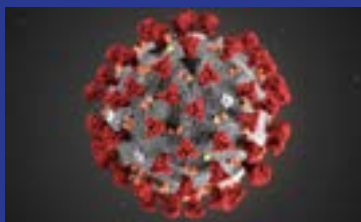


CORONAVIRUS PANDEMIC

COVID-19





2021 Central District Awards Celebration

#SHAPE- Virtual



MC: Clayton Ellis



*Please RISE for the Central
District
Past Presidents Salute*

Central District Past Presidents Salute!! (90 Years)



Past Presidents Salute

1930-1931

Mabel Lee - NE

1932-1933

Strong Hinman - KS

1933-1934

C.H. Mcloy- IA

1934-1935

Clare Small - CO

1935-1936

Louis Hutto - IA

1936-1937

Edna McCillough - KS

1937-1938

A. O. Anderson - MO

1938-1939

Elizabeth Halsey - IA

1939-1940

Willard N. Griem - CO

1940-1941

Helen Manley - MO

1941-1942

James H. Morrison - NE

1942-1943

Gertrude M. Baker - MN

1943-1944

Carl Nordly – MN

1944-1946

Germaine Guiot - IA

1946-1947

H.G. Porter/L.F. Keller - KS

1947-1948

Elizabeth Graybeal - MN

1948-1949

L.P. Washburn - KS

1949-1950

M. Gladys Scott - IA

1950-1951

Merle Henre - KS

1951-1952

Mabel Shirley - MN

1952-1953

L.R. Marti - ND

1953-1954

Wilma Gemmstad - NE

1954-1955

R.B. Frost - SD

1955-1956

Jean Bontz - IA

1956-1957

Edwin Elbel - KS

1957-1958

A. Gwendolin Drew - MO

1958-1959

Frank Sills - IA

1959-1960

Anita Aldrich - MO

1960-1961

John Van Why - SD

1961-1962

Hazel Dettman - ND

1962-1963

Henry Shenk - KS

1963-1964

Helen Slocum - MN

1964-1965

Louis E. Alley - IA

1965-1966

Barbara Forker - IA

1966-1967

Carl Wear - NE

1967-1969

Laura Mae Brown - MO

1969-1970

Clem Thompson - MN

1970-1971

Margaret Fox – IA

1971-1972

Donald W. Henry – KS

1972-1974

Frances Bleick – MN

1974-1975

Russ Gorman – MN

1975-1976

Dorothy Canham – MO

1976-1977

Roger Bishop - IA

1977-1979

Jean L. Pyfer - KS

1980-1981

JoAnne Owens-Nauslar - NE

Past Presidents Salute

1981-1982

Roger Kerns - ND

1982-1984

Dorothy High - NE

1984-1985

Hal McKain - IA

1985-1986

Jan Adair - MN

1986-1987

Mark Giese - KS

1987-1989

Shirley Dutton - WY

1989-1990

Charles DeCorsey - MN

1990-1991

Kathleen Kinderfather – MO

1991-1992

Mark Harvey - CO

1992-1993

Cheryl Norton - CO

1993-1995

Perry Miller - MO

1995-1996

Pauline Jacobson - SD

1996-1998

Terry Todd - CO

1998-1999

K. Kay Valentik - MO

1999-2000

R. Scott Gorman - KS

2000-2001

Deborah Loper - NE

2001-2002

James Herauf - MO

2002-2004

Kathleen Engle - WY

2004-2005

Sally Scherrer - SD

2005-2006

John Zody - KS

2006-2007

Vicki Worrell - KS

2007-2008

Dennis Docheff - MO

2008-2009

Rich Burke - MN

2009-2010

Kelly Cook - KS

2010-2011

Lois Boeyink - IA

2011-2012

Joyce Ellis - KS

2012-2013

Scott Strohmeyer - MO

2013-2015

Meggin DeMoss - KS

2015-2016

Deb Stephenson - WY

2016-2017

Amy Heuer - ND

2017-2018

Clayton Ellis – CO

2018-2019

Julie Leuckenhoff– MO

2019-2020

Joe Deutsch – ND

2020-2021

Tari Garner– MO

2021-2022

Christopher Watts – CO



Central District Past Presidents Salute





Opening Remarks President TaraLynn Garner



Welcome SPECIAL Guests

Welcome to ALL of you!!
YOU are ALL Special to US!!



Meet Central District Director Megan McCollom



Welcome SPECIAL Guests

Welcome to ALL of you!!
YOU are ALL Special to US!!



