Breaking from Traditionalism:

STRATEGIES *for the* Recruitment *of Physical Education Teachers*

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Ellis has been a baseball player and athlete his entire life. He grew up in a family that has supported his passion for participating in athletics since he was five years old. Having played football, basketball and baseball through high school, Ellis began to wonder how he could stay connected with sports after graduation. After attending an open house at his local university and speaking to a physical education teacher education (PETE) faculty member, Ellis knew he had found the career path that best fit his passion. Choosing to be a physical educator seemed to be a natural choice. After getting accepted into the PETE program Ellis was overjoyed that he would one day be able to share his love for sport with children and adolescents as a physical education teacher and extracurricular sports coach.

Ellis's story probably sounds familiar to many in the physical education community. Teacher education programs across the United States are filled with future professionals who reflect the athlete-turned-physical educator profile. Students such as Ellis are likely to always be represented in PETE programs. However, a re-evaluation of teacher recruitment efforts may be necessary to seek candidates who not only are highly qualified academically but also bring diverse backgrounds that better reflect the P–12 students with whom they will work. This includes de-emphasizing the recruitment of students with backgrounds in team sport and potentially targeting efforts toward those with an interest in lifetime physical activities (e.g., dance, fitness, outdoor

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pursuits; Hills, Dengel, & Lubans, 2015). Such an approach to recruitment mirrors current trends in the physical education community related to preparing children for participation in lifetime physical activity (Trudeau & Shepherd, 2008). To this end, the purpose of this article is to critically examine current recruitment practices in PETE, and to provide strategies for recruiting highly qualified future teachers who have diverse backgrounds.

The Need to Recruit More Diverse Teacher Candidates

Many teacher education programs are currently experiencing decreasing student enrollment (U.S. Department of Education [USDOE] , Office of Post Secondary Education 2016). These lowering enrollments have led to the closure of some PETE programs in the United States (Blankenship & Templin, 2016). Further, PETE programs are experiencing pressure from university and departmental administration, as well as from various accrediting bodies (e.g., Council for the Accreditation of Educator Preparation [CAEP], 2016), to increase recruitment efforts that seek diverse and highly qualified candidates. The national standards for teacher preparation have established that programs must be able to demonstrate specific recruitment efforts targeting "highly-qualified candidates that represent a broad range of backgrounds and diverse populations that reflect the diversity of America's P–12 students" (CAEP, 2016, p. 34). The emphasis that is now being placed on increased selectivity within teacher education programs becomes troubling from a PETE recruitment prospective, as these efforts directly counteract the highlighted need to grow PETE major enrollment (Bulger, Jones, Taliaferro, & Wayda, 2015).

As of the 2016–2017 academic school year, to satisfy CAEP accreditation for recruitment of highly qualified teacher candidates, teacher education programs must provide evidence of a group cohort with an average high school GPA above 3.0 and with group scores in the top 50% on a nationally-normed ability achievement assessment (e.g., ACT, SAT, GRE; CAEP, 2016). Though performance standards such as these are not new to teacher education recruitment, the recent push to increase standards will only limit the pool of candidates typically recruited to become future educators. This issue is further compounded by the fact that many PETE programs are in constant competition for undergraduate recruits with rapidly growing and robust allied fields within kinesiology, sport management and health (American Kinesiology Association [AKA], 2014; Blankenship & Templin, 2016).

Along with the need to recruit academically qualified candidates, teacher education programs have also been asked to demonstrate how they will recruit diverse candidates from a wide variety of backgrounds. Teacher education still struggles to offset the imbalance of teacher candidates based on gender (76% female; 24% male) and race (73% White, 11% Hispanic, 9% African American; USDOE, Office of Post Secondary Education, 2016), as well as the underrepresentation of individuals with disabilities (National Center for Education Statistics, 2016). Although recruitment among PETE programs mirrors these struggles in offsetting diversity imbalances (with the exception that males tend to be overrepresented in PETE programs; McCullick, Lux, Belcher, & Davies, 2012), there is little current dialog in the PETE community about how to effectively accomplish the rebalancing of teacher candidate diversity through targeted recruitment (Bulger et al., 2015).

