

various roles as academic advisors, graduate students, graduate assistants, or fellowship recipients.

Validation of the Perceived Mattering Questionnaire-Physical Education (PMQ-PE)

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Background/Purpose: Research stemming from occupational socialization theory has documented that physical education (PE) is a marginalized subject. As such, physical educators are often told implicitly and explicitly that their work does not matter to the mission of schooling. However, research has documented the importance of feeling as if one's work matters to job satisfaction and overall well-being. Building on Schieman and Taylor's (2001) general survey for perceived mattering in occupational settings, this study sought to create and validate the Perceived Mattering Questionnaire-Physical Education (PMQ-PE) to examine the perceived mattering of PE teachers.

Method: Participants ($N = 431$) were PE teachers from elementary ($n = 160$; 37.1%), middle ($n = 117$; 27.1%), and high ($n = 154$; 35.7%) schools. They were split among men ($n = 216$; 50.1%) and women ($n = 215$; 49.9%), and the majority identified as Caucasian ($n = 404$; 93.7%). The average teacher was 44.00 years old ($SD = 11.59$), and most had a master's degree (59.1%). The 8 PMQ-PE items were adapted from Schieman and Taylor's (2001) survey, and it was hypothesized they would load on teacher matters (4 items) and PE matters (4 items) factors. The Connor-Davidson Resilience Scale and Maslach Burnout Inventory were used to examine convergent and divergent validity, respectively.

Analysis/Results: Exploratory factor analysis was conducted on a random subsample of 150 participants. The hypothesized 2-factor structure was found to be the best fit. The Teacher Matters and PE Matters subscales had good internal consistency (.87 and .88, respectively). Confirmatory factor analysis was next conducted with a separate subsample of 270 participants. The hypothesized factor structure was a good fit for the data, $\chi^2(19) = 45.15$, $p < .001$, Non-Normed Fit Index = .98, Comparative Fit Index = .99, root mean square error of approximation = .06, standardized root mean square

residual = .03. Construct reliability was adequate for the Teacher Matters (AVE = .46; $\rho_c = .77$) and PE Matters (AVE = .57; $\rho_c = .84$) subscales. In support of convergent and divergent validity, the Teacher Matters and PE Matters subscales correlated positively with resilience and negatively with the components of burnout.

Conclusion: The results provide support for the factorial validity and reliability of the PMQ-PE. As scholars continue to make strides in understanding the lived experiences of PE teachers, the PMQ-PE should provide meaningful insight into the extent to which PE teachers feel as if they and their work matters. Perceptions of mattering may be useful in understanding PE teacher satisfaction, quality of life, and teaching effectiveness.

Transcending Undergraduate Teaching With Adventure-Based 'Service' Learning

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Background/Purpose: The adventure-based learning (ABL) curriculum has been shown to promote supportive learning communities and social-emotional learning (SEL) for children within physical education (Stuhr, Sutherland, & Ressler, 2012). Yet, our knowledge regarding how to best help undergraduates acquire teaching proficiency with this curricular area is limited, as reflected by a paucity of research in this area (Sutherland & Stuhr, 2014; Sutherland, Stuhr, Ayvazo, 2014). This qualitative case study aimed to narrow this research gap through an investigation of undergraduates' perception of teaching an ABL unit to middle school students as part of a service-learning course requirement. Community service learning provides an excellent opportunity for undergraduates to turn "theory into practice" through teaching at local K–12 schools. This type of service learning impacts K–12 students, PE teachers (providing low student-to-teacher ratios), and undergraduates who gain valuable teaching experience.

Method: This descriptive and exploratory case study (Lehmann, 2010; Stake, 2008) was conceptually framed by SEL and positive emotionality literature. Use of the modified grounded theory approach (Perry & Jenson, 2001) using an existing ABL student outcome model (Stuhr et al., 2012) helped guide the data collection and analysis. Participants were undergraduate kinesiology

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