Necrology Report

Nancy Christensen MN - Committee Chair

Committee Members are the 9 state Executive Directors



Nancy Vannerson - KS



Karen Irene Strand - ND



Nancy Raso Eklund - WY



Dan Sherrill - SD



Kathleen Kinderfather - MO



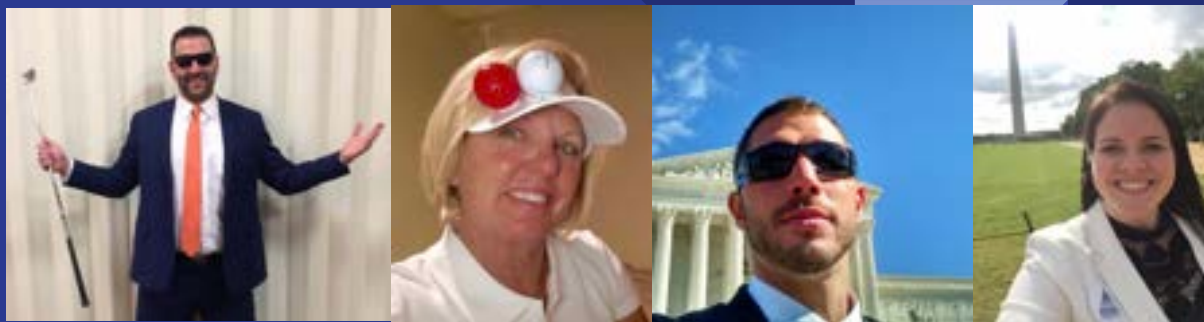
Sherry Lee Folsom-Meek



Vicki Sue Deines - KS



Barbara Jean Bishop - IA



Central District - Executive Council

Past President - Joe Deutsch - ND

President - Taralyn "Tari" Garner - MO

President - Elect - Christopher Watts - CO

Director - Megan McCollom - MN



Central District - Leadership Council

Blake Taylor - KS

Lisa Smith - MN

Tiffany Dirks - KS

Tracy Nelson - SD

Wyatt Morse - NE

Ashley Wollschlager -(Student) - SD

Central District - Committee Chairs

Advocacy - Christopher Watts - CO

Archives - Rick Pappas - KS

Community Impact - Wyatt Morse - NE

District Scholar - Sue Tarr - MN

EDI - Lisa Smith - MN

Leadership Nominations - Tara Lynn Garner - MO

Necrology - Nancy Christensen - MN

Recognition - Clayton Ellis - CO

Central District Awards Presentation





Central District Scholar Committee

Chair - Sue Tarr - MN

Vicki Worrell - KS

Karen Marley - CO

Bob Nutgrass - IA

Matt Symonds - MO



2021 Central District Scholar Award

The Central District Scholar Award is given to a member of SHAPE America who is an active scholar/creative artist in his/her discipline. Candidates should have a scholarly/creative record as evidenced by publications and scholarly/artistic presentations.



2021 Central District Teachers of the Year

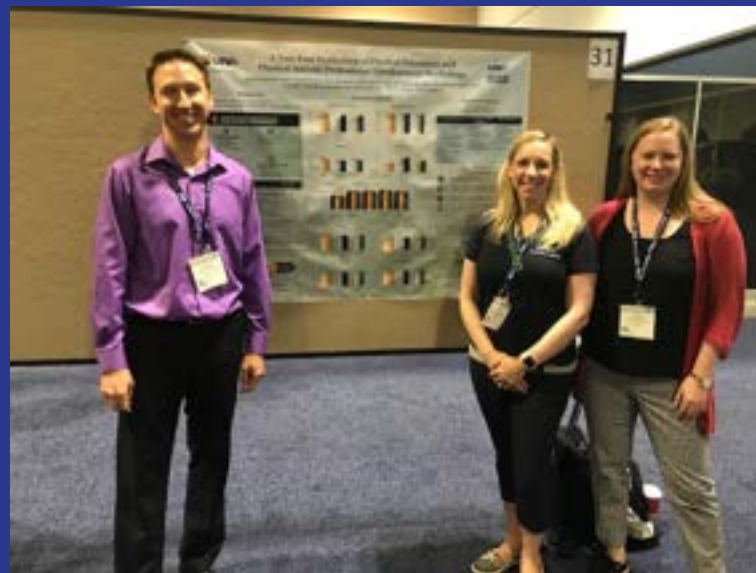
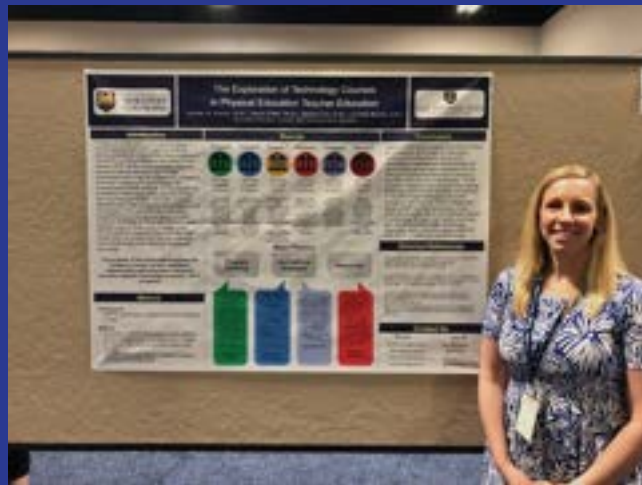
**The 2021 Central District Award
Winner of the Year is:**




