15	9	12
Suggesting	22	23.16	22	33.85	25	33.33

Success of Negotiations

PT's success rate. George's success rate when initiating negotiations concerning instructional, managerial, and transitional tasks and the student social system are shown in Table 6. The table indicates that George was mostly successful when initiating negotiations focused on all types of tasks. However, it also reveals that he was most successful when he initiated

negotiations concerned with instructional tasks and least successful when initiating negotiations focused on managerial tasks. The Kruskal-Wallis test indicated that George was equally successful when negotiating instructional and transitional tasks and those connected to the student social system during all three seasons. The test also indicated a significant difference for non-success when negotiating managerial tasks [$H(2) = 7.659, p = .022$]. Specifically, the Mann Whitney U post-hoc follow-up test indicated that George was significantly less successful when negotiating managerial tasks with sixth grade than with eighth grade ($p = .026$).

Student's success rate. The students' rates of success and non-success when initiating negotiations are also displayed in Table 6. The table shows that students were generally far less successful than George when opening negotiations. They fared particularly poorly when they opened negotiations over transitional and managerial tasks and were most successful when they initiated negotiations about instructional tasks. The Kruskal-Wallis test revealed no significant differences indicating that sixth, seventh, and eighth grade students were equally unsuccessful when initiating negotiations with George.

Table 6

Success Rates of Negotiations Initiated by George and his Students

Grade and System	George				Students			
	Success		Non-success		Success		Non-success	
	n	%	n	%	n	%	n	%
6 th grade								
Instructional	38	100	0	0	10	38.46	16	61.54
Managerial	19	76	6	24	8	42.11	11	57.89
Transitional	32	100	0	0	4	21.05	15	78.95
Student Social	0	0	0	0	4	57.14	3	42.86

Table X (con't)

Grade and System	George				Students			
	Success		Non-success		Success		Non-success	
	n	%	n	%	n	%	n	%
7 th grade								
Instructional	31	100	0	0	10	41.67	14	58.33
Managerial	8	88.89	1	11.11	4	36.36	7	63.64
Transitional	24	96	1	4	1	16.67	5	83.33
Student Social	0	0	0	0	0	0	2	100
8 th grade								
Instructional	35	94.59	2	5.41	17	44.74	21	55.26
Managerial	5	100	0	0	1	9.09	10	90.91
Transitional	33	100	0	0	1	25	3	75
Student Social	0	0	0	0	1	100	0	0

Discussion and Conclusions

To our knowledge, this study was the first to quantify the negotiations that occurred between a physical educator and his students. Results revealed that negotiations initiated by either George or his students were relatively infrequent and that there were few differences between the SE seasons taught to middle school students of different ages. The key differences that were identified included George's foci across grade level within the managerial task system and non-success when initiating negotiations within the managerial task system. In each case, the difference was between the sixth and eighth grade SE seasons.

Moreover, the study's results indicated that George was an effective negotiator. Specifically, the negotiations he initiated, and his ability to rebuff students' negative negotiations, generally served to strengthen the primary vector of his seasons (i.e., to produce

handball players who were enthusiastic, competent, and literate). Further, there was no question of George being moved off-course to a secondary vector.

The types and foci of the negotiations initiated by George and his students were similar to those described in previous qualitative studies (Ennis, 1995; Supaporn et al., 2003; Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018), as were the tactics used to initiate the negotiations. The pattern of the negotiations in this study were also similar to those in previous qualitative research focused on negotiations in SE (Wahl-Alexander & Curtner-Smith, 2015, 2018; Wahl-Alexander et al., 2018). Those studies had also shown that PT-initiated negotiations were relatively infrequent and mostly positive and that the amount of negative negotiating initiated by students decreased over time.

Replications of the current study are needed to determine the extent to which the results generalize. George was selected for this study because he was a strong PT. What do the profiles of weaker PTs employing the SE model look like? Studies that produce quantified profiles of more experienced inservice teachers for comparison purposes would also be helpful, as would those that produce profiles of both PTs and inservice teachers when employing other instructional models. This kind of research should be used to complement or be combined with more qualitative work in this area. Finally, as well as being employed for research purposes, the NI could prove to be useful during PETE or as a tool for inservice training. Specifically, requiring PTs or inservice teachers to code their own lesson or those of their peers and colleagues with the NI should lead to more skillful negotiators.

