

Preparing HPE Professionals  
for 21st Century Schools



SHAPE  
America®

PETE & HETE  
Conference 2015

OCTOBER 28-31, 2015 • ATLANTA, GA

## PROGRAM



[shapeamerica.org/PETEandHETE](http://shapeamerica.org/PETEandHETE)



## BRINGING THE WORLD'S MOST RESEARCHED AND FIELD-TESTED PHYSICAL EDUCATION PROGRAM TO YOUR STUDENTS!

For more than 25 years, SPARK has supported teachers by providing research and standards-based instructional materials, training, and follow up support. SPARKUniversity is a special program for university educators and students that provides over 100 easy-to-teach SPARK Physical Education (grades K-12) activities, sample syllabi, peer-teaching and practicum observation guidelines, grading rubrics, and much more!



### Attend these presentations to learn more:

Friday, October 30th | 3:15pm-4:15pm

#### **Congratulations! You're Accepted to SPARKUniversity!**

Presented by Patty Lanier, MA

#### **Utilizing the Comprehensive School Physical Activity Program (CSPAP) and SPARK Resources**

Presented by Dr. Kymm Ballard

Saturday, October 31st | 8:30am-9:30am

#### **Fair and Equitable, Really?**

Presented by Dr. Kymm Ballard

#### **Incorporating Meaningful Technology in #PhysED**

Presented by Patty Lanier, MA

Saturday October 31st | 11:00am-12:00pm

#### **SPARKUniversity – Congrats! You're Accepted!**

Presented by Patty Lanier, MA

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# WELCOME *FROM THE PRESIDENT*



October 28, 2015

Dear Colleagues:

Welcome to the 2015 Physical Education Teacher Education and Health Education Teacher Education Conference—*Preparing HPE Professionals for 21st Century Schools*. For many years, this national conference has captured the energy, imagination and dedication of the physical education teacher education (PETE) profession. This year, for the first time we are delighted to welcome our health education teacher education (HETE) colleagues to Atlanta.

Sponsored by SHAPE America, the National PETE & HETE Conference is the premier professional development and networking event for university PETE & HETE faculty and program administrators. We look forward to your participation and presentations this week. It's going to be a great way for us to share information and learn from each other's experiences.

I'm especially excited this year to share news about SHAPE America's goal to get all children in America's public schools to be physically active and healthy within the next 14 years. SHAPE America's *50 Million Strong by 2029* initiative challenges teacher educators to reconsider, rethink and redesign the focus of our professional preparation programs for public school health and physical education teachers. Future health and physical educators will need new skills, knowledge and motivation to impact the learning and behavior of America's children beyond our classrooms and gymnasiums.



The SHAPE America Board of Directors has committed our professional association to succeeding with the goal of *50 Million Strong by 2029*. We believe that succeeding in this goal will elevate public respect for the health education and physical education professions and establish a secure foundation for our future in America's public schools. But to succeed, we need your help! Each of us must think about how we can most effectively contribute to the success of *50 Million Strong*. Clearly, success depends a great deal on the efforts and focus of the next generation of health education and physical education teachers who today we are helping to prepare.

On behalf of the SHAPE America Board of Directors, I hope you will find this week's conference stimulating, thought-provoking and informative. Thanks again for joining us. Have a great time.

Sincerely,

**Stephen Jefferies**  
SHAPE America President

# WELCOME *FROM THE CHAIR OF THE PETE & HETE PLANNING COMMITTEE*



October 28, 2015

Dear Colleagues:

On behalf of the organizing committee, welcome to the 2015 Physical Education Teacher Education and Health Education Teacher Education Conference. We are excited to bring together for the first time teacher educators in both disciplines. We have a completely full program with an exciting list of presenters and topics that we hope will stimulate your professional growth. We look forward to the energy and insights that each of you will bring to this conference and hope for great discussion about the future of our profession and the role of PETE and HETE in SHAPE America's *50 Million Strong* initiative.

I hope you will find this conference thought-provoking and informative. Thanks so much for joining us this week and enjoy your stay in Atlanta!

Sincerely,




**Tim Brusseau**

*Chair, PETE-HETE Planning Committee  
and Director of Physical Activity Assessment Lab,  
University of Utah*

# GENERAL INFORMATION

## Session Types

The PETE & HETE Conference will showcase the exemplary research and practical applications for the preparation and continuing development of health and physical education teachers. Presentations will include current best practices, as well as strategies and vision for preparing teacher candidates for 21st century schools and students. We have created a program that is hopefully engaging and provides variety, including general sessions, workshops, poster sessions and symposia sessions. A brief description of each type is below:

- **General Sessions** – There is one general session each day, Thursday-Saturday, and will include a panelist discussion that features some of the top university PETE & HETE faculty and noted professionals from kinesiology and health education.
- **Workshops** – These are noted in this program book with a  symbol. There are two all day workshops on Thursday with all the other workshops taking place on Wednesday.
- **Poster Sessions** – Discuss the latest research with your colleagues during these two, one-hour sessions on Thursday and Friday afternoon.
- **Symposia Sessions** – These are noted in this program book with a  icon. These sessions have several speakers discussing a common topic or theme in a manner that brings new insights to the subject.
- **Sessions offering CECH** – These sessions offer continuing education contact hours for CHES/MCHES and are noted in this program with a  icon (CECH). CHES/MCHES can purchase, complete, and return the CECH packet to receive contact hours.

## Registration Hours

Wednesday, October 28	7:00 a.m. – 4:00 p.m.
Thursday, October 29	8:00 a.m. – 5:00 p.m.
Friday, October 30	8:00 a.m. – 5:00 p.m.
Saturday, October 31	8:00 a.m. – 12:00 p.m.

## Wireless Internet Service

The Renaissance Waverly Hotel & Convention Center WiFi network works the same as most other networks. First, make sure that you are connected to “Renaissance\_CONFERENCE”. In the web browser of your device, put in the passcode **SHAPE** and then click on the box next to “Agree to the Terms” and click “Submit”.

## SHAPE America Mobile App

Download the SHAPE America mobile app and enhance your experience at the PETE & HETE Conference!

To download SHAPE America’s mobile app, go to the Google Play or Apple App Store and search for ‘SHAPE America’. If you have already downloaded the app, please be sure to update to the latest version to access materials.

- Receive last minute updates and program changes.
- Create your own personal schedule for events and access location and speaker information.
- View, update and send notes on your conference sessions.
- Start conversations and share resources on Exchange, SHAPE America’s online member community.
- Connect to Facebook, Twitter, Instagram and Pinterest.

## Twitter

Want to stay informed? Follow us!

**[www.twitter.com/shape\\_america](http://www.twitter.com/shape_america)**

Use #SHAPEhighered when posting pictures, highlights and your experience!

Be sure to follow us on Facebook, LinkedIn and Pinterest to keep up with all things SHAPE America.

## Conference Planning Committee

Tim Brusseau – University of Utah  
Lori Dunn – Seattle Public Schools  
Sara Doolittle – Adelphi University  
Joe Halowich – SHAPE America  
Jennifer Krause – University of Northern Colorado  
Lauren Lieberman – State University of New York Brockport  
Kim Razzano – East Stroudsburg University  
Alex Vigo – Towson University  
Amy Mays Woods – University of Illinois

You have years  
of knowledge  
and experience.



can help you share it.

SHAPE America is currently seeking university PETE & HETE faculty and researchers for its new program, Mentor Match.

As a mentor, you'll have the opportunity to reach beyond the classroom and accelerate the learning curve of early-career professionals.

**Available on Exchange** — SHAPE America's members-only online community — Mentor Match is designed to:

- connect mentors and protégés (mentees) based on a short questionnaire
- deliver an enriching mentor-protégé experience
- empower and assist individuals seeking opportunities for leadership and career advancement



Mentoring is a rewarding way to learn new perspectives while helping others grow in the profession.