Not only is there is a push to increase the quality of students who are recruited into PETE programs, but there is a need to re-cruit diverse candidates who better match the P–12 demographics and better reflect current educational trends (CAEP, 2016). To increase enrollments within teacher education and PETE, recruitment efforts may need to shift away from traditional, passive approaches (Bulger et al., 2015; Woods, Richards, & Ayers, 2016). Further, there is a need to target recruits who have more diverse experiences and reasons for pursuing a given career in the field. The authors of this article conceptualize diversity in a broad sense, and while they recognize the need to strive toward recruiting ethnically diverse groups of students, this article focuses on recruiting students with diverse physical activity interests and backgrounds. The continual recruitment of individuals with backgrounds and motivations that primarily emphasize team-sport participation would lead to a continuation of traditional practices (Dodds, 1989; Richards, Templin, & Graber, 2014). The discussion provided here is grounded in occupational socialization theory, which provides a conceptual framework for understanding teacher recruitment and training.

An Introduction to Occupational Socialization Theory

Occupational socialization theory (Richards et al., 2014; Templin & Schempp, 1989) has emerged as both a theoretical model for studying the recruitment, training and ongoing socialization of physical educators, as well as a conceptual model to guide the structure of PETE programming. Scholars using the theory view socialization as a dynamic, dialectical process (Schempp & Graber, 1992), which acknowledges that individuals have a sense of agency, or ability to actively resist the individuals and institutions that seek to socialize them (Richards, Templin, & Gaudreault, 2013). Socialization is typically examined across three phases: acculturation, professional socialization, and organizational socialization. Given that the focus of this article is on recruitment for careers in physical education, this discussion will center on the phases of acculturation and professional socialization.

Acculturation and Recruitment into Physical Education. Before making a formal decision to pursue a career in physical education, potential recruits form initial beliefs about the profession through their acculturation as children and adolescents in their school environment (Lawson, 1983). Recruits usually have a protracted apprenticeship experience during which they spend upwards of 13,000 hours in a school environment observing their own teachers (Lortie, 1975). During this time potential physical education recruits interact with a variety of socialization agents — including teachers and coaches — who shape their understanding of what it means to be a physical education teacher (Valtonen, Reunamo, Hirvensalo, & Ruismäki, 2015).

Acculturation experiences form the basis of recruits' subjective theories (Grotjahn, 1991), or personal understanding of what it means to be a physical educator (Richards et al., 2014). While their subjective theories are often flawed or incomplete because they have limited exposure to the technical nature of a physical educator's work (e.g., lesson planning, conducting assessment; Templin & Richards, 2014), they have a traceable impact on future beliefs and behaviors related to teaching (Woods et al., 2016). For this reason acculturation has been characterized as "the most potent type of socialization experienced by PE teachers" (Curtner-Smith, Hastie, & Kinchin, 2008, p. 99).

The type of individual who chooses to enter PETE programming tends to be male, White and from a middle-class background

(Dodds et al., 1991; McCullick et al., 2012). Many recruits were successful athletes, experienced physical education curricula dominated by team sports and traditional teaching methodologies, and developed subjective theories that emphasize sport content in physical education (Richards et al., 2014; Sirna, Tinning, & Rossi, 2010). Recruits also develop preferences for the roles of teacher and/or coach that lie on a spectrum ranging from teaching-oriented to coaching-oriented (Richards & Templin, 2012). Recruits who are more coaching-oriented typically have custodial teaching ideologies and a lower commitment to teaching (Curtner-Smith et al., 2008). They tend to be males who participated in elite team sport and experienced low-quality PE (Curtner-Smith, 2001). In contrast, those who are more teaching-oriented view teaching as their primary career objective. They tend to be females who participated in nontraditional sports and physical activities at a recreational level and experienced high-quality physical education (Curtner-Smith, 1997).

Professional Socialization and Teacher Education Programming. Professional socialization begins when individuals make a commitment to seek training for a career in physical education by entering a PETE program (Lawson, 1983). Through these programs, preservice teachers are taught the knowledge, skills and beliefs that PETE faculty members believe to be important for a career in physical education (Lawson, 1986). Recruits enter teacher education with their own expectations for what these programs should offer based on the subjective theories they developed during acculturation (Graber, Killian, & Woods, 2017; Richards et al., 2014). Although these subjective theories can be reshaped, PETE programming is often characterized as one of the weakest forms of socialization, in part because recruits' beliefs are so resistant to change (Curtner-Smith et al., 2008).