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APPENDIX A
IRB APPROVAL STUDY ONE

August 28, 2017

Jenna Starck
Department of Kinesiology
College of Education
The University of Alabama
Box 870312

Re: IRB # 17-OR-279-A "Assessment Practices of Pre-Service Teachers within Models Based Instruction"

Dear Ms. Starck:

The University of Alabama Institutional Review Board has reviewed the revision to your previously approved expedited protocol. The board has approved the change in your protocol.

Please remember that your protocol will expire on August 16, 2018.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants.

Good luck with your research.

Sincerely,

Director & Research Compliance Officer
Office for Research Compliance

**University of Alabama
Informed Consent Form**

You are being asked to participate in a voluntary research study.

1. Project Overview

This study is called "Understanding Pre-service Teachers' Instructional and Evaluation Practices." Jenna Starck and Kelsey McEntyre, Principal Investigators, PhD students within the Kinesiology Department at The University of Alabama, and Drs. K. Andrew R. Richards, Oleg Sinelnikov, and Matthew Curtner-Smith (professors in the department of kinesiology at the University of Alabama) who will be supervising Ms. Starck and Ms. McEntyre for the duration of the study. They wish to better understand how pre-service physical education students learn to use assessment during an early field experience and how pre-service physical education teachers make instructional decisions while teaching. Specifically, your participation has been requested because of your enrollment in KIN 487/Physical Education Teaching Practice course.

2. Research Activities

Your participation in this study will entail the following: (1) One focus group interview lasting 20-30 minutes to discuss and describe your instructional decisions and assessment practices (2) two formal interviews lasting 20-30 minutes (3) informal interviews and passive participant observation of your instruction during class and field experiences) (4) electronic weekly journal (5) critical incident forms filled out after each class period, (6) an autobiographical essay due at the end of the semester on your understanding of the teaching learning process, specifically focusing on instructional and assessment practices paper due at the end of the semester and (7) videotaping each lesson during the sport education season. Additionally, we are seeking to use student information completed as course requirements for research purposes. In total, you will be involved in this study no more than the normal requirements of physical education teaching practice course you are enrolled in. If you choose to not participate in this study you will still complete all of the activities about for course credit but your assignments will not be used for the study. Further, you must be at least 18 years of age to participate in this study.

3. Confidentiality

Only research team members will have access to the data. The project's research records may be reviewed by departments at The University of Alabama responsible for regulatory and research oversight. While complete confidentiality cannot be guaranteed, here are the measures taken to maintain the confidentiality of all research records:

1. To avoid the sharing of your personal responses to interview questions, journal, essay, critical incidents or other documents, all information will be recorded immediately and kept confidential. All interviews will be transcribed and made anonymous by the research team, and the audio files will be destroyed. All interviews will be conducted in a quiet, private location.
2. All paper records gathered during the study will be maintained in locked filing cabinet inside the principal investigators' locked office and electronic files such as audiotapes and video tapes will be stored on the primary investigators UA+BOX to promote confidentiality. Only members of the research team will have access to the data in this location. Additionally, all identifying information will be removed from the records and replaced with a code number. These unidentified records will be maintained indefinitely.

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EXPIRATION DATE: 8-16-18

3. Pseudonyms (fake names) will be used to refer to all pre-service teachers who participate in interviews when writing research reports in order to promote confidentiality.

4. Benefits

It is not likely that there will be any direct benefits for participating in this investigation. However, potential benefits include increased self-awareness of your views on assessment and how you plan to incorporate it into your teaching. By becoming more self-aware, you may be more apt to take steps to change your approach to integrating assessment. The findings will be useful for helping to understand pre-service physical education teachers' perspectives and experiences, which may lead to the development of programs or policies aimed at helping pre-service teachers use assessment in the future

5. Risks

While participating in the study, the risks for you are minimal but may include:

1. Discomfort in responding to survey or interview questions related to how you integrate assessment into your teaching.
2. Breach of confidentiality is a risk, but safeguards are in place to minimize this risk as outlined in the confidentiality section below.

6. Voluntary Nature of Participation

Participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled, and you may discontinue participation at any time to which your assignments will not be used for the study and only for course credit. Further, your choice to participate or not participate in the research will not affect your grades in any classes or your standing at your university. The researchers and participants will not receive compensation in any form for their involvement in this study.