Sign up now to become a mentor at [shapeamerica.org/exchange](https://shapeamerica.org/exchange).

Protégé enrollment will take place in December and the full Mentor Match program will launch in January 2016.

[shapeamerica.org/exchange](https://shapeamerica.org/exchange)



By signing up for Mentor Match, you are taking the next step in ensuring that by the time today's preschoolers graduate from high school in 2029, all of America's students are benefitting from the skills, knowledge, confidence, desire and opportunities to enjoy healthy, meaningful physical activity.

# SCHEDULE AT A GLANCE

TIME	DETAILS	ROOM
<b>WEDNESDAY, OCTOBER 28, 2015</b>		

All workshop sessions are in rooms: **Ascot, Andover, Galleria** and **Wilton**.

Pre-registration is required to attend the sessions programmed for Wednesday, October 28.

8:00 AM-5:00 PM	APE Workshop	<b>Ascot</b>
8:00 AM – 12:00 PM	1/2 day Pre-Conference Workshops	<b>Andover, Galleria, Wilton</b>
1:00 PM-5:00 PM	1/2 day Pre-Conference Workshops	<b>Andover, Galleria, Wilton</b>

<b>THURSDAY, OCTOBER 29, 2015</b>		
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All breakouts and symposia sessions are in rooms: **Andover, Ansley, Brayton, Chancellor, Highlands Ballroom, Fulton, Kennesaw, Lenox** and **Wilton**.

8:00 AM-3:00 PM	PETE and HETE Program Report Reviewer Training	<b>Lenox, Andover</b>
8:45 AM-9:45 AM	Breakout and Symposia Sessions	
10:00 AM-11:00 AM	Breakout and Symposia Sessions	
11:15 AM-12:15 PM	Breakout and Symposia Sessions	
12:30 PM-1:30 PM	Lunch	<b>Grand Ballroom III and IV</b>
2:00 PM-3:00 PM	Poster Presentations	<b>Garden Court</b>
3:15 PM-4:15 PM	Breakout and Symposia Sessions	
4:30 PM-5:30 PM	Breakout and Symposia Sessions	
6:00 PM-7:15 PM	Reception	<b>Garden Court &amp; Foyer</b>
7:30 PM-9:00 PM	<b>GENERAL SESSION:</b> Moving Upstream – Repositioning P/HETE to Move Into the 21st Century	<b>Habersham Ballroom</b>



TIME	DETAILS	ROOM
<b>FRIDAY, OCTOBER 30, 2015</b>		

All breakouts and symposia sessions are in rooms: **Andover, Ansley, Ascot, Brayton, Chancellor, Fulton, Highlands Ballroom, Lenox** and **Wilton**.

8:00 AM-3:15 PM	PETE and HETE Standards Updates and Business Meetings	<b>Ansley and Brayton</b>
8:15 AM-9:45 AM	<b>GENERAL SESSION:</b> Let's Meet in the Middle: K-12 Teachers and PE Administrators Talk About Hiring Today's H/PE Students	<b>Habersham Ballroom</b>
10:00 AM-11:00 AM	Breakout and Symposia Sessions	
11:15 AM-12:15 PM	Breakout and Symposia Sessions	
12:30 PM-1:30 PM	Lunch	<b>Grand Ballroom III and IV</b>
2:00 PM-3:00 PM	Poster Presentations	<b>Garden Court</b>
3:15 PM-4:15 PM	Breakout and Symposia Sessions	
4:30 PM-5:30 PM	Breakout and Symposia Sessions	

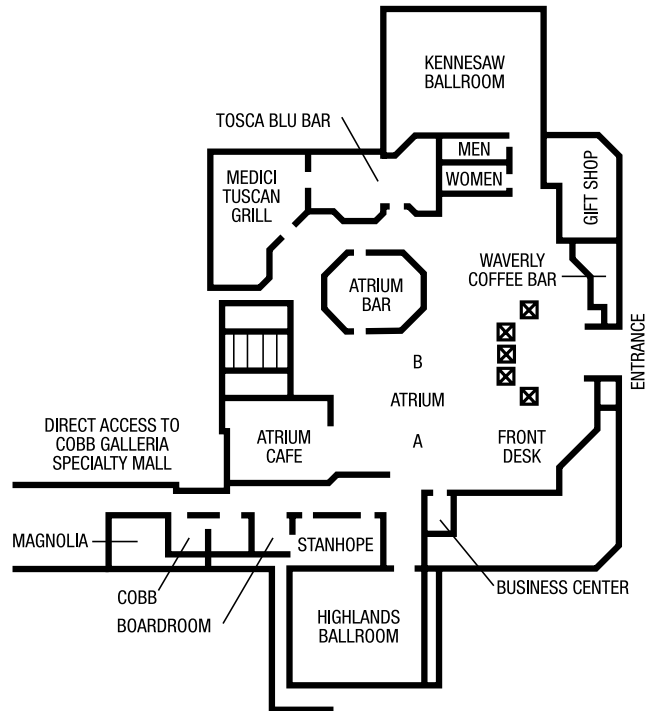
## **SATURDAY, OCTOBER 31, 2015**

All breakouts and symposia sessions are in rooms: **Andover, Ansley, Ascot, Brayton, Chancellor, Fulton, Kennesaw, Lenox** and **Wilton**.

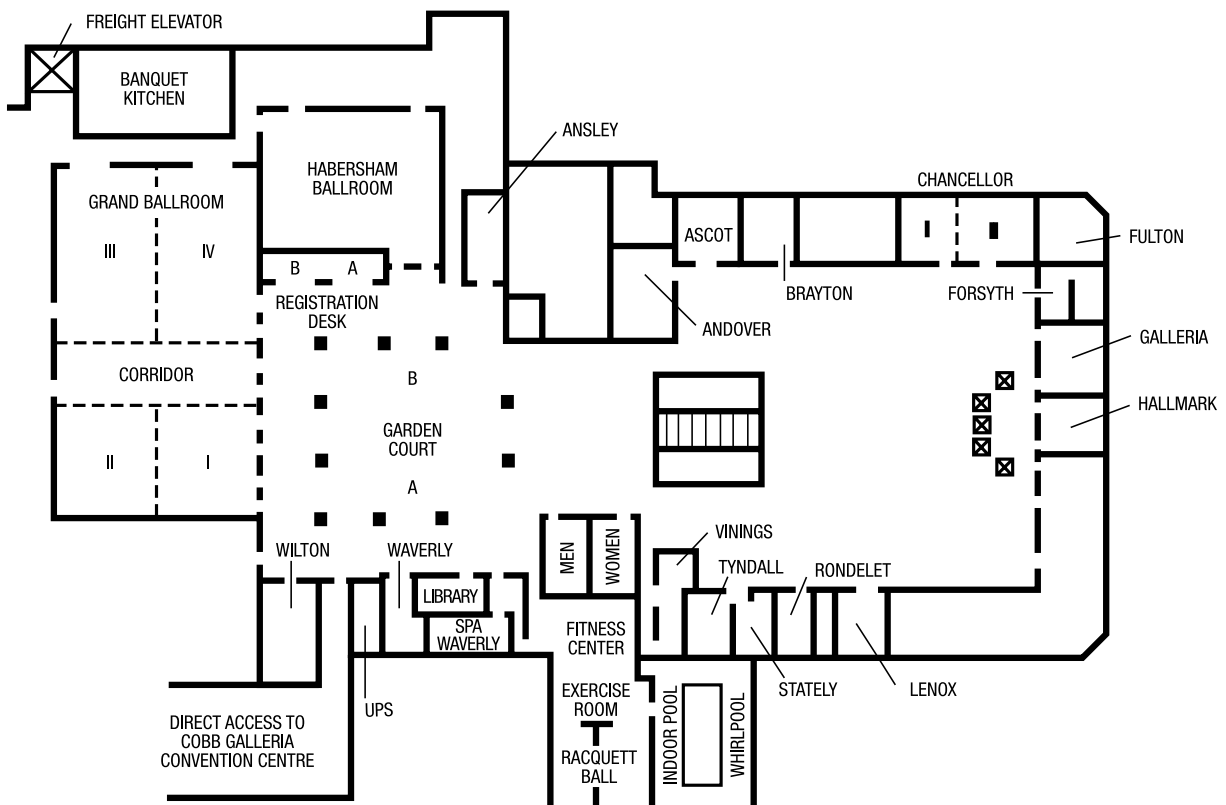
8:30 AM-9:30 AM	Breakout and Symposia Sessions	
9:45 AM-10:45 AM	Breakout and Symposia Sessions	
11:00 AM-12:00 PM	Breakout and Symposia Sessions	
12:30 PM-2:30 PM	<b>CLOSING GENERAL SESSION:</b> From Concept to Action: How Comprehensive School Physical Activity Programs Are Changing the Culture in U.S. Schools (includes lunch)	<b>Grand Ballroom III and IV</b>

