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THE CALIFORNIA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE.



e-JOURNAL

EDITORS:

Tim Hamel, M.S. CSU, Fresno Department of Kinesiology

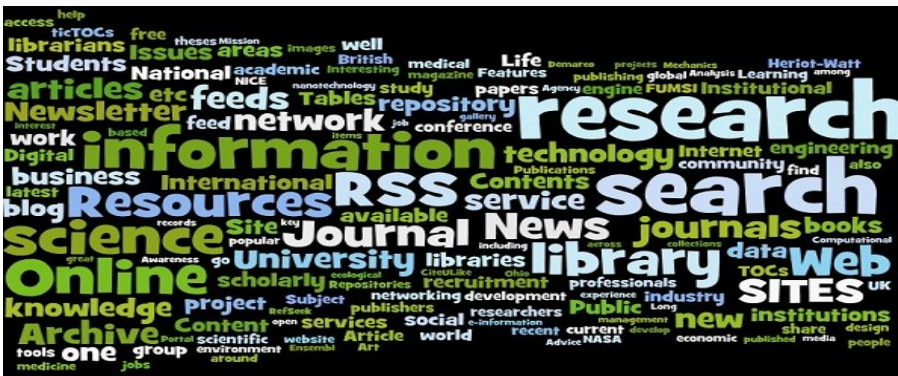
Dr. Brent Powell CSU, Stanislaus Department of Kinesiology

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Editors Message

CAHPERD'S strategic mission towards research:

Goal III - Encourage and facilitate research which will enrich health, physical education, recreation, dance and other movement-related activities and disseminate the findings.

On behalf of CAHPERD, we welcome back the e-Journal!!! This valuable research component within the organization strives to produce quality research within the disciplines of Health, Physical Education, Recreation, and Dance (HPERD). More importantly, the e-Journal is a valued on-line research journal for the organization.

The field of HPERD is ripe with research potential. The combination of four major disciplines interconnected into one organization serves as a tremendous research opportunity. From an external perspective, research is an essential variable for the advancement of any field. Quality research supports disciplines and maintains the integrity of a field. Whether research is quantitative or qualitative, scientific discoveries and data gained generate new ideas and directions for future research. Research results provide the basis for program development or revisions, and rationale for program funding.

From an internal viewpoint, research creates new pathways. It establishes new lines of communication and collaboration, and serves as a link between all HPERD fields. Regardless of the type of research being conducted, research connects people. Pedagogy is linked to research. New information is incorporated into teaching daily. Whether you are a student, performer, educator, administrator, agency or non-profit employee or volunteer, your life has been greatly influenced by research.

Research is an integral part of advocacy. The call to advocate for our professions is only as strong as the information we present. Advocacy cannot happen without updated information gathered through research. Legislation, policies, programs, practices, funding and employment are continuously impacted by research!

We encourage you to participate in research both as a reader of the e-Journal and as an active contributor to our fields of study by submitting research information or pedagogy practices that will enhance our profession and collective body of knowledge.

Thank you,

Tim Hamel, M.S.
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CSU, Fresno

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CSU, Stanislaus

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Special thanks to Peer-Review Section Editor - Dr. Julie Kuehl Kitchen

Coming Together In Memoriam

Bob Pestolesi



Long time CAHPERD member and Past President Robert (Bob) Pestolesi passed away peacefully at home in Huntington Beach on December 4, 2014, at the age of 86.

Bob earned his Bachelors of Science degree in Physical Education from USC, a Masters from CSU, Long Beach, and a Ph.D. from USC in Physical and Higher Education. He taught and coached at CSULB for twenty-three years and was Chair of the Men's Physical Education Department for twelve of those years. In 1978 he moved to CSU, Dominguez Hills as Department Chair of Physical Education and Recreation and, after a few years, retired from the state university system. Unable to give up education, he finished his career as an adjunct professor at USC, teaching and directing the Sports Administration Graduate Degree Program.

Bob served as President of CAHPERD in 1982-83, as well as President of the national organization, AAHPERD, a few years later. He also served on the Presidents' Council on Physical Fitness. He was recognized with the CAHPERD Honor Award in 1981 and the prestigious Verne Landreth Award in 1991. Pestolesi was inducted into the Long Beach State Hall of Fame in 1996.

Bob's life passions were his family, friends, Physical Education and golf. He is survived by 5 children, 15 grandchildren and 4 great-grandchildren. He will be dearly missed, but never forgotten.

CHOICE ARCHITECTURE FOR HEALTH, FITNESS, AND RECREATION

Jesse Dixon, Ph.D.

Professor

San Diego State University

Recreation and Tourism Management Program

Kathy Barlow, Ph.D.