2021 Central District Scholar Award

Awarded to:
Dr. Jennifer Krause (CO)







A botanical illustration background featuring several green plant stems with leaves and seed heads. One seed head is dark and textured, while others are yellow and elongated. The plants are drawn in a simple, line-art style with some color fills.

2021 SHAPE Central District Scholar Award Lecture

Jennifer M. Krause, Ph.D.

Associate Professor, Physical Education & Physical Activity Leadership
Research Faculty, UNC Active Schools Institute
School of Sport & Exercise Science
University of Northern Colorado

Thank You





The Fruits of our
Labor



The Issues



Tech's Potential & Expectations for Teachers

SHAPE America, 2017

ISTE, 2018



Teachers' Tech Use, Beliefs, and Proficiencies Vary

Krause, 2017

Krause & Lynch, 2017



Tech Prep in PETE Varies

Krause, 2017

Krause & Lynch, 2018



PEDAGOGY

Physical Education Student Teachers' Technology Integration Self-Efficacy

Jennifer M. Krause

Abstract

Pre- and in-service physical education teachers have evaluated themselves as not being very well prepared or proficient in technology use. Thus, better preparation of PE teachers to integrate technology is necessary. In this study, I examined the effects of technology-related mastery experiences, vicarious experiences, and social persuasion on preservice PE teachers' self-efficacy to integrate technology during student teaching. The participants, 60 (32 females, 28 males) student teachers, completed the Computer Technology Integration Survey for Physical Education prior to and at the conclusion of the student-teaching experience. Student teachers' self-efficacy to integrate technology into physical education significantly improved over the course of student teaching, and positive relationships existed between experiences with technology (i.e., mastery experience, vicarious experience, and social persuasion) and self-efficacy to integrate technology.

Recent information on the availability, influence, and applications of educational technology has presented physical educators with opportunities and demands to integrate technology into the teaching and learning environment. The challenge for physical educators to respond to the needs of children of the new millennium has been growing (Gard & Wright, 2005). The technologies available that could benefit students and teachers in physical educa-

Jennifer M. Krause is an assistant professor of Sport Pedagogy, School of Sport and Exercise Science, University of Northern Colorado. Please send author correspondence to jennifer.krause@unco.edu.



Research on Technology among PETE Students

- Ed Tech SE is moderate (Krause, 2017)
- Students field experiences w/ tech vary and are dependent on tech availability and CT buy-in (Krause & Lynch, 2018)
- Faculty models are strongest predictors of students' TPACK (Krause & Lynch, 2018; Krause & O'Neil, in review)



Faculty and student perspectives of and experiences with TPACK in PETE

Jennifer M. Krause^a and Brandy M. Lynch^b

^aSchool of Sport and Exercise Science, University of Northern Colorado, Greeley, CO, USA; ^bDepartment of Nutrition and Kinesiology, University of Central Missouri, Warrensburg, MO, USA

ABSTRACT

Physical education teacher education (PETE) students are required to use technology to enhance planning and implementation, instructional delivery and management, and professional responsibility (Society of Health and Physical Educators America, (2017). *National Standards for initial physical education teacher education*. Retrieved from <http://www.shapeamerica.org/accreditation/upload/National-Standards-for-Initial-Physical-Education-Teacher-Education-2017.pdf>). However, there are issues with technology integration competence and barriers in physical education and PETE (Gibbons, A., Rukavina, P., & Silverman, S. (2018). Technology integration in secondary physical education: Teachers' attitudes and practice. *Journal of Educational Technology Development and Exchange*, 3(1), 27–42; Jones, E. M., Bulger, S. M., Ilg, K., & Wyant, J. (2012). Modified delphi investigation of instructional technology in PETE. *Global Journal of Health and Physical Education in Pedagogy*, 1(4), 295–310). Effective integration demands the incorporation of pedagogy around subject content, delivered with appropriate technology, known as technological, pedagogical, and content knowledge (TPACK). The purpose of this study was to investigate TPACK-related experiences of 13 faculty and 32 students among three PETE programs through a multiple case study design. Semi-structured interview and focus group guides were employed and thematic analysis was used to code data from within and across the three cases (Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage Publications; Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1), 80–92). Results indicated varying experiences with instruction in TPACK, faculty modelling of technology, and integration of technology into field experiences. Recommendations for PETE programs based on the results of this study include the pursuit of funding for technology for use in pedagogical content courses and field experiences, development of a strategic curriculum map of where and when technology is incorporated across program coursework, and strategic placement of students in technologically advanced schools.