# MEETING AND BANQUET FACILITIES

## First Floor



## Second Floor



# PRECONFERENCE WORKSHOPS

These are ticketed events. Pre-registration is required. No onsite registration.

WEDNESDAY, OCTOBER 28, 2015

8:00 AM – 12:00 PM

ROOM: **Andover**

## **HETE Program Report Preparation**



All EPPs (Educator Preparation Providers) seeking CAEP Accreditation must complete the program review process. For EPPs seeking CAEP Program Review with National Recognition, this workshop will review the 2008 Initial HETE Standards followed by an in-depth presentation on developing a successful program report. Roundtable discussions will focus on participant questions. Preparing Options A, B and C reports will be discussed. This workshop is a pre-requisite to the HETE Program Report Reviewer Training.

**SPEAKER:** Linda R. Barley; York College, City University of New York

8:00 AM – 12:00 PM

ROOM: **Galleria**

## **PETE Program Report Preparation**



All EPPs (Educator Preparation Providers) seeking CAEP Accreditation must complete the program review process. For EPPs seeking CAEP Program Review with National Recognition, this workshop will review the 2008 Initial PETE Standards followed by an in-depth presentation on developing a successful program report. Roundtable discussions will focus on participant questions. Preparing Options A, B and C reports will be discussed. This workshop is a pre-requisite to the PETE Program Report Reviewer Training.

**SPEAKER:** Tab Uhrich; Towson University

8:00 AM – 12:00 PM

ROOM: **Wilton**

## **PYFP in PETE**



This workshop will provide information about the Presidential Youth Fitness Program (PYFP), resources available through this program, and how the PYFP relates to other SHAPE America initiatives (CSPAP, LMAS, PAL). Information will also be provided on ways to integrate PYFP into PETE programs and develop Physical Best Health-Fitness certificate options within PETE programs.



**SPEAKER:** Suzan Ayers; Western Michigan University

8:00 AM – 5:00 PM

ROOM: **Ascot**

## **Adapted Physical Education Workshop**



This full-day pre-conference workshop will provide attendees the framework to teach any introductory Adapted Physical Education (APE) course and will provide attendees with syllabi, PowerPoints, articles and books. Most universities don't have an adapted specialist teaching their introduction to APE courses so this workshop is designed to help newcomers (and those that want more information) to this important area prepare teacher candidates to teach all children. Included in this workshop will be a general syllabus and other necessary resources that include topics that everyone should know about APE. Representatives from Human Kinetics (HK) will be on site to talk about the texts *Strategies for Inclusion* and *Adapted Physical Education and Sport*—both being revised with HK. Participants will leave with a sense of confidence in the material they will teach in their APE courses.

**SPEAKERS:** Lauren Lieberman<sup>1</sup> and Monica Lepore<sup>2</sup>; <sup>1</sup>State University of New York Brockport and <sup>2</sup>West Chester University

1:00 PM – 5:00 PM

ROOM: **Andover**

## **HETE Aligning Assignments, Assessments, and Rubrics**



All EPPs (Educator Preparation Providers) seeking CAEP Accreditation must complete the program review process. For EPPs seeking CAEP Program Review with National Recognition learn all about developing assignments, assessments, and meeting the HETE standards/elements. This workshop will focus on aligning assessments/rubrics with the standards. Participants should bring along their student internship assessment tool. Sign up for short consultations with experienced reviewers to discuss assessments in your program, or your potential program submission.

**SPEAKERS:** Kelly Boyd<sup>1</sup> and Kim Razzano<sup>2</sup>; <sup>1</sup>East Stroudsburg University and <sup>2</sup>East Stroudsburg University

These are ticketed events. Pre-registration is required. No onsite registration.

## 1:00 PM – 5:00 PM

ROOM: **Wilton**

### **PAL in PETE**



The Physical Activity Leader (PAL) Learning System is a dynamic, action-focused professional development resource within the *Let's Move!* Active Schools framework. This unique opportunity is designed to fuel sustainable change and continued leadership development by preparing PALs to be the best possible advocates for physical education and physical activity in their communities. During this session we will brainstorm and explore models for infusing the PAL Learning System into PETE & HETE program curriculum in order to maximize the impact on future generations of kids.

**Let's Move!** **Active Schools**

**SPEAKERS:** Pam Powers<sup>1</sup> and Erin E. Centeo<sup>2</sup>; <sup>1</sup>SHAPE America and <sup>2</sup>Wayne State University

## 1:00 PM – 5:00 PM

ROOM: **Galleria**

### **PETE Aligning Assignments, Assessments, and Rubrics**



All EPPs (Educator Preparation Providers) seeking CAEP Accreditation must complete the program review process. For EPPs seeking CAEP Program Review with National Recognition, learn all about developing assignments, assessments, and meeting the PETE standards/elements. This workshop will focus on aligning assessments/rubrics with the standards. Participants should bring along their student internship assessment tool. Sign up for short consultations with experienced reviewers to discuss assessments in your program, or your potential program submission.

**SPEAKERS:** Caryl Martin; St. Cloud State University

## THURSDAY, OCTOBER 29, 2015

## 8:00 AM – 3:00 PM

ROOM: **Lenox**

### **HETE Program Report Reviewer Training**



This workshop provides an in-depth understanding of the review process and skills necessary to review CAEP program reports using the 2008 Initial HETE Standards. New and experienced reviewers are encouraged to attend this session to learn about the CAEP program review process. Attendees will be expected to participate in the spring 2016 review cycle. Participants must have attended the HETE Program Report Preparation workshop.

**SPEAKER:** Kelly Boyd; East Stroudsburg University

## 8:00 AM – 3:00 PM

ROOM: **Andover**

### **PETE Program Report Reviewer Training**



This workshop provides an in-depth understanding of the review process and skills necessary to review CAEP program reports using the 2008 Initial PETE Standards. New and experienced reviewers are encouraged to attend this session to learn about the CAEP program review process. Attendees will be expected to participate in the spring 2016 review cycle. Participants must have attended the PETE Program Report Preparation workshop.

**SPEAKER:** Bruce Pietz; University of Mount Union

# CONFERENCE SCHEDULE

**THURSDAY, OCTOBER 29, 2015**

**8:45 AM – 9:45 AM**

ROOM: **Kennesaw**

## ***Changing How We Meet for HETE: Preparing Health Educators to Teach Online***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The presenter will share how undergraduate health education students were able to successfully develop on-line health learning modules for peer groups enrolled in an introductory health course. The session will take participants through the instructor process of applying for software grants to create modules, HETE student instruction using best practices, student planning and creation of online sessions, problems associated with housing modules on a learning platform, and the program's evaluative process to monitor student success.