7. Questions about the Research

Please feel free to direct any study-related questions, concerns, or comments to Jenna Starck at jstarck@crimson.ua.edu or kemcentyre@crimson.ua.edu You may also contact the UA faculty advisors, Dr. Richards at 205-348-3298, Dr. Sinelnikov at 205-348-8363 or Dr. Matthew Curtner-Smith at 205-348-9209 if you have any questions. If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email the Research Compliance office at participantoutreach@bama.ua.edu.

After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0127.

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8. Informed Consent

I have read this consent form. I have had a chance to ask questions. I agree to take part in it. I will receive a copy of this consent form to keep.

Printed name of Research Participant

Signature of Research Participant

Date

Signature of Investigator

Date

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EXPIRATION DATE: 8-16-18

Audio Taping Consent

As mentioned above, the focus group qualitative interviews will be audio recorded for research purposes to better understand how preservice physical education teachers learn to use assessment. These tapes will be stored on UA+Box and only available to the principal investigator. The tapes will be kept for no more than three years and will be destroyed after they have been transcribed.

I understand that part of my participation in this research study will be audiotaped and I give my permission to the research team to record the interview.

- Yes**, my participation in *Implementation of student-learning assessment in a PETE methods course/Early Field Experience* can be audiotaped.
- No**, I do not want my participation in *Implementation of student-learning assessment in a PETE methods course/Early Field Experience* to be audiotaped.

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CONSENT FORM APPROVED: 8-28-17
EXPIRATION DATE: 8-16-18

Video Taping Consent

As mentioned above, your teaching lessons will be video recorded for research purposes to better understand how pre-service physical education teachers learn to use assessment and to ensure fidelity in the Sport Education model. These videos will be stored on UA+Box and only available to the principal investigator. The videos will be kept for no more than three years and will be destroyed after they have been transcribed.

I understand that part of my participation in this research study will be videotaped and I give my permission to the research team to record the interview.

- Yes**, my participation in *Implementation of student-learning assessment in a PETE methods course/Early Field Experience* can be videotaped.
- No**, I do not want my participation in *Implementation of student-learning assessment in a PETE methods course/Early Field Experience* to be videotaped.

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CONSENT FORM APPROVED: 8-24-17
EXPIRATION DATE: 8-16-18

APPENDIX B
IRB APPROVAL STUDY TWO

September 5, 2017

Kelsey McEntyre
Department of Kinesiology
College of Education
The University of Alabama
Box 870312

Re: IRB # 17-OR-253-A "Negotiation Patterns of Preservice Classroom Teachers Teaching Physical Education"

Dear Ms. McEntyre:

The University of Alabama Institutional Review Board has reviewed the revision to your previously approved expedited protocol. The board has approved the change in your protocol.

Please remember that your protocol will expire on August 6, 2018.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants.

Good luck with your research.

Sincerely,

Director & Research Compliance Officer
Office for Research Compliance

STUDENT TEACHER CONSENT FORM FOR
PARTICIPATION OF HUMAN SUBJECTS IN RESEARCH
THE UNIVERSITY OF ALABAMA

Evaluation of negotiation patterns of preservice classroom teachers teaching physical education

You are invited to participate in a research study conducted by Kelsey McEntyre, graduate student in the College of Education at The University of Alabama. The purpose of this study is to determine negotiation patterns of preservice classroom teachers teaching physical education. You were selected as a possible participant in this study because you are enrolled in KIN 364 during the Fall 2017 semester.

If you agree to participate, you will be asked to allow the researcher to:

1. Observe each lesson and take notes on your teaching performance
2. Utilize notes taken during observation as data for the study
3. Casually converse with you during the early field experience and take notes on the conversation
4. Utilize notes taken on the casual conversations as data for the study
5. Utilize Critical Incident Reflection assignments to gather data for the study
6. Utilize in class assignments to gather data for the study
7. Utilize teaching critiques to gather data for the study
8. Utilize each of your lesson plans to gather data for the study
9. Audio record and transcribe the stimulated recall sessions
10. Utilize transcriptions of the audio recorded stimulated recall sessions as data for the study
11. Audio record and transcribe the formal interview
12. Utilize transcriptions of the audio recorded formal interview as data for the study

*If you choose to participate, you will not be asked to complete additional work outside of the requirements for KIN 364. The assignments requested for use in this study are requirements for KIN 364, which students are obligated to complete regardless of participation in this study.