KEYWORDS

Technology; teacher preparation; physical education; teacher education



Research on Technology among PETE Faculty and Programs

- PETE programs vary in terms of tech instruction delivery (Krause & Lynch, 2018)
- Faculty Ed Tech SE is moderate (O'Neil & Krause, 2019)
- Tech PD Opportunities for PETE Faculty (Krause, Dauenhauer, Ha, & O'Neil, in progress)



Technology in Physical Education Teacher Education: A Call to Action

Jennifer M. Krause , Kason O'Neil , and Emily Jones 

^aSchool of Sport and Exercise Science, University of Northern Colorado, Greeley, Colorado; ^bSport Exercise, Recreation, and Kinesiology, East Tennessee State University, Johnson City, Tennessee; ^cSchool of Kinesiology and Recreation, Illinois State University, Normal, Illinois

ABSTRACT

Teacher education programs have been tasked with the responsibility to develop educators who can successfully infuse technology into their teaching. Despite standards-based expectations, a plethora of technology infusion opportunities, and the importance of faculty roles as models and teachers, physical education teacher education (PETE) programs have yet to demonstrate current expectations for teaching with and about educational technology. In this article, the authors provide a glimpse into the educational technology requirements, challenges, and strategies for teacher education/PETE programs. The authors suggest a call to action among PETE programs to address the issues that prevent PETE graduates from entering their teaching careers less than equipped to effectively use technology to enhance teaching and learning.

KEYWORDS

Physical education; teacher education; technology

Teacher educators of the 21st century have access to nearly an unlimited number of technology tools to enhance the learning experiences of P-12 students. Technology can be an educational aid that is not only intended to transform learning, but also for advancing the relationships between students and educators, shrinking gaps related to accessibility of information and supporting resources, and helping meet the needs of individualized learners (U.S. Department of Education, 2017). Much of the educational technology used today is accessed through a plethora of interactive curricula, programs, apps, and assessment tools that are widely available for teachers to enrich their classroom learning experiences.

For many years, teacher education programs have relied heavily on one required stand-alone educational technology course to prepare pre-service teachers to use and implement technology (Banas & Polly, 2016). Over the past decade, the increased emphasis on technological skills and proficiencies within teacher education programs has made the reliance on a stand-alone educational technology course appear unsustainable. Studies indicate that pre-service teachers do not benefit from broad-based, stand-alone technology courses, mainly because the learning is in isolation and does not provide the necessary skills to integrate within their own program of study (Bakir, 2015, 2016; Wachira & Keengwe, 2011). Teacher education faculty are now working to strand technology into discipline-specific methods and pedagogy courses across the entire plan of study and build in required technology expectations to clinical and student teaching experiences (Banas & Polly, 2016; Smaldino, Lowther, Russell, & Mims, 2014).



Resulting in...

- Call to Action: Increasing tech proficiency (TETCs) & program revisions (Krause, O'Neil, & Jones, 2020)
- Increased/improved/targeted PD for PETE faculty...
 - Proficiency in TETCs & improved tech infusion in PETE programs...
 - Improved TPACK among PETE students...
 - Improved tech integration into PE!