SPEAKER: Stephanie L. Little; Meredith College

**8:45 AM – 9:45 AM**

ROOM: **Highlands Ballroom**

## **edTPA Program Integration**

### ***How to Integrate edTPA Into a Physical Education Teacher Education Program***

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Participants will be given effective methods how to integrate edTPA into a physical education teacher education program. Information will be given on lesson plan formats, sample peer-evaluation tools, check-off list, video requirements, and a progression of implementation to prepare, support and provide feedback to PE candidates in order to successfully complete the edTPA.

SPEAKER: Jane A.K. Carlson; University of Minnesota Duluth

### ***Let's Dialogue: Impact of edTPA on One Teacher Preparation Program***

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

A critical dialogue about the challenges, issues and concerns with implementing the state required Education Teacher Performance Assessment (edTPA) system for teacher licensure that assesses teacher candidate performance during clinical practice. Included in the discussion will be specifics concerning the requirements for edTPA for physical education teacher education candidates and the impact of those requirements on program decisions.

SPEAKERS: Ellen H. Martin, Ann Klinkenborg and Jeanine Fittipaldi-Wert; Columbus State University

## ***edTPA: Coming to a School Near You***

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

States are pushing for more assessment and accountability in teacher education programs by requiring extensive projects that demonstrate competence in planning, teaching and reflection on a sequence of lessons. There has also been a push to funnel programs into a single assessment program called edTPA. This session will discuss the trials and tribulations of implementing the edTPA project in two programs, one at a rural public university and the other at a private urban university.

SPEAKERS: Bob Beaudet<sup>1</sup>, Gayle Wells<sup>1</sup>, and Anna Marie Frank<sup>2</sup>; <sup>1</sup>Western Carolina University and <sup>2</sup>DePaul University

**8:45 AM – 9:45 AM**

ROOM: **Chancellor**

## **Effective Teaching Tools**

### ***Deliberate Practice as a Tool for Effective Teaching***

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

The pressure on students, teachers and administrators to demonstrate increased performance is at an all-time high. The purpose of this session is to provide practical steps for implementing deliberate practice as an inexpensive tool for professional development. Deliberate practice requires repetition, constant feedback, and demands the teacher be highly focused on the process. Teachers of all experience levels can utilize deliberate practice to increase their performance and enhance the teaching and learning environment.

SPEAKER: Douglas Ellison; University of Illinois at Urbana-Champaign

### ***How Do We Improve Physical Education Teacher Effectiveness in an Evaluation Driven Environment?***

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

The presenters aim to inform PETE professionals of the increasingly evaluation-based environment for PE teachers. The second purpose is to present a practical application of content-specific evaluation processes that can be taught within an undergraduate program. The areas of content development, feedback analysis, and reflective practices will be highlighted as part of the preparation of preservice teachers. Additionally, the presenters hope to initiate a conversation about the need for contextualized evaluatory processes within physical education settings.

SPEAKERS: Justina Rodriguez Jackson, Kari Hunt and Rachel Gurvitch; Georgia State University

**THURSDAY**



## Using Student Work in Collaborative Conferencing to Improve Instruction

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Teachers who examine and share their students' work in a collaborative conference learn about the effectiveness of their instruction and find ways to help students do higher quality work. These protocols provide safe environments for teachers to reflect, ask challenging questions of each other, and collaboratively consider instructional decisions. This session will examine the work done with preservice and practicing physical education and health education teachers using student work to inform their practice.

**SPEAKERS:** Susan Wilkinson<sup>1</sup> and Dianne Wilson-Graham<sup>2</sup>;  
<sup>1</sup>San Jose State University and <sup>2</sup>California Physical Education-Health Project

**8:45 AM – 9:45 AM**

ROOM: **Wilton**

### Health, Curriculum, PETE Training and Fitness

S

#### Implementing a Sport Ed/HRF Hybrid Model With At-Risk Youth

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

The purpose of this presentation is to examine the successes and challenges of implementing a SE/HRF hybrid model for at-risk females. This outcome driven intervention program for adolescent females with a history of delinquent behavior and mental health issues utilized 3 days of SE and 2 days of HRF due to gym restrictions. The results indicate that implementation was successful and beneficial to the youth in promoting both sport and lifelong fitness.

**SPEAKERS:** Vivian Fowler<sup>1</sup> and Zachary Wahl-Alexander<sup>2</sup>;  
<sup>1</sup>University of Alabama and <sup>2</sup>Northern Illinois University

#### Introducing Undergraduate Research Through a Summer Camp Field Experience

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

The current trend of encouraging high-impact educational practices for teaching and learning has changed the visage of college course experiences. To expand high-impact practices in one undergraduate kinesiology program, a summer field experience was created using an outdoor education course and a fitness/conditioning activities course. The purpose of this session is to present the data gathered from the field experience and to present the approach to facilitating an undergraduate research experience.

**SPEAKERS:** Stacia C. Miller and Sandra Shawver; Midwestern State University

## Fitness Testing: Meeting the PETE Standards Through a Systematic and Collaborative Approach

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

The standards for physical education teacher education (PETE) programs are designed to promote healthier levels of physical fitness among PETE major. In relation to this, it may be expected that PETE would exhibit health promotion behaviors such as healthy eating in order for them to be effective role models. Consequently, the Department of Kinesiology at Towson University has developed a systematic and collaborative fitness-testing project. Thus, the physical education teacher education and exercise science programs have joined efforts to systematically enrich the procedures and outcomes of the PETE fitness testing. What is more, this project seeks to enhance fitness-testing knowledge, assessment quality and data collection protocols among Kinesiology majors through specific academic courses. Today, the PETE fitness-testing project measures additional health promotion variables including eating and physical activity behaviors.

**SPEAKERS:** Alexander Vigo, Martha James, Andrea Barton, and Jennifer Moxley; Towson University

**8:45 AM – 9:45 AM**

ROOM: **Fulton**

#### How Dr. Seuss and Pedometers Brought a Higher Ed Community Together: Exploring Health and Wellness Initiatives in Higher Ed

CECH

This session explores strategies for engaging the larger school community in health and wellness initiatives. The session will be framed around a successful initiative implemented at Boston University through which faculty, staff and students were engaged in supporting health education, literacy and physical activity. The emphasis will be on the key aspects of the initiative that contributed to its success, future directions and challenges. There will be time for discussion and brainstorming around other types of initiatives that could be implemented to engage the larger community.

**SPEAKER:** Sarah Sparrow-Benes; Boston University

**8:45 AM – 9:45 AM**

ROOM: **Ansley**

#### The State and Future of Research on Teacher Education

This session is designed to discuss PETE research. Today, very little research is being conducted in this important area. Presenters will provide a historical perspective on PETE research and ideas/needs for future directions.

**SPEAKERS:** Mike Metzler<sup>1</sup>, Tom Templin<sup>2</sup> and Kim C. Graber<sup>3</sup>;  
<sup>1</sup>Georgia State University, <sup>2</sup>Purdue University and <sup>3</sup>University of Illinois-Urbana

8:45 AM – 9:45 AM

ROOM: **Brayton**

## What Are We Doing to Embrace Technology in the Classroom?

S

### *The Flipped Classroom Impact on Students' Self Efficacy*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The flipped classroom is a novel instructional approach in which students learn information outside of class so that there is more time devoted to application during instruction. The purpose of the study was to understand the extent to which instruction of a traditional versus flipped classroom approach impacted students' efficacy for bowling skills through an 8-week college course. Data were collected through student journals, surveys and observations. Data will be analyzed by the conference date.

**SPEAKERS:** Thomas Trendowski, Chad Killian and Amy Mays Woods; University of Illinois

### *Disruptive Technology for Learning: Should We Embrace It?*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This presentation aims to discuss the current status of our education system and the need for us to allow the disruptive innovation to take its course and change the way we conceive teaching and learning. The purpose of this presentation is to face the challenge and update educators' view on the process of teaching and learning. This presentation will focus the creation of animated movie clips and the use of authentic teaching vignettes to foster reflective practice.