Associate Professor

Department of Kinesiology and Nutrition Science

Whittier College

ABSTRACT

The topic of choice architecture in this paper addresses the strategy of influencing the choices people make as participants in health, fitness, and recreation activities. The projected scarcities of Time, Authenticity, and Trust identified by Lewis and Bridger (2000) are variables that help to explain the trend of accelerated expectations by consumers and the trend toward individualism in services reported by Penn (2007) as well as the increasing emphasis on lifestyle reported by Cordes and Ibrahim (2003). Participants in health, fitness, or recreation activities may orient to participation as an achievement behavior with a sense of obligation and a focus on outcome or as a leisure-based behavior with the use of choice and an orientation to experience (Dixon, 2003). Recent survey work by Ott (2010) explored the value of time and attention for consumers and yielded the identification of four categorical reasons or criteria that help people determine a benefit for their consumption—**Motivation, Habit, Convenience, and Value**. The authors of this paper felt that these four categories for reasons or criteria were limited to the context of achievement as presented by Ott (2010). The authors of this paper included information that would “share” these four categories of criteria or reasons for initiating activities in health, fitness, and recreation as leisure-based behaviors. The four categories can function as **shared criteria** or reasons for participation in both the context of achievement and the context of leisure-based behaviors. As a result, professionals in health, fitness, and recreation services have eight different criteria or reasons to offer participants as benefits of participation for a better quality of life or sense of accomplishment. The use of these shared criteria or reasons for participation represents a type of “choice architecture” for professionals to consider in motivating participants in health, fitness, and recreation activities.

Professionals who deliver health, physical education, and recreation services develop and organize programs that will result in active participation. Ideally, activity programs can benefit levels of health, fitness, and the quality of life by addressing weight management, the incidence of diabetes, the incidence of heart disease, and reducing the incidence of injury. Thaler and Sustein (2008) introduced the term “Choice Architecture” to describe strategies that help people make positive or purposeful choices. For example, businesses may use an architectural design for the building location of restrooms in order to facilitate encounters between workers and potentially increase productivity during a workday. School cafeterias can arrange food items and arrangements to encourage healthy eating choices. Merchants may package products, label orders with personal names, and market messages to encourage choices for drinking bottled water, individualized coffee, or “Just Do It” apparel. Thaler and Sustein (2008) asserted that any person who makes decisions uses a type of “choice architecture”.

The use of choice architecture by health, physical education, and recreation professionals could improve the participation preferences of people in health, fitness, and recreation activities. Professionals in health, physical education, and recreation services could benefit by understanding the factors or reasons that influence choices by adults, parents, and children for physical activity. Lewis and Bridger (2000) identified three factors they believed influence the types of choices people will make. The three factors are characterized as scarcities because Lewis and Bridger (2000) concluded that people want more of these factors in order to make choices in the future. Professionals in the fields of physical education and recreation could design future services with an awareness of these scarcities in order to make choices for physical education and recreation activities more attractive to people with busy lifestyles and limited resources.

The Influence of Future Scarcities on Choice

Lewis and Bridger (2000) surveyed and identified three projected scarcities that were suggested to influence market behavior (use of choice) by consumers. The three scarcities were Time, Authenticity, and Trust. Time is considered to be a scarcity for the future

because many people surveyed by Lewis and Bridger (2000) reported that they were constantly busy and lacked enough time in their daily lives. Professionals in physical education and recreation services probably encounter many consumers who lament the lack of “enough time” as a resource for pursuing health-related activities and hobbies. Time was also observed to be important because the use of technology was accelerating the expectations for people. With respect to health and fitness today, people are communicating more quickly with high speed technology services, downloading entertainment and information instantly on the internet, and subject to advertisements for rapid fitness and weight loss changes from programs, food products, and equipment. Overall, the future management of time as a resource will have a significant influence on the choices people will make for fitness, health, and recreation activities. In addition, many consumers will feel competition for their time from the workplace and experience a fast pace of life supported by advanced technology. Authenticity was reported as important because the issue of choice in marketing transactions appeared to have value for individuals. In other words, the use of “one-size-fits-all” approaches were being replaced with individualized services (Penn, 2007). For examples, internet sales operations have increasingly greeted shoppers using their names and reminding them of their previous purchases. Certain coffee vendors have been deliberately writing customers’ names on their drink containers. And, the use of “personal trainers”, at home and at small and large fitness facilities, has become more common and are utilized by participants from different socioeconomic levels, as well as those with different training goals and expectations. Health, fitness, and recreation service professionals have increasingly served people who have personal goals, individualized workout music on their Ipods, self-quantification programs on their computers, and even preferences for brands of activity equipment or apparel (Penn, 2007). In the future, physical education, fitness, and recreation professionals could enhance their services by stressing individual benefits and personalizing interactions with consumers as efforts to address the perceived scarcity of authenticity. The third scarcity, identified as trust, was deemed a significant part of transactions because the belief in a product or service translated to an individual prediction and automatic choice for participants. There has been the use of “branding” and an emphasis on the demonstrated value of products and services, which work to shape decision-making for participants. Celebrity endorsements, promised time-frames for results, and convenience of