Recruits use subjective theories to evaluate and filter their experiences, and they adopt only those perspectives that are compatible with their current beliefs (Betourne & Richards, 2015). Perspectives that are incompatible with current belief structures are resisted (Graber et al., 2017). However, given that PETE faculty members hold an imbalance of power in the dialectical relationship, resistance is often covert (Richards et al., 2014). When disagreements surface, preservice teachers strategically comply (Lacey, 1977) with the expectations of PETE faculty by making it look as though they are adopting the desired practices, while their core beliefs remain unchanged. Richards and colleagues (2013) noted that PETE programs should be structured around two interrelated missions. First, they should help recruits question and challenge their existing belief structures. Second, they should prepare recruits to be highly effective physical education teachers, which includes both the knowledge and skill required to be a technically effective teacher and the disposition and sociopolitical savvy to implement what they have learned in the school environment (Keay, 2006).

Barriers to Recruiting and Training More Diverse Students

A variety of barriers to recruiting more diverse students into PETE programs remain. One such barrier has to do with the type of recruit that tends to be drawn to PETE. This individual is typically Caucasian, male, and successful in sport, and sees a career in physical education as a way to continue involvement in sport (McCullick et al., 2012). As such, recruits not only lack diversity in terms of gender and race, but they may also perpetuate a narrow conceptualization of physical education that is strongly

rooted in sport. Inservice physical educators have arguably the most salient influence in helping potential recruits decide whether or not a career in physical education is right for them (Woods et al., 2016). As such, the content, structure and pedagogy included in physical education, particularly at the secondary level, will largely form the basis of recruits' subjective theories related to the goals of the discipline (Richards et al., 2013). Since most of secondary physical education revolves around the multiactivity approach (i.e., short units that primarily emphasize skill development) and emphasizes team sport content (Ferry & McCaughtry, 2013; Sirna et al., 2010), it is no wonder that recruits often enter PETE with somewhat narrow conceptualizations of what it means to be a physical educator.

Barriers to the recruitment of diverse students may also arise when physical educators and PETE faculty members recruit only those students who fit a particular mold. Nearly 30 years ago Dewar (1989) criticized the physical education profession for recruiting students who largely lack diversity in terms of socialization experiences. She argued that it is not likely that the physical education profession will change if it continues to recruit students who are narrowly focused on team sports. Years later, Curtner-Smith (2009) referred similarly to the need to break the cycle of teachers who have a narrow conceptualization of physical education content as a way to improve the quality of physical education practice. Recruitment, therefore, cannot be left to chance and must rather be an intentional, coordinated effort involving both inservice teachers and PETE faculty members (Woods et al., 2016). If only students who excel in athletics are recruited into PETE programs, the profession will perpetuate the lack of diversity (Richards et al., 2013).

While current recruitment practices in PETE represent one barrier to challenging traditionalism, the current construction of PETE programs may reflect another. Many PETE programs currently incorporate a model-based approach that emphasizes pedagogies that break from the traditional multi-activity model (Lund & Tannehill, 2010; Metzler, 2011). These practices may challenge preservice teachers' subjective theories related to pedagogy and the role that students play in the learning process. However, evidence indicates that, despite an increased emphasis on lifetime physical activity and fitness in the physical education profession (McKenzie & Lounsbery, 2014), some PETE programs continue to emphasize team sport content (Flory, 2016). Such a content emphasis validates the perspectives of recruits who come into PETE with subjective theories that emphasize team sports, and further marginalizes those who participated primarily in non-competitive or recreational physical activities. This is particularly the case when the latter student is placed in a team sport class alongside former athletes in a hyper-competitive environment. This student may end up feeling out of place in the PETE program, which could lead him or her to transfer into another degree program (e.g., health and wellness) — again, further perpetuating traditionalism and the idea of physical education as sport participation.

Beyond the content and pedagogy offered in PETE programs, another pervasive force for traditionalism lies in field-based learning experiences. While early field experiences and student teaching are viewed as cornerstones of PETE, they can present problems when there is incongruence between PETE goals and those advocated in school settings (Coleman & Mitchell, 2000). Specifically, when recruits are exposed to practices that contradict their professional socialization but reinforce their acculturation, they may use them as justification to continue to embrace traditional practices

(Richards et al., 2014). For example, a student whose acculturation led to the development of a subjective theory focused on team sports taught using traditional methodologies may use a field experience to affirm those beliefs, should the context support similar values. To this end, Hoffman (1971) noted years ago that, while it is critical for teacher education programs to promote innovative practices, "unless the same attitude has filtered down to the veteran teacher supervising the student teaching experience, a powerful force for the exclusive perseverance of traditionalism remains unchecked" (p. 57).