**SPEAKERS:** Rachel Gurvitch and Jarrett Burgess; Georgia State University

### *Tapping Into the Affective Domain Using Personal Response Software*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Since personal health frequently is personal, at times it is difficult to get the necessary revelations from a large group to spawn discussion or lead to self-reflection. Personal response software can enable teachers to accomplish affective domain objectives by allowing students to respond anonymously to value and behavioral-based questions which in turn can serve as a launch point for discussion and reflection. The intended audience is personal health teachers at any level of instruction.

**SPEAKER:** Paul Finnicum; Arkansas State University

## *Capture, Reflect and Evaluate Teaching Moment: Introducing iPad Applications in Student Teaching Supervision*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The development of current technology, especially the applications designed for tablet computers, provided opportunities for university supervisors to explore new approaches when observing and evaluating student teaching. This show-case based session will share examples of how to use iPad camera and video to capture student teaching moments and how to use "Noteability" to complete observation evaluation. Strategies of pinpointing the best practice moments or reflecting on common mistakes for future improvement will be introduced as well.

**SPEAKER:** Wei Bian; Slippery Rock University

10:00 AM – 11:00 AM

ROOM: **Wilton**

## Adapted Physical Education: Current Trends

S

### *Inclusion Rating Scale for Student Teaching*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Professional preparation students often have limited experience with successful inclusive practices in their K–12 experiences. Often, when they are involved in field experiences and student teaching they may not be aware of what is good practice and what is not related to including children with disabilities. This session will introduce an inclusion rating scale to determine best practices in inclusive physical education settings. Each variable is broken down and explained further to determine a score on a Likert scale for each item. The value of this instrument and the options for use with professional preparation students will be discussed.

**SPEAKER:** Lauren Lieberman; The College at Brockport

### *Innovative Ideas and Instructional Strategies to Support Students With Disabilities in Physical Education*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This presentation will provide preservice and in service teachers with an array of innovative ideas and instructional strategies to support students with disabilities in physical education. Participants will explore evidence-based practices equipment adaptations and modifications and innovative ways to incorporate technology in physical education to support all learners. The presentation will conclude with an opportunity for the participants to share and discuss their own innovative ideas and instructional strategies with the audience.

**SPEAKERS:** Joann P. Judge and Wesley J. Wilson; University of Virginia

## ***Physical Educators and Inclusion in the 21st Century: Tips, Strategies and Ideas for Teacher Preparation***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The increasing diversity among U.S. students attending public schools in the 21st century calls for inclusive practices. This session will discuss the barriers and challenges related to the inclusion of students with disabilities in physical education and other school-based sport opportunities. Further, presenters will propose strategies for addressing those barriers through adapted physical education course design and will present ideas for infusing such content in the undergraduate physical education teacher education curriculum.

**SPEAKERS:** Luciana C. Braga<sup>1</sup> and Andrea Taliaferro<sup>2</sup>;

<sup>1</sup>University of North Florida and <sup>2</sup>West Virginia University

## ***Educating Students With Disabilities: Current Trends And Future Directions***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Children with disabilities are not getting the same amount of physical education as their peers without disabilities in part due to the lack of personnel with adequate training and/or accessible curricula. This presentation will address federal guidelines and strategies for the personnel preparation and professional development of general physical education teachers to ensure they have the knowledge and skills to develop and implement PE practices and curricula that increase the participation, socialization and opportunities for students with disabilities.

**SPEAKERS:** Deborah Shapiro, Wei-Ru (Andy) Yao and Jordan Hawkins; Georgia State University

**10:00 AM – 11:00 AM**

ROOM: **Kennesaw**

## **Case-Based Learning in Adapted Physical Education**

**S**

### ***Case-Based Learning In Teacher Preparation For Adapted Physical Education***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This presentation examines case-based learning (CBL) to help prepare preservice and inservice teachers to adapt physical education for the needs of students with disabilities. CBL promotes open dialogue and vicarious learning through hypothetical scenarios of real-life teaching challenges. We will describe CBL and its application to teacher development. Participants will be asked to read and discuss an inclusion case study before creating their own case studies to share and discuss in small groups.

**SPEAKERS:** Wesley J. Wilson<sup>1</sup> and K. Andrew R. Richards<sup>2</sup>;

<sup>1</sup>University of Virginia and <sup>2</sup>University of Alabama

## ***Crafting a Collaborative Learning Environment Through Inclusive Adaptive Physical Education***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Teaching the traditional three-credit-hour APE class to meet the needs of all students is very challenging. Developing a collaborative learning environment through inclusion allows students to develop a greater knowledge of how to work with these individuals. Furthermore, students are able to overcome the anxiety they may feel when they begin working with special needs students. Taking time to develop bonds between teacher and student allows future teachers to adjust quickly in the schools.

**SPEAKER:** Ken Bias; University of Central Missouri

**10:00 AM – 11:00 AM**

ROOM: **Highlands Ballroom**

## **Community Partnerships to Promote Wellness**

**S**

### ***Building Community for Student Success***

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

The list of responsibilities in our job grows longer every year. Still, organizing events like an evening of curling, all-majors meetings with bagels, after-senior presentations party, and annual professional development sessions for alumni presented by teacher candidates may seem like “extras”, but they are well worth the effort. This session will share strategies and activities found to be successful (and often fun!) for building a sense of community and creating great college memories.

**SPEAKERS:** Luanne Norden, Dominique Banville, Tony DeGregorio and Linda Krout; George Mason University

### ***Partnerships to Promote Wellness***

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

This session will describe the pros and cons of universities partnering with schools to provide after-school programming for teachers and students. Three physical activity programs, including African dance, QuickStart Tennis and GirlTrek walking clubs will be described.

**SPEAKERS:** Phoebe Butler-Ajibade and Tiffany Fuller; North Carolina A&T State University

## 10:00 AM – 11:00 AM

ROOM: **Ansley****Identifying and Adapting Your Programs for Different Learning Styles** S***Gender Differences and Skill Level Among Students in Physical Education: Recent Findings and Strategies for Preparing Teacher Candidates***TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Research has documented how girls and boys may experience physical education differently. Collectively, our research provides additional insights on these differences as they relate to competition, fitness testing and changes in attitudes. After sharing key research findings, we will discuss how this information can be used to prepare teaching candidates to not promote gender stereotyping or bias. Group discussions will ensue with participants sharing how they can achieve this goal within their PETE programs.

**SPEAKERS:** Kevin Mercier<sup>1</sup>, Eve Bernstein<sup>2</sup>, and Sharon Rose Phillips<sup>3</sup>; <sup>1</sup>Hofstra University, <sup>2</sup>Adelphi University and <sup>3</sup>Queens College, City University of New York

***Leaving the Choir and Reaching Into the Pews***TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Conference speakers often use the cliché “I’m preaching to the choir”. When it comes to providing enhanced PE, are the choir members (conference attendees) really in tune and are those in the pews in harmony? Join this roundtable discussion on why many college freshmen describe their K–12 PE experiences as “traditional” or “Old PE” and how we can ensure we’re all singing the same song!

**SPEAKERS:** Elizabeth Pyle, Sally Hope, Keri Esslinger, Travis Esslinger and Donna Hey; Western Kentucky University

## 10:00 AM – 11:00 AM

ROOM: **Brayton*****Let’s Move! Active Schools – What Everyone Ought to Know About Transitioning Physical Activity/Physical Education Pedagogy into School Settings***

In this session, you will learn how *Let’s Move! Active Schools* sets students up for success by translating what you teach into real world experiences. *Let’s Move! Active Schools* is the national solution to ensuring 60 minutes of physical activity a day is the new norm in K–12 schools and includes a one-stop shop for resources, tools, grants, progress incentives and professional development opportunities. Participants will discuss how *Let’s Move! Active Schools* fits into health and physical education pedagogy and how it is a powerful tool in preparing students for their first teaching job.