use for benefits are still common in advertised services and products addressing health and fitness (Ott, 2010). For health, fitness, and recreation services, trust meant that participants may be predicted to choose activities, products, and services as part of their lifestyles. Professionals in physical education and recreation services could enhance future services if participant feedback is based on individual goals, rather than generic results. In other words, physical education and recreation professionals may want to shift their program evaluations to customer satisfaction models, rather than limiting their assessments to organizational goals in order to establish personal relationships with customers. It is possible that consumers may have more optimism for predictions if they are orienting to individual aspirations for fitness or experience, rather than to normative standards. The use of these three scarcities to guide the marketing strategies of services was referred to by Lewis and Bridger (2000) as “psychographics” (as opposed to demographics) because professionals who are advocating or marketing products and services recognized that people were orienting to a sense of economy. A sense of economy suggests that consumers consider how services and experiences could be better. According to Lewis and Bridger (2000), professionals are no longer able to rely on factors such as gender, occupation, or income levels (demographics) to predict the decision-making patterns of customers. Instead, the availability of credit and the assessment of benefit have resulted in more attention to the motivations of individuals and the recognition of different experiences available to participants (Cordes & Ibrahim, 2003).

Parallel Paths of Experience

Most people remember their educational experiences as a combination of academic work and social experiences. Even after a formal education is completed, many people relate to their obligated time and their time based in leisure differently. Dixon (2007) illustrated two parallel paths of experience as achievement and leisure-based experiences. The context of achievement originates with obligation and is characterized with the quantification of time, orientation to an external message, the use of rituals for standardization, and the use of linear paths of experience to meet goals or objectives. For example, many academic classes or jobs mandate attendance, quantify time to determine worth or compensation, orient to an organization structure for decisions, use standardization as a ritual for settings or occupations limit choices, manage time, specify work behavior, and value predictable outcomes.

In contrast, leisure-based behaviors originate with choice, de-emphasize the “Cinderella Effect” of time limits, orient to a personal preference message, use individualized rituals to enhance an experience, and often digress to non-linear paths of experience. For example, when people date or go on vacation, they begin with choices. People who enjoy their leisure often try to ignore time constraints by focusing on the experience to determine satisfaction, instead of deadlines or outcomes. People in leisure often modify their experiences around their individual preferences by making choices or requesting alternative experiences. Given the number of people who buy season passes, persist for long periods of time at hobbies or video games, or view movies more than one time, there appears to be a disregard for efficiency in favor of extending the experience. In summary, achievement and leisure-based behaviors as paths of experience originate differently and exist in a parallel fashion within the lifestyle of individuals. People are often challenged to manage both the achievement and leisure-based paths of experience. For example, a person may choose a fitness activity, recreation game, or musical instrument with the intent to achieve weight loss, change a physical appearance, or develop a skill. In achievement experiences, there is often a focus on the outcome to determine the satisfaction for an individual. In contrast, there are people who choose activities like dancing or dining for the pleasure of the experience, not the focus on outcome. Obviously, one activity can offer different paths of experience. However, experiences can be different based on how people orient to the experience for participation. In general, people determine a balance for the way they orient to participation in activities. Rather than argue that one orientation is better than another, professionals can benefit from recognizing that one orientation

(achievement or leisure) may be more motivating for an individual. Professionals can modify their service delivery to address the motivational preferences of the individuals they serve. Both achievement and leisure-based experiences are common to most people regardless of age, gender, or occupation. Recognizing that achievement and leisure-based experiences operate in parallel paths can help health, fitness, and recreation professionals to individualize their services, consider alternative reasons for participation, and motivate participants for activity.

Shared Criteria (Reasons) for Influencing Choices in Experience

Recently, Ott (2010) surveyed people and identified four factors that reflect the use of time and attention by consumers. Ott (2012) suggests that successful communication and sales to consumers will require sufficient consumer time and sustained attention. Physical education and recreation professionals frequently recommend the regular use of time and sustained attention for health benefits and satisfying leisure. Professionals who deliver services to customers can benefit from predicting the use of time and attention by individuals. According to Ott (2010), the four factors for use as criteria that influence the use of time and attention by consumers were labeled as **Motivation, Habit, Convenience, and Value**. These four factors can serve as criteria for planning the successful delivery of services because Ott’s survey work indicates that consumers look for one or more of these when making choices for services. According to Ott (2010), consumers willingly devote large amounts of **time** when they feel motivation. Consumers with motivation are often pursuing desired goals or objectives. For example, people could aspire to improve their health, their appearance, their level of