Overcoming Barriers for the Recruitment and Training of Diverse Students

To address the current barriers associated with recruitment and preparation of future educators, PETE programs should employ systematic and deliberate strategies for expanding the overall diversity within the field of physical education. With many PETE programs across the United States now struggling with low program enrollments, and some closing down altogether (Blankenship & Templin, 2016), it may be time to challenge the traditional methods for teacher recruitment and preparation and to implement strategies that better represent the shifting construct of what it means to be a physical educator. The following sections will review five strategies that the PETE community may consider using to recruit and train more diverse students.

Recommendation 1: Recruit Nontraditional PETE Students. A foundational goal of PETE programs should be to recruit diverse students. Recruitment efforts should be intentional and should build on relationships with inservice teachers, rather than be left to chance as they have been in the past (Bulger et al., 2015). Woods and colleagues (2016) discussed a variety of recruitment strategies that can be used by PETE faculty members, such as recruiting from high school physical education classes, connecting with underclass students and those with undeclared majors, and forging connections with local community colleges. Regardless of the specific strategy chosen, recruitment efforts specific to diversity in PETE extend not only to race and gender, but also to students who have diverse fitness, wellness and physical activity backgrounds. The interest within PETE programs specific to fitness and physical activity has grown substantially over the past decade (McCullick et al., 2012), and deliberate recruitment efforts must be in place to keep fitness and lifetime physical activities at the forefront of PETE programming.

One way to promote the recruitment of nontraditional students is to make sure all recruitment literature highlights PETE programming as the hub for physical activity instruction. Department and program websites, social media presence, and program flyers should all provide information that demonstrates to potential recruits the importance of having a balance between motor skill development and instruction of fitness and lifetime physical activities. Recruitment through images, marketing videos and social media posts should purposefully highlight the need for physical education recruits focused on fitness and lifetime physical activities, with less emphasis being placed on traditional team sports or coaching. Many recruits believe that sport is the cornerstone of physical education, and that perception needs to be challenged.

Another way to recruit the nontraditional student into a PETE program is to reach out to regional adult and youth community programs centered on lifetime physical activities to talk about the importance of bringing diverse physical activity backgrounds into the field of physical education. For example, a PETE program located in the Appalachian Mountains should highlight its local recreational opportunities and should recruit individuals who have a passion for backpacking, camping, mountain biking and other outdoor activities. Recruiting students who already have a passion for outdoor pursuits not only brings a diverse perspective into the PETE classroom, but also may lead to the development of a physi-

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cal educator who can one day connect future K–12 physical education students to the abundance of physical activity and outdoor pursuit opportunities in their own community. As the landscape of physical education continues to shift, PETE programs may need to reassess the time and effort currently being spent trying to convert traditional team-sport athletes into ambassadors of fitness and wellness, compared with directly recruiting those with diverse physical activity backgrounds.

Recommendation 2: Shift the PETE Emphasis toward Lifetime Physical Activities. Over the past decade there have been numerous national- and state-level initiatives that have placed an increased emphasis on childhood obesity and the promotion of physical activity. Programs such as Michelle Obama's *Let's Move!* Active Schools (now Active Schools; https://www.activeschoolsus.org/), the United States Department of Health and Human Services (2010) *Healthy People 2020*, and SHAPE America's *50 Million Strong by 2029* commitment (Lambdin, 2016; SHAPE America – Society of Health and Physical Educators, n.d.) all emphasize the promotion of physical activity for children and adolescents. Each of these initiatives places special emphasis on how school-based physical education is vital to the overall promotion of physical activity and the transfer of physical activity skills and habits beyond the K–12 educational experience (Sallis et al., 1992).

Lifetime physical activities have been defined as those that (1) have the possibility of lifetime participation; (2) require a minimal amount of organization, structure and equipment; and (3) can be completed alone or with minimal participants (SHAPE America, 2014; Caspersen, Powell, & Christenson, 1985; Fairclough, Stratton, & Baldwin, 2002). This would include such physical activities as outdoor pursuits (e.g., hiking, backpacking, mountain biking), fitness (e.g., running, yoga, resistance training), dance and rhythmic activities, aquatic activities, net/wall games (e.g., tennis, badminton), and target games (e.g., golf, archery, bowling; SHAPE America, 2014).