Branching Out beyond the Data

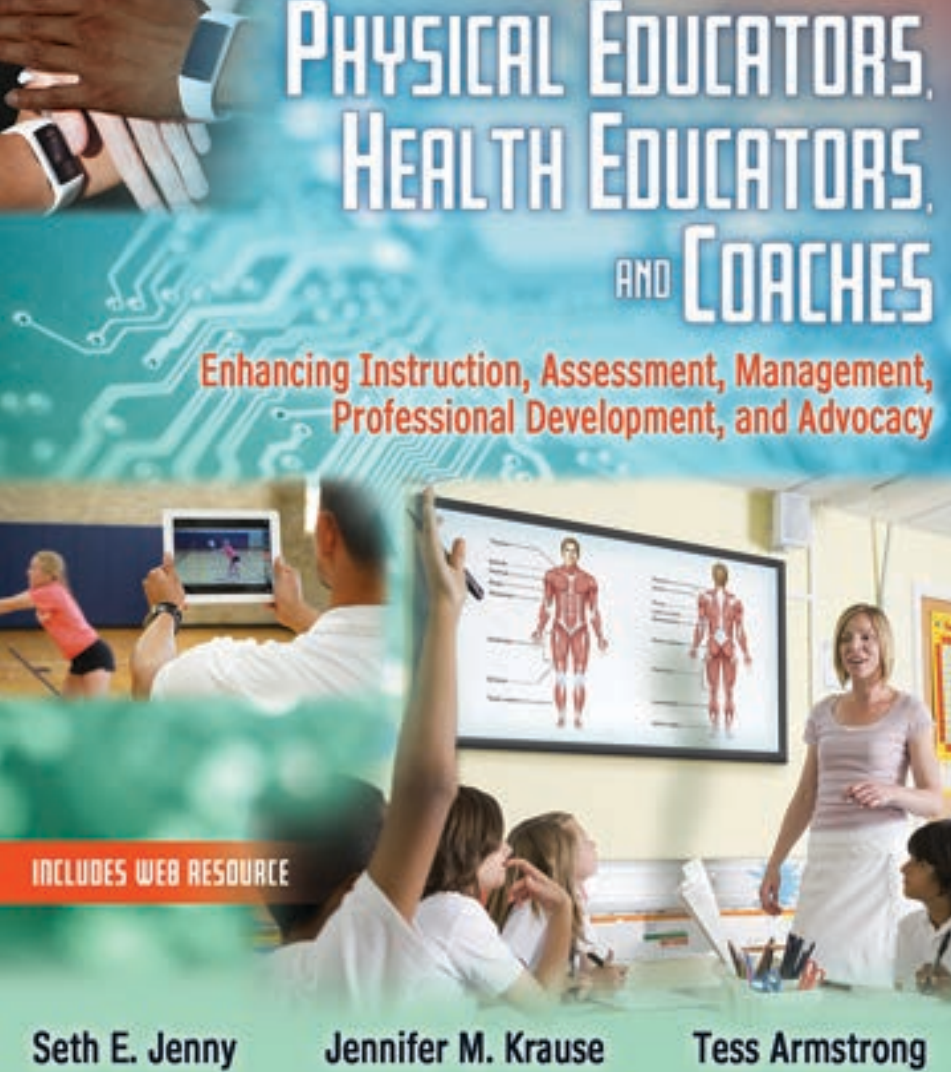
Scholarship to Benefit Practitioners' Growth

- PE & Tech Standards Matrix (Cox, Krause, & Roth, 2020)
- Virtual Observations (Krause, Douglas, Lynch & Kesselring (2018)
- Plickers for Assessment (Krause, O'Neil, & Dauenhauer, 2017)

Table 1.
Ideas for Students to Achieve Physical Education and Technology Standards

National Standards for K-12 Physical Education (SHAPE America, 2014)