fitness, etc. Ott (2010) points out that the consumer’s orientation to **habit** also receives large amounts of time but there is little attention given to the habitual acts. Consumer habits can be illustrated by the number of things people do every day without much thought such as cooking, cleaning, taking out the garbage, and other chores. Ott (2010) suggests that the consumer orientation to **convenience** is illustrated by time-saving benefits such as shopping at convenience stores, eating at fast-food restaurants, using Fed-Ex for deliveries, and internet shopping. The consumer orientation to **value** can also be illustrated with time-saving benefits but with an orientation to the lowest prices. Ott (2010) suggests that the practice of shopping for the cheapest prices in wholesale stores, at bargain airlines, or at large stores can occur with little time and attention and may be characterized as a “no brainer” activity. Overall, Ott (2010) is suggesting that consumers respond to a motivation (outcomes they desire), act out of habit, seek convenience, and assign value when making choices. However, the terms that Ott (2010) identifies could have additional applications if they are applied to the leisure behaviors witnessed in physical education and recreation activities.

The authors of this paper have observed that the four factors presented by Ott (2010) readily explain the use of time and attention for consumers who appear to be consuming as a form of achievement. In relation to motivation, consumers have goals they need to meet, so they need to do “important” tasks done. In relation to habits, people choose to do what is necessary-but-tedious, so they routinely allot large amounts of time to paying their bills and maintaining their households but use organizational strategies to minimize the attention needed to complete the tasks (e.g. automatic deposit, on-line payment of bills). In relation to convenience, time-

-saving is a chosen outcome associated with the use of convenience stores and the practice of fast-food dining. In relation to value, loyalty and choice of the cheapest sources (Southwest Airlines, Walmart, Costco) requires little attention and little time to make purchase decisions. However, the four factors of **Motivation, Habit, Convenience, and Value** can also be considered to influence choices within the context of leisure-based behaviors that occur in physical education and recreation activities. In the context of leisure-based behaviors, people can be motivated to choose hobbies or art activities or games where they willingly allot large amounts of time and attention. In leisure-based activities, consumers may choose to spend large amounts of time and attention to get the most benefits from the activity. Not choosing to spend adequate time in a recreation activity might involve leaving a movie early or shortening a vacation, which would diminish the experience. In contrast, reducing your work effort or the time required to complete a job while receiving the same rate of pay can mean more productivity or a better rate of compensation. In leisure activities, habits can occur as “maintenance” activities or regularly scheduled activities that are protected blocks of time that are enjoyed as part of a lifestyle. Unlike the habits described by Ott (2010), there can be large amounts of time and attention (interest) chosen for use with regularly-scheduled dating, gaming, sports events, dining, and musical performances. The habits described by Ott (2010) such as taking out garbage or cleaning may receive large amounts of time but do not stir the passion of the participants. The use of convenience in leisure-based activities is also different than the issue of convenience in achievement activities. In leisure-based activities, a participant may utilize convenience and choose to allot more time to participation. For example, many people choose to create home workout areas or home movie theatres for convenience, instead of going

to a gym or theatre in the city. As a result, the travel time that would have been lost in a trip to-and-from a destination can permit more time to be allotted to an activity participants enjoy. Thus, choosing convenience in leisure-based activities can increase accessibility and permit the use of more time and attention. It should be noted that the benefit of convenience described by Ott (2010) identifies less-use-of-time as an outcome. Finally, leisure-based activities are often perceived as having value because of the experience, not the price paid. There are many leisure-based events such as organized runs, triathlons, theatre performances, concerts, and fine-dining settings that involve significant monetary costs. Many people choose to spend large amounts of money for the purchase of recreational vehicles, musical instruments, camping gear, antique autos, and other hobbies. In contrast, the benefit of value described by Ott (2010) is attributed to a cheap price or bargain. The authors of this paper attribute the limited descriptions of the four labels for choosing services or products used by consumers as a result of Ott’s audience of business entrepreneurs-a context of achievement. The authors of this paper are suggesting *that the shared use of the four criteria* for achievement and leisure-based behaviors may help professionals to recognize four reasons for each path of experience participants may use to choose services or activities in health, fitness, or recreation. In other words, participants may prefer an orientation to achievement or leisure and use one or more of the four factors identified by Ott (2010) as criteria or reasons for choosing and maintaining participation. Examples could include participants who are referred or directed to health or fitness activities for achieving medical outcomes. Consumers addressing health issues may use the four criteria as reasons (motivation, habit, convenience, and value) to choose participation and achieve a solution to a health problem. In cases where participants are looking for pleas-

ure and a better quality-of-life, the four criteria as described above may also be shared as alternative choices for leisure-based behaviors. Professionals could consider the four criteria to promote physical education or recreation activities that would be initiated and maintained for pleasure across time as a lifestyle.