Though fitness and physical activity programming has recently been at the forefront of best-practices literature for middle school and high school physical educators — for example, health-optimizing physical education (Sallis et al., 2012); comprehensive school physical activity programs (Metzler, McKenzie, van der Mars, Barrett-Williams, & Ellis, 2013); and health-based physical education (Haerens, Kirk, Cardon, & De Bourdeaudhuij, 2011) — there is still an underlying viewpoint within many PETE programs centered on sports-based curricula (Corbin, 2002; Flory, 2016). It is not uncommon for PETE majors to have minimal instruction and content knowledge for teaching a spectrum of lifetime physical activities, with the majority of pedagogy-based physical activity courses focused on team and individual sports. The validation of a sports-based curricular emphasis within PETE programs does little to move the training of physical educators toward the trends currently being promoted by the larger physical education community. Therefore, PETE programs should consider curricular shifts that make instruction of lifetime physical activities the center of teacher education. This is not to say that sport-based programming should be eliminated from PETE curricula, but the elevation of lifetime physical activities as the foundation of PETE programming may help to not only recruit more diverse teacher candidates but also aid in the rebranding and promotional initiatives currently going on in the physical education field.

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This shift in PETE programming cannot be sustained long-term without input and support from — and communication with — local K–12 physical educators. If a PETE program places major emphasis on lifetime physical activity instruction, and all of the surrounding secondary schools still employ a curriculum of traditional team sports, PETE graduates entering their first job will face a mountain that appears far too hard to climb. This can then lead to the washing out of what new teachers learned in their preparation program (Blankenship & Coleman, 2009). Thus, the partnership between PETE programs and local schools is more important than ever. Local physical educators should be brought into PETE as stakeholders in the process of clinical preparation, student development, and expectations for teacher preparation (CAEP, 2016). Through offering professional development to local physical educators, maintaining continual communication through field experiences, and welcoming P–12 teachers into PETE program decisions (e.g., student boards, PETE advisory councils), the shift in overall physical education programming can have more attainable sustainability.

Recommendation 3: Structure PETE Programming to Align with Occupational Socialization Theory. The authors recommend using occupational socialization theory as a conceptual framework for structuring PETE programs. The body of literature is filled with studies that have tested the efficacy of various interventions that have sought to help preservice teachers question and challenge their acculturation experiences, improve their teaching efficacy, and develop the skills and dispositions necessary to implement best practices in school environments (see Richards et al., 2014; Templin & Richards, 2014). To this end, PETE program faculty should seek to create program coherence, which is related to Lortie's (1975) notion of a shared technical culture, and allows for the reinforcement of core program beliefs (Mitchell, 2000).

In addition to promoting congruence, PETE programs should be field-based so as to provide preservice teachers with ample opportunities to learn in real-world contexts (Cochran-Smith, 1991). These field experiences should be closely supervised by PETE faculty members and debriefed regularly to help preservice teachers carefully consider the ways in which school contexts facilitate or inhibit quality physical education practices (Curtner-Smith & Sofo, 2004). Because field experiences are the first time preservice teachers are viewing schools from the perspective of a teacher, they are a critical time to study whether preservice teachers are capable of delivering quality instruction that is supported by best practices (Hushman, 2013). This is an imperative time for faculty members to help oversee and shape the socialization that affects preservice teachers on their journey to become certified educators. This supervision and targeted reflection can also help to challenge preservice teachers' subjective theories and navigate instances in which school contexts and physical education programs do not reinforce the messages espoused by PETE program faculty members (Richards et al., 2013).

While field experiences are an integral component of PETE, not all learning can take place in the field. On-campus experiences should be organized and delivered with the understanding that professional socialization is a dialectical exchange, and that preservice teachers may resist elements that do not align with their subjective theories (Schempp & Graber, 1992). Constructivist-based teaching strategies, such as group discussions (Gore, 1990), the writing of autobiographical essays (Betourne & Richards, 2015), critical incident reflections (Curtner-Smith & Sofo, 2004), and case-based learning (Timken & van der Mars, 2009) have been found to help preservice teachers reflect on their own socialization experiences while preparing them for the realities of school life.