**Let’s Active  
Move. Schools**

**SPEAKER:** Pam Powers; SHAPE America

## 10:00 AM – 11:00 AM

ROOM: **Fulton*****School Aspects of Our Choice: A Community Childhood Obesity Intervention***TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Our Choice/Nuestra Opción is a CDC-funded, multi-sector child-obesity prevention demonstration project being implemented in three communities in Imperial County, California. This session describes the implementation of the project in 20 elementary schools. It focuses on the background, intervention components (e.g., PE curricula staff development), process measures and progress of the program that targets increased physical activity; consumption of fruits, vegetables, and water; and sleep among 2 to 12-year-old children.

**SPEAKER:** Thom McKenzie; San Diego State University

## 10:00 AM – 11:00 AM

ROOM: **Chancellor****School Health Education: From PETE to PEACH** S***Who’s Teaching School Health Education?*** CECHTRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

The purpose of this presentation is to identify the academic preparation and subject-area certifications of K–12 public school staff teaching at least one health education class during the 2011–2012 academic year. Data were extracted from the 2011–2012 U.S. Schools and Staffing Survey, a comprehensive nationally representative survey of school employees. The researcher will suggest a number of initiatives to consider so that the most qualified staff are teaching school health education.

**SPEAKER:** Catherine Cardina; The College at Brockport, State University of New York

***From PETE to PEACH***TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

In light of rigorous teacher candidate preparation requirements, dwindling program numbers, a university culture of program elimination and an institutional mandate to graduate students in four years this presentation will address PETE program reconfiguration to incorporate health education licensure and a minor in coaching. The paper examines the nuances of relocating health education from a comparable institution, and the creation/merger of curricular content to prepare exemplary instructors in physical education, athletic coaching and health (PEACH).

**SPEAKERS:** Pamela Bechtel, Adrian Turner, Geoffrey Meek and Amelia Huelskamp; Bowling Green State University

11:15 AM – 12:15 PM

ROOM: **Wilton**

## Combating Bullying

S

*Providing Health and Physical Education Pre-Professionals With Tools for Combating Bullying*

CECH

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Our society expects that children in schools will be physically and emotionally safe, but is this really the case? Educational practitioners have identified bullying as a major concern in schools. Research indicates that teachers play important roles in the reduction of bullying. Today's colleges of education have identified a need for instructional interventions that better prepare preservice teachers to identify and appropriately respond to incidents of bullying.

**SPEAKERS:** Sandra Nelson and Malvin Porter; Coastal Carolina University

11:15 AM – 12:15 PM

ROOM: **Chancellor**

## PETE and Physical Literacy

S

*PETE Programs Engaged in University-Family-Teacher Collaboration to Improve Physical Activity Outcomes*

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

Children with disabilities (CWD) have limited participation in organized physical activity (PA), due in part to parents' limited motor skills, teaching skills and PA benefit awareness. PETE programs prepare physical educators how to teach CWD, but often do not prepare them for working with parents. This session will present programs that train physical educators to work with parents and help parents include their CWD in PA; and present research findings specific to program outcomes.

**SPEAKERS:** Luis Columna<sup>1</sup>, Suzanna Dillon<sup>2</sup> and Christine Waldus<sup>2</sup>; <sup>1</sup>Syracuse University and <sup>2</sup>Wayne State University



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## **Physical Literacy as a ‘Lived Experience’ Within a Canadian Post-Secondary PETE Program**

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

This session will deconstruct the term ‘physical literacy’ and invite all attendees to contemplate the term and its place within a quality PETE program. The presenters will share current beliefs and practices as they relate to physical literacy within their respective PETE courses. Concrete examples of how physical literacy is addressed in the course content will also be shared.

**SPEAKERS:** David Chorney and Lauren Sulz; University of Alberta

## **Practicing Best Practices in Maltese Physical Education Teacher Education Curricula**

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

During this session we will share the results of research of a comparative analysis of the national physical education curriculum used in Malta and the SHAPE America National Physical Education Standards. We will discuss how the curriculum is used throughout PETE programs as well as how it is implemented across Malta in K–12 physical education settings. A discussion on how to internationalize your PETE courses will also be included in the discussion.

**SPEAKERS:** Ingrid Johnson<sup>1</sup> and Ethel Gregory<sup>2</sup>; <sup>1</sup>Grand Valley State University and <sup>2</sup>Northern Illinois University

## **Team Up – Headstart Your PETE Student’s Motor Development Knowledge**

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

This timely presentation will focus on motor-development PETE curriculum models that include ongoing immersion experiences in early childhood community settings. Win-win relationships between early childhood development centers and PETE programs are available, easy to set up and extremely beneficial to all involved. Well begun—half done!

**SPEAKER:** Bill Connor; University of Montana – Western

**11:15 AM – 12:15 PM**

ROOM: **Highlands Ballroom**

## **Preparing the Next Generation of Teachers**

**S**

### **Preparing Students for the Hiring Process**

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

This session will discuss multiple ways to prepare students for the hiring process, including mock interviews, resume/cover letter prep, professional portfolios, job searches, interviews with principals about the hiring process, etc.

**SPEAKERS:** Amanda Sullivan and Janet Forbess; University of Arkansas

## **Essential Tools + Excellent Training = Exemplary Teachers**

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Learn how to educate elementary classroom teachers on the many ways to incorporate the National Standards and physical activity into their already packed day. With the childhood obesity crisis and districts dropping PE, having those excellent tools for their tool belts is a must. Watching actual footage of exemplary teachers as well as participating in a myriad of activities will allow participants to pass on updated ideas to their college/university students.

**SPEAKERS:** Roberta Sipe<sup>1</sup> and Kim Eiler<sup>2</sup>; <sup>1</sup>University of Indianapolis and <sup>2</sup>Franklin College

### **A Lane of New Opportunities**

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Today’s ‘gym class’ is focused on highlighting a variety of health, wellness and recreational activities students can develop now and continue into their lifetime. Additionally, physical education teachers are focused on connecting athletics with academics to help reinforce the schools educational initiatives. The environment that bowling creates is inclusive of all students allowing complete participation from adaptive needs students. The in-school bowling setting will provide an opportunity for students to learn a lifetime sport in a small-group setting offering immediate assistance and individualized instruction. The atmosphere created will help enhance each student’s confidence, responsibility and motivation in the learning experience for both athletic and academic performance.

**SPEAKER:** Heather Whitney; International Bowling Campus Youth Development, Inc.

### **Implementing High Impact Practices to Prepare Adapted Physical Activity Professionals**

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Participants will gain strategies to provide physical education majors with high impact practices to establish inclusive physical activity programs for students with disabilities. A progressive curriculum implementing community partnerships will result in emerging physical education specialists with professionalism, advocacy, and leadership qualities.

**SPEAKERS:** Pamela Arnhold, Wendy Fagan, Dallas Jackson and Robert Arnhold; Slippery Rock University of Pennsylvania

ROOM: **Kennesaw**

## Teacher Preparation for the Early Learner

S

### *Validation of the Active Daily Living-Playground Participation (ADL-PP) Survey to Estimate Recess Physical Activity in Children*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Accelerometers are commonly used to quantify moderate-to-vigorous physical activity (MVPA). This study sought to validate the instrument Activities for Daily Living-Playground Participation (ADL-PP) for estimation of MVPA via accelerometer measures among fourth and fifth grade children (N=179). Findings showed MVPA measures from accelerometers closely related to mean metabolic equivalent (MET) values estimated from the ADL-PP, suggesting that it may be a suitable estimator of MVPA.