Conclusion

The topic of choice architecture in this paper addresses the strategy of influencing the choices people make as participants in health, fitness, and recreation activities. The projected scarcities of Time, Authenticity, and Trust identified by Lewis and Bridger (2000) are variables that may help to explain consumer choices in the future. The projected scarcities help to emphasize the trend of accelerated expectations by consumers and the trend toward individualism in services and lifestyle reported by Penn (2007) and Cordes and Ibrahim (2003). Professionals in physical education and recreation services may want to distinguish the context of achievement from the context of leisure as choices when relating to consumers. Participants in health, fitness, or recreation activities may orient to participation as an achievement behavior with a sense of obligation and a focus on outcome or as a leisure-based behavior with the use of choice and an orientation to experience (Dixon, 2003). Recent survey work by Ott (2010) explored the value of time and attention for consumers and yielded the identification of four categorical reasons or criteria that help people determine a benefit for their consumption-Motivation, Habit, Convenience, and Value. The authors of this paper felt that these four categories for reasons or criteria were limited to the context of achievement as presented by Ott (2010). The authors of this paper included information that would “share” these four categories of criteria or reasons for initiating activities in health, fitness, and recreation as leisure-based

behaviors. The four categories can function as choices for participation in both the context of achievement and the context of leisure-based behaviors. As a result, professionals in health, fitness, and recreation services have four different reasons to offer participants as potential benefits of participation for a better quality of life or sense of accomplishment. The use of these reasons for participation represents a type of “choice architecture” for professionals to consider in motivating participants in health, fitness, and recreation activities.

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DEVELOPING PROFESSIONALISM WITH PRESERVICE PHYSICAL EDUCATION TEACHERS

Paul T. Stuhr, Ph.D.

Assistant Professor
California State University San Marcos
Department of Kinesiology

Esther Ortiz-Stuhr, Ph.D.

Adjunct Faculty
California State University, San Marcos
Department of Kinesiology

ABSTRACT

Becoming a professional requires dedication and persistence. As documented in the National Association for Sport and Physical Education (NASPE) Initial Physical Education Teacher Education Standards (2008), there is no set formula or a single course to take in becoming a physical educator; however, there are certain behaviors and dispositions associated with the professional practice of teaching physical education. A physical education teacher candidate (TC) cannot be expected to display all the necessary behaviors of an effective physical education teacher at the start of a preparation program. However, a TC can start to learn how to refine those behaviors most associated with professionalism while in their teacher education program. This article covers several different teacher attributes and behaviors that a TC can focus on as they develop into a professional. Teacher educators can help promote professionalism by implementing instructional tasks and assessments that can help a TC develop characteristics that are needed to be employed and to be successful in the workplace. A teaching tool is provided in this paper for physical education teacher educators to use in order to help TCs start to refine professional behavior.

Note: all tables cited in article can be viewed on pages 15—18

Professionalism is a fluid construct requiring complex forms of intra- and inter-personal behaviors that are modified and transferred in a variety of situations. For teacher candidates (TCs) learning to become physical educators, the expectation to practice professionalism occurs from the start of the teacher preparation program. However, TCs should not be expected to know how to be professional teachers until they are given the knowledge regarding professional practice and the habits that need to be practiced in order to become quality educators. This article provides physical education teacher education (PETE) stakeholders (i.e., instructors and TCs) with information to help start developing habits of professional practice. The article is broken into two sections: (a) attributes and behaviors associated with the professional practice of teaching, and (b) a practical, hands-on teaching tool for helping TCs learn and practice some of the professional behaviors desired within PETE courses.

The Professional Practice of Teaching

“The term professional is honorific in our society, and denotes occupations characterized by certain attributes. Chief among these is a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients” (National Board for Professional Teaching Standards, 2007, p. 6).

All professionals must abide to specific codes of conduct within their field. Teacher professional code of conduct requires them to acquire attributes and behaviors that are fair and equitable to all students regardless of student race, gender, individual differences, ability, and cultural perspectives. For the purpose of this article attributes will refer to the desired characteristics or qualities associated with teaching (e.g., passion, respect, willingness to learn, and an enduring understanding of the subject-matter). While behaviors will refer to desired actions or duties performed by teachers (e.g., equitable amount of time spent with all learners, not just selected students; consistently enforcing classroom rules, routines, and expectations for all students; assessing students with honesty and fairness; creating a warm and inviting class environment; and by presenting verbal speech and a tone of voice that is perceived as polite, kind, and receptive). The attributes and behaviors identified in

this article are not intended to be an exhaustive listing, but a preview of some of the characteristics possessed by effective teachers. In addition, these attributes and behaviors can be used with the teaching tool explained in the second section of this article to help TCs incorporate more of these behaviors into their repertoire. In this first section the authors discuss three resources that provide a variety of teacher traits associated with professionalism: (a) Shulman's (1998) attributes of a profession, (b) Hoch's (2000) behaviors of a professional, and (c) the Teacher Perceiver (1978) interview instrument used by several school districts to interview potential teachers based upon categories associated with the professional practice of teaching.