Recommendation 4: Develop Hybrid Programs with Other Kinesiology Fields. Creating hybrid programs that will allow other kinesiology undergraduates (e.g., exercise science, sport management, fitness, health and wellness) to pursue teacher licensure is another way to help diversify candidates in physical education. With allied kinesiology programs, such as exercise science and health, currently experiencing thriving enrollment numbers (AKA, 2014), it may be in the best interest of PETE programs to seek opportunities for partnerships that involve a pathway to teacher licensure. One way this could be accomplished is to create kinesiology undergraduate programs that share a common core in the first two years in order to introduce students to both movement science courses (e.g., exercise physiology) and physical education teaching methods. Following the completion of the second year, students would have the option to specialize in either a licensure or non-licensure track. Such a blended model would allow PETE faculty members to internally recruit students who may not have majored in physical education directly out of high school. This integrative kinesiology model may help students develop an enhanced sense of content ownership and gain a better appreciation for the kinesiology content core (Ennis, 2010). If providing a high-quality and life-enhancing educational experience is the principal goal, exercise science, health and PETE faculty members may gain great value from collaborating on programs that seek to increase diversification of knowledge.

Recommendation 5: Consider Alternative Pathways to Licensure. A companion effort to the implementation of an integrative kinesiology program is to increase the efforts and attention placed on developing alternative master's degree programs for students who have an undergraduate degree in a related field (e.g., health, exercise science, sports management, recreation). This one- to one-and-a-half-year master's degree model has been implemented recently in a number of universities, and it offers students who already hold a bachelor's degree with a year-round, intensive educational experience that culminates with teacher licensure. The accelerated master's program would be helpful for undergraduate students who want to switch their major to physical education teaching (e.g., switching majors from exercise science to physical education), but it would add a considerable amount of time and coursework to meet the requirements for completion of a teacher education degree. It can also help to provide students who major in exercise science in the hopes of attending occupational therapy or physical therapy school with an alternative, should their initial plans not materialize.

Another alternative master's degree option would be to collaborate with local schools to seek the viability of job-embedded master's degree programs. Though this learner-centered model is still gaining traction in higher education circles, it offers active engagement in professional learning activities that bring knowledge, connection to community, and an interactive assessment as the focal point of the educational experience (Coggshall, Rasmussen, Colton, Milton, & Jacques, 2012). Within a job-embedded licensure program, a local school would agree to employ an individual as the instructor based on having a bachelor's degree that demonstrates content knowledge specific to the subject being taught, and the candidate is at the same time admitted into the job-embedded master's program at a local university. The employed teacher would carry out all duties of a classroom teacher while simultaneously pursing a master's degree that leads to licensure. What separates the job-embedded master's degree from a traditional master's in education is that the university and the school

system work together to provide regular and frequent contact with the teacher candidate, providing continuous feedback on instruction, classroom management, and assessment practices (Tennessee Department of Education, 2016).

Conclusion

The purpose of this article was to use occupational socialization theory as a lens through which to discuss current recruitment strategies in PETE, recognize the barriers that PETE programs face in recruitment, and suggest potential ways to overcome said barriers. Teacher education programs are being asked to increase recruitment efforts to seek highly qualified and diverse teacher candidates (CAEP, 2016). However, despite Dewar's (1989) recommendation that PETE recruitment efforts should be diversified, most programs are still filled with students who are White and male, come from middle-class backgrounds, and associate physical education with sports (Dodds et al., 1991; McCullick et al., 2012). A willingness to challenge traditional recruitment and training strategies within PETE is necessary if change is to be made at the program, college or state level.

From a public-health perspective, PETE programs have an obligation to increase recruitment efforts that seek candidates who not only meet the requirements of being highly qualified and having diverse backgrounds, but also represent the mission of being ambassadors for lifetime physical activity participation (Bulger et al., 2015). Actions by one or two faculty members can help spark the necessary changes for recruiting a more diverse pool of future physical educators. An increased focus on the recruitment of students with diverse acculturation experiences and the implementation of strategies intended to help preservice teachers question and critique their subjective theories of physical education are necessary for helping the field of physical education to advance. Through the implementation of the strategies promoted in this article, PETE programs can work toward the education of physical educators who are poised to create change and challenge the traditional practices that dominate contemporary physical education.

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Actions by one or two faculty members can help spark the necessary changes for recruiting a more diverse pool of future physical educators. An increased focus on the recruitment of students with diverse acculturation experiences and the implementation of strategies intended to help preservice teachers question and critique their subjective theories of physical education are necessary for helping the field of physical education to advance.