**SPEAKERS:** Gabriella McLoughlin, Benjamin Kern and Amy Mays Woods; University of Illinois Urbana Champaign

### *Evidence-Based Recommendations for Preparing P-2 Teachers for Increased Engagement With Physically Active Lifestyles of Children From Urban, Low-Income Contexts*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

A conceptual model identifying the relationship among actual and perceived motor competence, physical activity and physical fitness will be presented as a foundation for curricula innovation for disadvantaged young children. Current research on motor competence and physical activity of disadvantaged young children will be reviewed along with an evidence-based SKIP curriculum that aligns with the conceptual model. Finally, implications for the preparation/education of teacher candidates/in-service teachers on the SKIP program will be discussed.

**SPEAKERS:** Ali Brian<sup>1</sup>, Jacqueline D. Goodway<sup>2</sup>, David F. Stodden<sup>3</sup>, Leah Robinson<sup>4</sup>, Emi Tsuda<sup>2</sup> and Ruri Famelia<sup>2</sup>; <sup>1</sup>University of South Carolina, <sup>2</sup>The Ohio State University, <sup>3</sup>University of South Carolina and <sup>4</sup>University of Michigan

### *Teaching From Strength: An Analysis of Ideal vs. Real*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

This session will discuss findings from research conducted with preservice teachers about their perception of what strengths are required to be an effective physical education or health education teacher compared to their personal strengths.

**SPEAKER:** Lynn M. Owens; Montana State University

ROOM: **Brayton**

## The Future of PETE: Are You Prepared?

S

### *When Opportunity Knocks at Your Door, Will You Answer?*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

This session will present why one PETE program moved from a very traditional program in language, courses and course content, to one that now reflects research on full-year residency models for student teaching and field experiences, research on communities of learners and professional development, as well as research on best practice for curriculum and skill development in K–12 physical education. The process, challenges and questions still not answered will also be discussed.

**SPEAKERS:** Patty Hacker and Tracy Nelson; South Dakota State University

### *Revising a PETE Program for the 21st Century Using Stakeholder Input*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

This session will describe research that examined stakeholders' perceptions of the mission of one PETE program. Participants included students, teachers, faculty, and administrators. Data were collected through interviews, surveys, and focus groups. Data analysis revealed five major themes, including emphasis on child outcomes, foundations of curriculum and instruction, student immersion in school culture, professionalism, and faculty engagement in schools. Program revisions should consider stakeholder input to prepare their students for 21st century schools.

**SPEAKERS:** Jennifer Krause, Mark Smith, Brian Dauenhauer and Scott Douglas; University of Northern Colorado

### *Envisioning the Future of PETE: What Does Your Program Stand For?*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

A PETE program should address national standards within the coursework required for preservice teachers. In addition, these programs should meet the unique characteristics of the institution and 21st century learners. Six doctoral students in Georgia State University's first PETE program will present and discuss the process of creating their own individual PETE programs to address university and 21st century needs and how these programs align with national standards and Shulman's knowledge base of teaching. The intent of this presentation is to inspire a future of PETE programs that meet 21st century trends and learners.

**SPEAKERS:** Margaret Trent, Kari Hunt, Jenee Marquis, Justina Jackson, Jarrett Burgess and Andy Yao; Georgia State University

## 11:15 AM – 12:15 PM

ROOM: **Ansley*****Universal Design into Methods Classes: Ensuring Every Child Has Equal Opportunities Cultural Issues***

This session is designed to highlight ways to provide an improved education for all students including those with a disability, English language learners, LGBT students, etc.

**SPEAKERS:** Louis Harrison<sup>1</sup>, Nate McCaughtry<sup>2</sup>, Sarah Flurry<sup>3</sup> and Laura Azzarito<sup>3</sup>; <sup>1</sup>University of Texas at Austin, <sup>2</sup>Wayne State University, <sup>3</sup>Consultant and <sup>4</sup>Columbia University

## 11:15 AM – 12:15 PM

ROOM: **Fulton*****What Every Cooperating Teacher and HPE Teacher Should Know***

TRACK: COLLEGIALLY &amp; COLLABORATION IN H/PETE

This presentation focuses on the relationship between student teachers and their cooperating teacher as they begin the clinical process. Evidence-based practices and proven methodologies are discussed by a panel to illustrate that teaching is not a job but a lifestyle. A must program for beginning and veteran educators.

**SPEAKERS:** Jim Hammond<sup>1</sup>, J.J. Beale<sup>2</sup>, Hallie Williams<sup>1</sup> and Josh Barmoy<sup>3</sup>; <sup>1</sup>Chowan University, <sup>2</sup>Hertford County (NC) Schools Bearfield Primary and <sup>3</sup>Longwood University

## 12:30 PM – 1:30 PM

ROOM: **Grand Ballroom III and IV****LUNCH**

**Don't miss the  
OPENING GENERAL SESSION  
on Thursday evening at 7:30**

***Moving Upstream —  
Re-Positioning P/HETE to Move  
Into the 21st Century***

## 2:00 PM – 3:00 PM

ROOM: **Garden Court****POSTER SESSIONS*****A Longitudinal Examination of Preservice Teachers' Beliefs Toward the Planning and Implementation of Competitive Activities***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Research has shown that preservice teachers have strong beliefs regarding competitive activities. PETE programs should examine the beliefs of preservice teachers toward competitive activities and how these beliefs change over time. This presentation will focus on a longitudinal study that examines the beliefs of preservice teachers and whether their experience in the preservice program has had an effect on their lesson planning and implementation of competitive activities during physical education classes

**SPEAKERS:** Eve Bernstein and Ariela Herman; Queens College, City University of New York

***A Physical Educator's Perspective: Implementing a Sport Education-Based After-School Program***

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

The purpose of this program is to describe the basic components of an after-school program based on the framework of sport education to describe how it was implemented, and how to overcome obstacles faced. Participant observation, reflective journaling and interviews were used to gain insight into which aspects of the season were emphasized, and how community partnerships were obtained to benefit the students. This program was effective in providing students with developmentally appropriate skill practice within the framework of sport education.

**SPEAKERS:** Darren Neels<sup>1</sup> and Zachary Wahl-Alexander<sup>2</sup>; <sup>1</sup>Clippard Elementary and <sup>2</sup>University of Northern Illinois

***A Study on Improvement of Physical Education Through Action Research Aiming at Developing Students Ability to Skill***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Recently, Physical Education of Japan has said that children dislike exercising and have decreased their physical fitness. So it is important to ensure students skill acquisition. In order to do that, we have introduced coordination training on action research. (Coordination training has attracted attention to developing ability to skill.) The purpose of this poster session will be to consider the changes in skill acquisition effected by coordination training.

**SPEAKER:** Yasuo Higashikawa; Hiroshima University

### ***Analysis of the Sport Education Fitness Model***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

The sport education model (SEM) is designed not only for traditional sports, but for any activity taught in physical education. Research investigating the impact of the SEM has mainly been conducted on traditional sports. The purpose of this study was to investigate changes in fitness levels content knowledge, physical activity levels, and participants' perceptions following the implementation of the sport education fitness model (SEFM) at a high school. Results will highlight the impact of the SEFM.

**SPEAKERS:** Tony Pritchard<sup>1</sup>, Andrew Hansen<sup>1</sup>, Shot Scarboro<sup>2</sup> and Irina Melnic<sup>1</sup>; <sup>1</sup>Georgia Southern University and <sup>2</sup>Claxton Middle School

### ***Building 21st Century Competencies Through Physical Education***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Physical education is a natural platform to develop 21st century skills like critical thinking, problem-solving, working with others, etc. This presentation aims to show examples of how some countries, like Singapore, unpack the learning goals (or National Standards) to develop learning outcomes for the physical education program, and how schools use physical education to build 21st century skills.