To protect the confidentiality of the participants, pseudonyms will be used in the field notes, interviews, stimulated recall sessions, and in the final paper. All field notes will be kept in a marble journal. The marble journal, the audio, and video recordings will be kept in a locked desk in a locked office. Once the interviews and stimulated recall sessions are transcribed, audio and video recordings will be erased. The field notes and transcribed audio recordings and video recordings will be kept in the same locked desk until the study is completed. Once the study is completed, the transcriptions and the field notes will be destroyed.

The information provided will be confidential. Only the Investigator Team will know your identity. In the event that the information collected is published in a professional journal, your privacy will be protected by referring to you only by pseudonym. Upon completion of the study, the results will be made available and explained to you.

There is minimal psychological risk to you of feeling uncomfortable with questions asked during interviews and stimulated recall sessions. However, you are able to decline participation at any point in time. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. Data collection techniques may improve your teaching by having you analyze your lesson preparation and performance. In addition, the data may facilitate the enhancement of the physical education teacher education undergraduate program at The University

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CONSENT FORM APPROVED: 9-5-17
EXPIRATION DATE: 8-6-18

of Alabama. I cannot, however, guarantee that you personally will receive any benefits from this research.

Your participation is voluntary. Your decision whether or not to participate will not affect your relationship with The University of Alabama. Additionally, the decision to participate will not in any way affect your standing at UA. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. If you have any questions, concerns or complaints about the study later on, please contact the investigator, Kelsey McEntyre at kemcentyre@crimson.ua.edu or the supervising faculty member, Dr. Matthew Curtner-Smith at mdsmith@ua.edu.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email us at participantoutreach@bama.ua.edu

AUTHORIZATION: I have read the above and understand the nature of this study and agree to participate. I understand that by agreeing to participate in this study I have not waived any legal or human rights. I also understand that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice. Finally, I understand that I will receive a copy of this form.

Audio/ Video Taping Consent

As mentioned above, the individual qualitative interview will be audio and video recorded for research purposes to Kelsey McEntyre. These tapes will be stored in a locked file cabinet in a locked office suite and only available to the primary investigator. Each audio and video recording will be transcribed verbatim. Once transcription is completed, audio and video recordings will be destroyed.

I understand that part of my participation in this research study will be audio and video recorded. I give my permission to the research team to video my lessons and record the interview and stimulated recall sessions.

- Yes**, my participation in this study can be audio and video taped.
- No**, I do not want my participation in this study to be audio or video taped.

Participant Signature

Date

Researcher as Witness

Date

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CONSENT FORM APPROVED: 7-5-17
EXPIRATION DATE: 8-6-18

APPENDIX C

IRB APPROVAL STUDY THREE

March 30, 2018

Kelsey McEntyre
Department of Kinesiology
College of Education
The University of Alabama
Box 870312

Re: IRB # 17-OR-265-B "Negotiation Patterns of Two Preservice Physical Education Teachers with Differing Orientations During an 18-lesson Sport Education Season"

Dear Ms. McEntyre:

The University of Alabama Institutional Review Board has reviewed the revision to your previously approved expedited protocol. The board has approved the change in your protocol.

Please remember that your protocol will expire on August 9, 2018.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants.

Good luck with your research.

Sincerely,

~~Director & Research Compliance Officer~~
Office for Research Compliance

STUDENT TEACHER CONSENT FORM FOR
PARTICIPATION OF HUMAN SUBJECTS IN RESEARCH
THE UNIVERSITY OF ALABAMA

Evaluation of negotiation patterns during three 54-lesson sport education season

You are invited to participate in a research study conducted by Kelsey McEntyre, graduate student in the College of Education at The University of Alabama. The purpose of this study is to determine negotiation patterns of student teachers teaching a 54-lesson sport education season. You were selected as a possible participant in this study because you are completing your physical education student teaching internship during the Spring 2018 semester.

If you agree to participate, you will be asked to do the following tasks outside of the requirements for the student teaching internship:

1. Complete the Value Orientation Inventory, which is a written questionnaire and takes approximately 15 minutes to complete.
2. Be formally interviewed twice for approximately 30 minutes each session. The first interview will be conducted before the start of the student teaching internship. The second interview will be at the conclusion of the student teaching internship. The interviews will be audio recorded and transcribed verbatim.
3. Participate in two stimulated recall sessions in which the researcher and participant will view one of the participant's own randomly chosen pre-recorded lessons together and converse about it. Each stimulated recall session will last approximately 30 minutes (1 hour total). This will take place in the researcher's office at a convenient time for the student teacher. Stimulated recall sessions will be audio recorded and transcribed verbatim.
4. Allow the researcher to code each of your videotaped internship lessons using the Negotiation Instrument developed to quantify the types of negotiations that take place. Coding of videotaped lessons is not a required component of the internship, but it will not require additional time from the student teacher.