Shulman's (1998) Attributes of a Profession

All professional fields, such as medicine, law, and business, are defined by a specific knowledge set and behavioral guidelines that define the expectations of that particular career. "The idea of a profession describes a set of circumstances for deep understanding, complex practice, ethical conduct, and higher-order learning..." (Shulman, 1998, p.6). In order to be considered part of a profession all individuals must demonstrate unique behaviors associated with the specific profession. According to Shulman (1998) there are six attributes of a profession (i.e., A Calling, An Understanding, Practice of Theory, Prominent Judgment, Pragmatic Learning, and Professional Community). Viewing Shulman's (1998) attributes through a teaching lens provides an initial framework for some of the salient qualities and behaviors associated with a profession. Table 1 lists each attribute, indicates how each attribute can be transformed into a teaching behavior, and links the attribute to some example quali-

ties and behaviors associated with teaching physical education.

Table 1 can be presented as a starting point for identifying and understanding some of the attributes and behaviors associated with professionalism within physical education. Table 1 highlights some of the salient qualities TCs can develop, or continue to refine, while in their PETE program.

Hoch's (2000) Behaviors of a Professional

Although each profession is defined by specific practices, one could argue that there are general behaviors that all professionals share and exhibit when working within a specialized field. Hoch (2000) provided straightforward and simple behaviors that as a whole illustrate professionalism.

Table 2 highlights the connection between some sample professional behaviors (Hoch, 2000) and that of an effective physical education teacher. As future teachers, TCs can ask themselves whether they are exhibiting similar behaviors as they progress through their PETE program. Although these behaviors may seem very easy to understand it is important for the TC to determine whether they are demonstrating these types of behavior on a consistent basis. Teacher educators must also help the TC refine professional behavior during courses. For example, TCs need to be made aware of any unprofessional behavior that occurs in class (e.g., a TC providing feedback in a negative manner, wearing inappropriate attire, not participating in group assignments, or failing to show to class on-time).

The Teacher Perceiver

Having the knowledge and disposition to perform well during a teaching interview is another reason to develop attributes

and behaviors associated with professionalism. The Selection Research Inc. Teacher Perceiver Interview (1978) is an initial screening process currently being used by many school districts to hire new teachers. The Teacher Perceiver Interview is comprised of categories that represent various characteristics of effective teachers. Table 3 lists some of the teacher perceiver categories, with a brief example of how each category can be linked to teaching. From the Teacher Perceiver categories interview questions were created, and then asked to potential teachers to determine the disposition and potential quality associated with each interviewee.

Professionalism Teaching Tool

"Teaching is a public activity; a teacher works daily in the gaze of his or her students, and the extended nature of their lives together in schools place special obligations on the teacher's behavior" (National Board for Professional Teaching Standards, 2007, p. 6). Displaying professionalism is a desired trait in teaching. Within PETE programs there is an expectation to display those qualities that represent a teaching professional. TCs need to be made aware of a variety of professional behavior (e.g., be on task and engaged during all class activities, praise and provide positive feedback for good behavior witnessed from peers in class, wear appropriate clothing for activity, model social skills such as responsibility, accepting differences, respect for others, and turn off all electronic devices at the start of class). The following section provides teacher educators with a teaching tool that can be used within PETE to help TCs become aware of some desired attributes and behaviors associated with quality physical education teaching. TCs pursuing an initial physical education teacher licensure or credential

exhibit professionalism, and ways to refine or improve on their professional behavior. PETE instructors can help TCs with the process of developing behavior associated with professionalism. Table 4 is a professionalism rubric that can be used to help TCs start to practice their own professional behavior. Table 5 is a professionalism log that is used to monitor the TC behaviors that occur within and outside of PETE courses. The authors created the professionalism rubric and log while teaching at The Ohio State University. Currently this tool is used at Ohio State and California State University San Marcos as a way to help preservice physical education teachers become aware and practice professional dispositions required within the field. The professionalism rubric (Table 4) is a tool used to help TCs carefully reflect on five characteristics associated with professionalism (i.e., preparation and planning, respect, engagement, commitment, and responsibility). Each characteristic listed on the rubric is followed by example behaviors that represent ways in which the TC can demonstrate professionalism. This rubric can be used on a weekly or even bi-monthly basis depending on the PETE instructor.