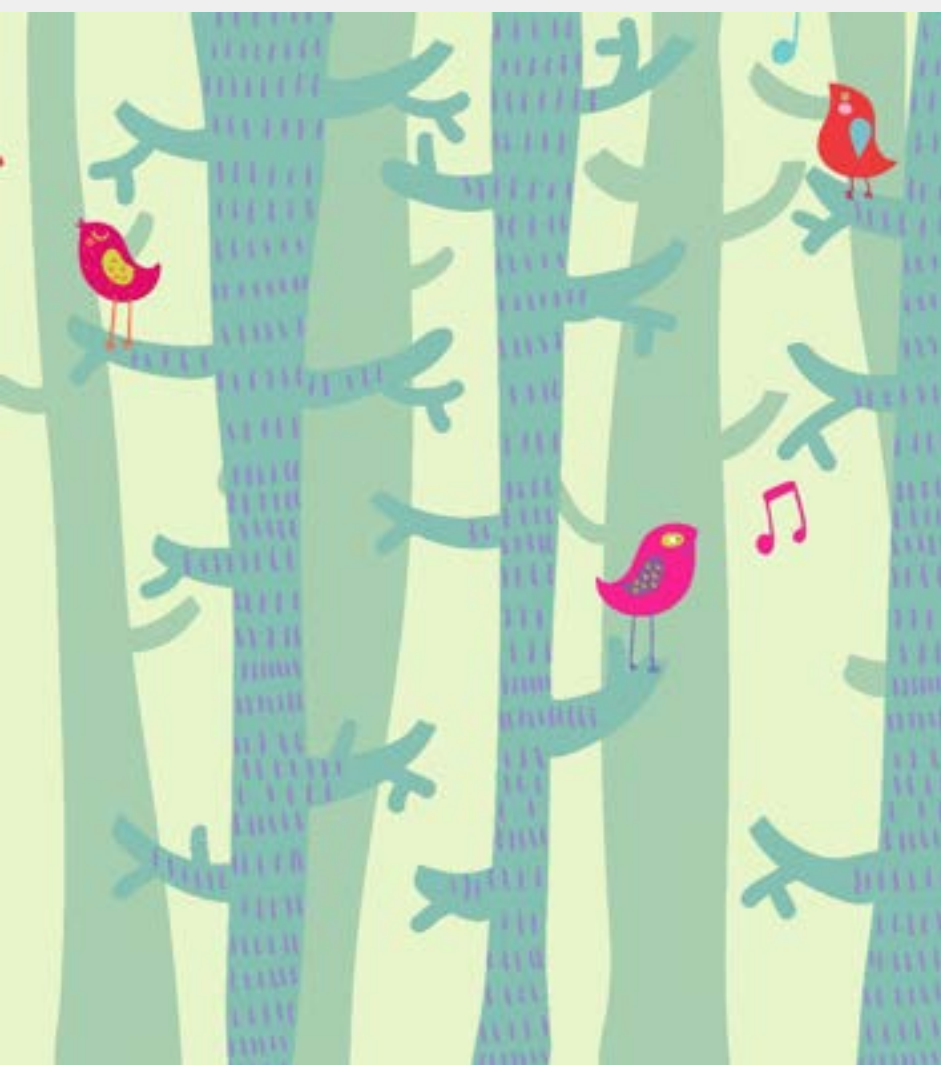
ISTE Standards for Students (2016)	1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
1. Empowered Learner a. Develop goals b. Develop learning environment c. Practice feedback d. Understand troubleshooting operations	Use skills analysis apps (e.g., Hudl Technique) to provide self or peer feedback on motor skill proficiency (ISTE 1c)	Use video cameras to during a 3 v. 3 scenario to exchange performance feedback on "give and go" drills (ISTE 1b,c)	Set semester-long fitness goals using physical activity trackers and monitor progress (ISTE 1a)	Record and upload a video to an online platform (e.g., Flipgrid) demonstrating a specific skill for peers to view and provide a respectful comment (ISTE 1c,d)	Research and present a mobile application that can be used outside of class to promote or maintain physical activity or health (ISTE 1d)
2. Digital Citizen a. Cultivate digital identity b. Engage in responsible social interactions c. Understand intellectual property d. Manage personal data	Engage in a responsible online discussion board thread in response to viewing a YouTube video on motor skill performance (ISTE 2b)	Produce and upload a video to a platform (e.g., YouTube) that highlights a concept, principle, strategy, tactic, or topic (ISTE 2a)	Manage personal and privacy data settings on wearable devices or accounts (e.g., Polar or Garmin devices) (ISTE 2d)	"Like" or "upvote" posts on social media related to physical education or health (e.g., Pinterest or Twitter) in a responsible and ethical manner (ISTE 2b)	Share weekend physical activity participation via a social media post (ISTE 2b)



Branching Out beyond the Data

Published in 2020

Aimed at preparing pre-service and in-service teachers and coaches to successfully integrate technology to enhance teaching and learning




Future Growth

- Research in PETE faculty educational technology development through the Teacher Educator Technology Competencies (TETCs)
 - Perceptions of the TETCs
 - D-PETE Development
- Research on approaches to technology integration preparation in PETE programs
 - Single PETE Tech Course
 - Infusion across curriculum



Thank You

Jennifer.Krause@unco.edu 

@jennifermkrause 



Central District Teacher of the Year Committee

Chair - Clayton Ellis - CO

Betty Ann Fish - Eastern District

Eileen Hare - Midwest District

Frannie Kendall - Southern District

Ingrid Johnson - Midwest District

Jen Reeves - Central District

K-Lynn McKey - Southern District

LeAnn Haggard - Midwest District

Tammy Brant - Midwest District

Toni Bader - Western District



2021 Central District Teachers of the Year

The SHAPE America Teacher of the Year program recognizes outstanding teachers in adapted physical education, school health education, dance education and physical education at the elementary, middle and high school levels.