*The above tasks are not part of the student teaching requirements. Tasks that do require additional time will require participants spend a total of approximately 2 hours and 15 minutes outside of student teaching requirements.

If you agree to participate, you will be asked to allow the researcher to use the following student teaching internship required assignments and informal interview notes to be used as data:

1. Participants will be asked to submit one Critical incident reflection after each lesson. Participants of the study will not be completing additional work due to the fact that all student teachers will be required to complete critical incident reflections as part of the student teaching requirements.
2. Participants will be asked to submit each student teaching lesson plan to the researcher in order to identify text concerning negotiation. Participants will not be completing additional work due to the fact that all student teachers are required to complete and submit lesson plans to the cooperating teacher and/or university supervising faculty.
3. Informal Interview Notes: Participants will be asked to briefly converse (when the opportunity arises) with the researcher while out in the field experience. Notes of the conversation with the participant will be made by the researcher immediately after the

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EXPIRATION DATE: 8-9-18

conversation. This is not considered additional work outside of the student teaching requirements due to the fact that all student teachers are supervised and discuss their teaching performance on a daily basis.

*The above assignments and informal interviews will be completed by all student teachers, regardless of participation in the study.

To protect the confidentiality of the participants, pseudonyms will be used in the field notes, interviews, stimulated recall sessions, and in the final paper. All field notes will be kept in a marble journal. The marble journal, the audio, and video recordings will be kept in a locked desk in a locked office. Once the interviews and stimulated recall sessions are transcribed, audio and video recordings will be erased. The field notes and transcribed audio recordings and video recordings will be kept in the same locked desk until the study is completed. Once the study is completed, the transcriptions and the field notes will be destroyed.

The information provided will be confidential. Only the Investigator Team will know your identity. In the event that the information collected is published in a professional journal, your privacy will be protected by referring to you only by pseudonym. Upon completion of the study, the results will be made available and explained to you.

There is minimal psychological risk to you of feeling uncomfortable with questions asked during interviews and stimulated recall sessions. However, you are able to decline participation at any point in time. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. Data collection techniques may improve your teaching by having you analyze your lesson preparation and performance. In addition, the data may facilitate the enhancement of the physical education teacher education undergraduate program at The University of Alabama. I cannot, however, guarantee that you personally will receive any benefits from this research.

Your participation is voluntary. Your decision whether or not to participate will not affect your relationship with The University of Alabama. Additionally, the decision to participate will not in any way affect your standing at UA. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. If you have any questions, concerns or complaints about the study later on, please contact the investigator, Kelsey McEntyre at kemcentyre@crimson.ua.edu or the supervising faculty member, Dr. Matthew Curtner-Smith at mdsmith@ua.edu.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email us at participantoutreach@bama.ua.edu

AUTHORIZATION: I have read the above and understand the nature of this study and agree to participate. I understand that by agreeing to participate in this study I have not waived any legal or human rights. I also understand that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice. Finally, I understand that I will receive a copy of this form.

Audio/ Video Taping Consent

As mentioned above, the individual qualitative interview will be audio and video recorded for research purposes to Kelsey McEntyre. These tapes will be stored in a locked file cabinet in a locked office suite and only available to the primary investigator. Each audio and video recording will be transcribed verbatim. Once transcription is completed, audio and video recordings will be destroyed.

UNIVERSITY OF ALABAMA IRB
 CONSENT FORM APPROVED: 3-30-16
 EXPIRATION DATE: 8-9-18

I understand that part of my participation in this research study will be audio and video taped. I give my permission to the research team to video my lessons and record the interview.

- Yes**, my participation in this study can be audio and video taped.
- No**, I do not want my participation in this study to be audio or video taped.

Participant Signature

Date

Researcher as Witness

Date

UNIVERSITY OF ALABAMA IRB 3-30-18
CONSENT FORM APPROVED: 3-30-18
EXPIRATION DATE: 8-9-18