In using the professionalism log (Table 5) each TC is able to rate themselves on the five characteristics associated with professionalism using a Likert-type scale. If TCs believed they consistently demonstrated professional behavior across the entire week they would rate themselves with a two. If TCs believed they sometimes demonstrated professional behavior they rate themselves with a one. If TCs believed they were inconsistent with demonstrating professional behavior across the entire week they would rate themselves with a zero. Once the TC indicates his or her rating they then provide a written rationale explaining how they demonstrated professionalism in and outside of class. If the professional behavior was inconsistent or absent then the TC can explain how he or she plans to improve for the following week. The intended purpose of this professionalism teaching tool is to: (a) help TCs become more aware of the professional behavior required of them in the PETE program, (b) help TCs become more aware of and track their own behavior, and (c) empower TCs to take more control of developing habits of professional practice that can help with the employment process. Each week the logs are handed-in and the instructor can provide feedback regarding the validity of the TC's rating and rationale based upon instructor observation during class. Modifications to the professionalism rubric/log can be structured to meet the needs of the instructor across a variety of PETE courses. For example, TC entries in the professionalism log can occur as often as necessary, or the point value of the rubric can be modified, or the actual professional

behaviors within the rubric/log can be added to or changed based upon instructor preference.

A Professional Physical Educator

"Students learn early to read and draw lessons from their teachers' character. Teachers, consequently, must conduct themselves in a manner students might emulate. Their failure to practice what they preach does not long elude students, parents or peers" (National Board for Professional Teaching Standards, 2007, p. 6).

To be called a professional within the teaching profession an individual must hold a value towards doing what is right for students in terms of learning. Being a physical educator should not be viewed as a job, rather as a profession where that individual devotes time and energy toward caring for children. As documented in the (NASPE) Initial Physical Education Teacher Education Standards (2008), a physical educator displays an assortment of professional behavior including, but not limited to: communicating effectively, advocating for the profession, reflecting with colleagues in creating instruction that aligns with standards, revising teaching practices, following public policies and guidelines associated with the teaching profession, participating in the professional community through attendance and presentations at workshops, conferences, or professional development sessions. As noted throughout this article, developing into a teacher who displays professionalism requires the dedication and continual practice in understanding and implementing appropriate behavior that over time can become consistent and habitual. However, many TCs may not have a clear idea or understanding of what professional behavior entails. By reviewing and reflecting on the examples provided in this article, TCs can begin to determine their strengths and weaknesses related to the professional practice of teaching. Once TCs understand the dimensions of professionalism the next step is to practice the habits of the profession during university classes, field experiences, collegial interactions, and instances outside the professional boundaries of teacher training. Using the teaching tool provided, or one similar, can be seen as one method for PETE faculty to use in helping TCs practice and engage in professional behavior throughout their teacher preparation studies.

Teachers are role models for students. As such, teachers should try to develop behavior inherent to effective teaching and provide students with enduring learning opportunities.

"Teachers are professionals who must recognize that they are in a unique and powerful position to

influence the future of their students” (Ohio Educator Standards Board, 2006, p.14). Teachers are change agents and as such must be aware of their own behavior, dispositions, and values as they relate to the teaching profession and the students with whom they interact with on a daily basis.

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TABLES

Table 1. Six Attributes of a Profession (Shulman, 1998) Through the Lens of Physical Education

Attributes	Attributes Transformed into Behavior	How the Attributes are Linked to Physical Education
A Calling	Teachers who demonstrate a moral obligation to help students' meet specific learning outcomes.	Physical educators are drawn to helping all children learn and become physically active for a lifetime.
An Understanding	Teachers who demonstrate a robust comprehension of specific subject-matter.	Physical educators have knowledge regarding the human body (e.g., motor skills, fitness, health, sports).
Practice of Theory	Teachers who are able to use acquired knowledge to meet specific job requirements.	Physical educators receive field-based training (real world setting) before working full-time within the school setting.
Prominent Judgment	Teachers who make correct and useful decisions under stressful situations.	Physical educators have and use a moral and ethical compass in making many decisions within the classroom.
Pragmatic Learning	Teachers who learn from experience through the reflective processes.	Physical educators have the ability to teach, reflect, and re-teach to develop and refine teaching practices.
Professional Community	Teachers are committed to sharing ideas and work towards common goals.	Physical educators join professional organizations that support their current and future teaching.

Table 2. Behaviors of a Professional (Hoch, 2000)

Professional Behaviors	How the Behaviors are Linked to Physical Education
Showing Courtesy	Interacting in a polite manner, including using correct and appropriate language, an never interrupting individuals.
Being Trustworthy	Professional integrity or the ability to keep your word and to follow through on commitments.
Wearing Professional Attire	Proper clothing for various occasions and events. What may be appropriate to wear for the gymnasium may be inappropriate for a staff or parent meeting.
Using Appropriate Communication	Verbal, non-verbal, and written forms of communication (e.g., type and tone of language used, the ability to speak to parents with well-articulated vocabulary, and being personable with colleagues).
Exhibiting Enthusiasm	Exhibiting passion and interest regarding all facets of teaching.
Being a Leader	Collaborating with colleagues, creating or redesigning curriculum, and obtaining external funding for new classroom resources.
Understanding Life-long Learning	An awareness of the complexities surrounding teaching is needed in order to continue acquiring further knowledge.