2021 Central District Teachers of the Year

**The 2021 Adapted
Physical Education
Teacher of the Year is:**



2021 Central District Teachers of the Year

Awarded to:

Adapted Physical Education:
Judith Smaic - CO









2021 Central District Teachers of the Year

**The 2021 Health Education
Teacher of the Year is:**



2021 Central District Teachers of the Year

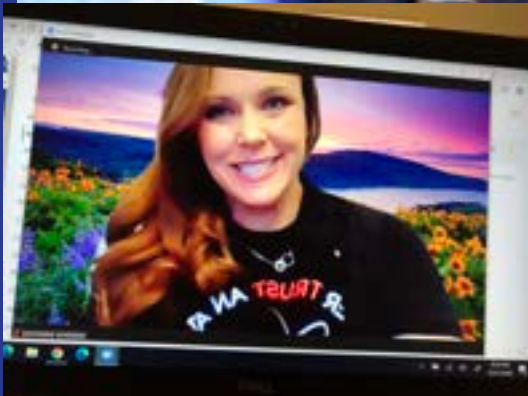
Awarded to:



Health Education:
Katie Seversen - MO









2021 Central District Teachers of the Year

The Nominees for Elementary Physical Education Teacher of the Year are:

Ryan Armstrong - MO

Tanner Roos - IA

Casey Barclay - IA

Jennifer Smith - CO



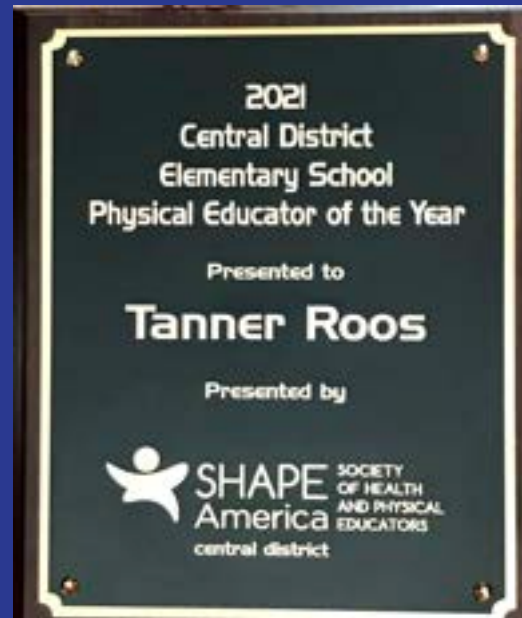
2021 Central District Teachers of the Year

**The 2021 Elementary
Physical Education
Teacher of the Year is:**



2021 Central District Teachers of the Year

Awarded to:



Elementary School PE:
Tanner Roos - IA







2021 Central District Teachers of the Year

**The Nominees for Middle School Physical Education
Teacher of the Year are:**

Jennifer Werner - MO
Billy Sanders - IA



2021 Central District Teachers of the Year

**The 2021 Middle School
Physical Education
Teacher of the Year is:**



2021 Central District Teachers of the Year

Awarded to:



Middle School PE:
Jennifer Werner - MO









2021 Central District Teachers of the Year

**The Nominees for High School Physical Education
Teacher of the Year are:**

Tom Horner - MN

Kyle Fox - IA

Ami Schulte - MO



2021 Central District Teachers of the Year

**The 2021 High School
Physical Education
Teacher of the Year is:**

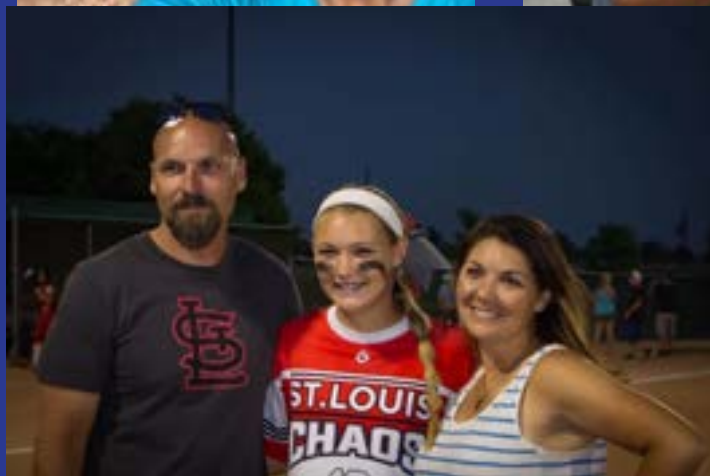


2021 Central District Teachers of the Year

Awarded to:



High School PE:
Ami Schulte - MO







Central District Awards Recognition Committee

Chair - Clayton Ellis - CO

CO - Melissa Tank

IA - Jen Neubauer

KS - Kathy Kochersperger

MO - William Russell

MN - Pete Westby

ND - Nikki Lindgren

NE - Melissa Jackson

SD - Nikki Heinz

WY - Charli Fluti



2021 Central District Dr. Mark Harvey Legacy Future Professional Scholarship Award

Dr. Mark L. Harvey enriched the lives of countless people. This award acknowledges individuals who, by performance, style, humility and wisdom have personified the personal and professional attributes of Dr. Mark L. Harvey.

The Mark L. Harvey Legacy Future Professional Scholarship is awarded to a college junior or senior who is studying in the fields of health, physical education, recreation and/or dance.

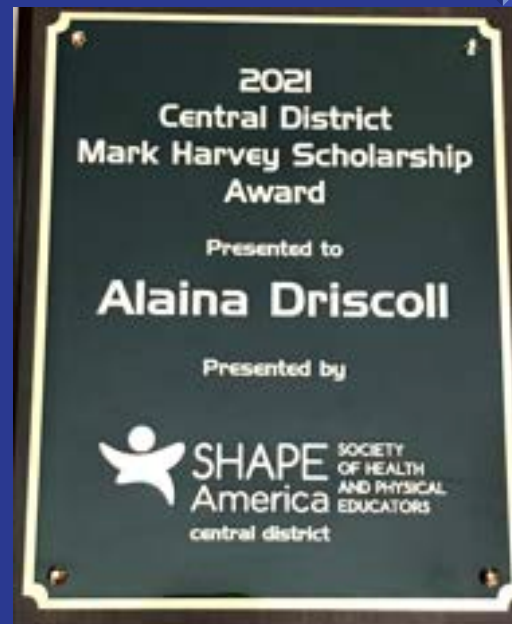


2021 Central District Award Winners of the Year

**The 2021 Central District
Mark Harvey Legacy -
Future Professional
Award Winner of the Year is:**



2021 Central District Dr. Mark Harvey Legacy Future Professional Scholarship Award



Awarded to:
**Alaina Driscoll - North Dakota State
University**







2021 Central District Kathleen Kinderfather Award

This award is to recognize a group or organization (not an individual) who may or may not be members of SHAPE America, but that, through their work in HPERD and/or sport education, has contributed significantly to the district and/or state associations in the district.



2021 Central District Award Winners of the Year

**The 2021
Central District
Kathleen Kinderfather Award
Winners of the Year are:**



2021 Central District Kathleen Kinderfather Award

Awarded to:
**MOSHAPE Media
Team**

Chris Stehle, Guy
Danhoff,
Mary Driemeyer



2021 Central District Kathleen Kinderfather Awards

MOSHAPE MEDIA TEAM



Chris Stehle

Marketing and Communications



Guy Danhoff

Digital Media and Promotions



Mary Driemeyer

Technology and Social Media



#ZAGGING101

POWERED BY HEART ZONES

While Others Zig, We Zag

VIEW ALL 12 EPISODES AT YOUTUBE







2021 Central District Honor Award

**The Central District Honor Award
acknowledges recipients for their
meritorious service and
contributions to SHAPE America -
Central District.**



2021 Central District Award Winners of the Year

**The 2021
Central District Honor Award Winner
of the Year is:**



2021 Central District Honor Award



Awarded to:
Julie Lueckenhoff (MO)









2021 Central District Mark Harvey Legacy Award

Dr. Mark L. Harvey enriched the lives of countless people. This award acknowledges individuals who, by performance, style, humility and wisdom have personified the personal and professional attributes of Dr. Mark L. Harvey. The recipient of the Mark L. Harvey Legacy Recognition Award demonstrates the qualities that were a part of Mark's character — friend, teacher, gentleman, leader and more.



2021 Central District Teachers of the Year

**The 2021
Mark Harvey Legacy Award
Winner of the Year is:**



2021 Central District Mark Harvey Legacy Award



Awarded to:
Dr. Sue Tarr (MN)







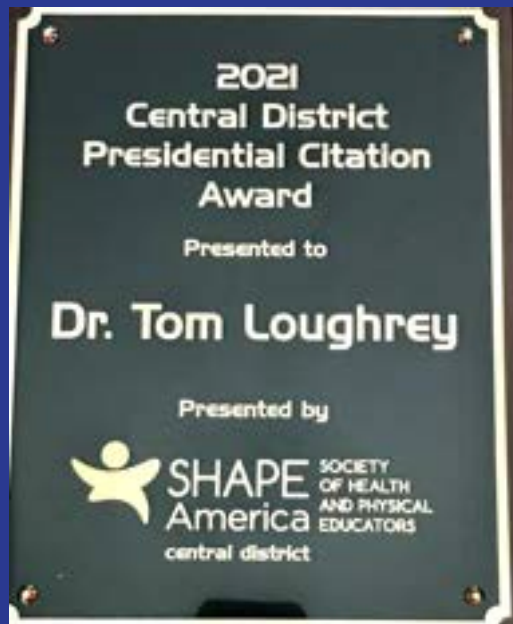
2021 Central District Awards Celebration

Presidential Ceremony





2021 Central District Mark Harvey Legacy Award Presidential Citations









Past Presidents Ceremony Congratulations! “Karaoke” Joe “Two Forks” Deutsch





2021 Central District Mark Harvey Legacy Award Passing of the Gavel