Table 3. Teaching Examples Based on Teacher Perceiver Interview Categories (1978)

Category	Teaching Example Linked to the Teacher Perceiver Category
Mission	All teachers should create and periodically revise a mission statement that acts as a framework, indicating the importance of their educational practice. This statement should be aligned to the mission of the school and district.
Empathy	Taking on the perspective of another person and being able to understand and acknowledge the position of another person is important in forming professional relationships. Teachers are patient in understanding another individual's concern and provide the correct guidance in meeting the needs of that person.
Individualized Perception	Teachers who display individualized perception know the strengths and weaknesses of the students and colleagues they work with and help those individuals continue to learn and grow.
Investment	A teacher places student learning as the top priority. An investment in student learning can cultivate a deep sense of satisfaction for teachers. With continual investment teachers can develop a sense of purpose in working with students.
Objectivity	Professionals do not make claims based on partial evidence. Teachers collect evidence as objectively as possible when working with students. Assessing student learning is based upon the teacher's ability to collect accurate data.
Focus	Teachers have and enduring understanding of <i>what</i> and <i>how</i> they will teach. Focus is demonstrated through identifying learning outcomes, constructing unit and lesson plans, aligning instruction with standards, and making sure that what is being assessed has been previously taught and practiced.

Table 4. Professionalism Rubric

Professionalism Rubric

Please reflect carefully on the following five characteristics of professionalism, and the extent to which you demonstrated them in and out of class throughout the week. I will review your self-evaluation and evaluate you on your professional performance.

Preparation and Planning – Is dressed professionally and appropriately, arrives in enough time to be prepared for the beginning of class; brings all relevant instructional materials to class; has read assignments; and is prepared for leading physical activities.

Respect – Speaks clearly and professionally in front of groups; recognizes and honors multiple perspectives when communicating with others; uses gender neutral language; politely checks for understanding when necessary; uses resources and equipment appropriately; can graciously agree to disagree in times of conflict; and projects a professional image when interacting with peers.

Engagement – Actively participates in class discussions and activities without prompting; assists the instructor in setting up the learning environment; consistently contributes in ways that help support the objectives of the course; collaborates with other members of the class; stays on task during student-directed activities; and promotes a class climate that is conducive to learning.

Commitment – Demonstrates eagerness for the information presented in class; has completed the weekly quiz on time; turns in all assigned work on the assigned due date and in a professional format; seeks continual improvement in teaching behavior; responds positively to instructor's feedback; makes changes based on instructor's feedback; encourages others to take an active role in group discussions or activities; and demonstrates a passion towards the profession.

Responsibility – Follows instructor's directions; follows peers' instructions; takes responsibility for own actions without blame on others or outside circumstances; is attentive during class; demonstrates ability to work well with others; does not hold side conversations while other individuals are talking, and; does not interrupt class and/or use cell phone during class.

For each of the five professional behavior areas above the Teacher Candidates will rate themselves (on their professional behavior log) using the following rubric:

- 0 = Demonstrated few of the behaviors this week or was inconsistent in demonstrating a number of the behaviors.
- 1 = Demonstrated some, but not all, areas of the professional behavior this week or demonstrated all behaviors but not consistently.
- 2 = Consistently demonstrated all areas of the professional behavior across the entire week.

GOING BEYOND: Each week the Teacher Candidates may earn up to 1 bonus point for "going above and beyond" the stated expectations and providing leadership in promoting professional behaviors and a conducive instructional environment.

Table 5. Professionalism Log

Professionalism Log
Please rate yourself (0, 1, or 2) for each of the five characteristics listed below and write how you demonstrated professional behavior during the past week. If you were inconsistent with the behavior then write how you can improve for the following week.
Student Name: -----
Week #1
Preparation & Planning:
Respect:
Engagement:
Commitment:
Responsibility:
Going Beyond:



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Manuscripts should not exceed 2500 words (not including references or graphics). References should be listed numerically as they appear in the text. Text citations should be made by placing a number in parentheses at the appropriate point. The order of information included in the manuscript should be as follows: (1) Cover letter, (2) Title Page, (3) Title page with author(s) and affiliation information, (4) Abstract, (5) Text, (6) References, (7) Tables, (8) Figures, and (9) Acknowledgements, if appropriate.

Manuscripts for this issue may be submitted electronically to Tim Hamel at thamel@csufresno.edu

Submission deadline is **Friday, June 27**