**SPEAKER:** Lena Chng; Georgia State University

### ***Creating Evidence-Based Practice: A Guide for Physical Education Teachers***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This presentation reports an overview of empirical studies of evidence-based practice (EBP) in physical education (PE) and adapted physical education (APE). The Individuals with Disabilities Education Act Amendments (IDEA, 1997) emphasize the importance of educating students with and without disabilities based on scientific evidence. Therefore, the purpose of this poster presentation is to describe problems contributing to a theory-to-practice gap and to describe strategies to improve EBP in PE and APE.

**SPEAKER:** Hong-Min Lee; The University of New Mexico

### ***Effectiveness of After-School Program on College Student's Physical Fitness***

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Data from the national surveys data indicate that physical activity and dietary patterns of many college students do not meet the recommendations of health and fitness experts, and that 29.9% of college students are overweight or obese. **PURPOSE:** Therefore, the purpose of this study had two aims: a) to design a after school program which target to increase college student's physical fitness levels; b) to measure how the program affect college student's cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.

**SPEAKER:** Mei-Yao Huang; National Taiwan Sport University

### ***Exploring Preservice Teacher-Efficacy for Movement Integration Into Content Areas in the Elementary Classroom: How Do We Improve It?***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

As the solicitation of classroom teachers to integrate movement into their daily schedule increases, it is important to help them feel confident and to develop skills necessary for incorporating movement into the content areas. The purpose of this study was to investigate teachers' efficacy for integrating movement into the content in elementary settings as well developing strategies to assist them. Survey data was collected at two universities from students enrolled in an undergraduate movement activities course.

**SPEAKER:** Stacia C. Miller<sup>1</sup> and Jennifer N. Ahrens<sup>2</sup>; <sup>1</sup>Midwestern State University and <sup>2</sup>Texas State University-San Marcos

### ***Exploring the Effectiveness of Learning American Football Through Playing the Video Game Madden NFL***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Cutting-edge mixed-methods experimental research will be presented exploring to what extent playing the video game Madden NFL can assist someone in learning about American football, and influence someone wanting to watch or play American football. Participants included international university students (n = 40) with little prior knowledge of American football. Findings indicated that playing sport video games may facilitate intentions to watch or play the sport in an authentic environment.

**SPEAKERS:** Kathy Davis, David Schary and Seth Jenny; Winthrop University

### ***How Can We Improve Health Literacy for Japanese Students?***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Many Japanese junior high and high school students have low health literacy. It is said that knowledge-oriented Japanese health education class is the cause of this situation. The purpose of this poster session will be to suggest a lesson model that aims to improve Japanese students' health literacy. As a result, it is revealed that there seems to be a relationship between health literacy and academic knowledge.

**SPEAKERS:** Ayumi Takashima, Ryo Kawaguchi and Shotaro Iwata; Hiroshima University

### ***Inappropriate Practices in Physical Education: The Top Eight Repeat Offenders***

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

For this poster session, previous research investigating certain populations' knowledge of appropriate instructional practices (AIP) in physical education will be presented. The populations that were studied were PETE majors, school administrators, parents, college students, K–12 students and PE teachers. The results from the previous AIP research studies highlight eight instructional practices that were consistently misidentified by the above mentioned populations. These results can benefit PETE faculty in the preparation of PETE majors.

**SPEAKERS:** David Barney<sup>1</sup>, Keven Prusak<sup>1</sup> and Brad Strand<sup>2</sup>; <sup>1</sup>Brigham Young University and <sup>2</sup>North Dakota State University

### ***Influence of a Training Program on Preservice Teachers' Ability to Negotiate***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

The purpose of this study was to examine the influence of a training program on the ability of preservice teachers to negotiate with students while teaching multi-activity (MA) and sport education (SE) units. Data were collected with six qualitative methods. Results suggested that the training program was successful. Preservice teachers were able to deal with student-initiated negotiations effectively without compromising instructional quality. In addition, they were able to initiate positive negotiations of their own.

**SPEAKERS:** Zachary Wahl-Alexander<sup>1</sup> and Matthew D. Curtner-Smith<sup>2</sup>; <sup>1</sup>Northern Illinois and <sup>2</sup>University of Alabama

### ***Motivation in PE: What Role Does Music Play?***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Music has been previously used to increase enjoyment of physical activity, reduce mental and emotional fatigue, and possibly facilitate physical and athletic performance. Music also creates a pleasant environment in PE, it excites and stimulates the nervous system, encourages self-expression and creativity, and facilitates the internalization of motor skills. The purpose of this study was to examine the impact of playing music during PE on PA intensity and step counts in 1-3 grade elementary school-age children at an urban elementary school.

**SPEAKER:** Jessyka Larson; University of Utah

### ***Physical Education Teachers' Perspectives on Implementing CSPAPs***

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Physical educators are the most likely to be CSPAP leaders, yet there is a paucity of research examining their viewpoints. An examination of 17 physical educators' perspectives of and factors related to implementing CSPAPs revealed three themes: 1) I'm doing it, but don't know what it is; 2) I do it because it's right and makes me feel better; and 3) several factors guide and challenge CSPAP implementation. Conclusions focus on the (non)importance of institutionalization of a concept.

**SPEAKERS:** Catherine Berei<sup>1</sup>, Melissa Parker<sup>2</sup> and Mark Smith<sup>3</sup>; <sup>1</sup>University of Idaho, <sup>2</sup>University of Limerick and <sup>3</sup>University of Northern Colorado

### ***Reading and Motor Program For Preschoolers (RAMPP): An Integrated Early Literacy & Motor Skill Intervention***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Empirical and conceptual support will be presented for an integrated early literacy and fundamental motor skill intervention. Children from low-socioeconomic backgrounds are at risk for delays in these foundational skill areas which can have adverse developmental consequences and affect children's ability to succeed in school. Drawing from intervention principles in early literacy and motor skill development and literature in neuroscience, an integrated curricula model will be presented as a promising practice to improve child outcomes.

**SPEAKERS:** Tricia L. Biancone<sup>1</sup>, Jacqueline D. Goodway<sup>1</sup>, Laura Justice<sup>1</sup> and Ali Brian<sup>2</sup>; <sup>1</sup>The Ohio State University and <sup>2</sup>University of South Carolina



### **Responsibility of PETE Programs for Preservice Physical Educators' Health-Related Fitness Knowledge**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Children should possess health-related fitness (HRF) knowledge in order to be more physically active (Kulinna & Silverman, 2000). Physical education (PE) teacher candidates should develop adequate levels of HRF knowledge since school-based PE plays an important role in increasing students' HRF knowledge. Despite such importance, there has been limited research on HRF knowledge of inservice and preservice PE teachers. This presentation reviews PE teachers' HRF knowledge and provides recommendations for preparing future PE teachers.

**SPEAKERS:** Seung Ho Chang, Jihyun Lee and José A. Santiago; Sam Houston State University

### **Technology for 21st Century Students**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Different technological methods of updating the student experience in the health and physical education classroom will be discussed, including positive uses of social media to share health and fitness-related topics, as well as incorporating technology into the classroom in the form of fitness and nutrition apps.

**SPEAKER:** Andrew Cook; North Carolina A&T State University

### **The Development of Preservice Students' Reflection in Micro-Teaching**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

It is important to develop students' reflection on micro-teaching in preservice teacher education. But students usually conduct very little micro-teaching as a teacher. Students mostly act as students while only one fellow plays the role of teacher. The purpose of this poster session will be to consider the change of instruction and reflection by micro-teaching. Especially, we will focus on "students' reflection as a student role in micro-teaching".

**SPEAKERS:** Shotaro Iwata<sup>1</sup>, Kengo Kakazu<sup>2</sup> and Kazuma Maeda<sup>3</sup>; <sup>1</sup>Hiroshima University, <sup>2</sup>Okinawa University and <sup>3</sup>Tokuyama University

### **The Personalized System of Instruction: A Framework for Differentiated Instruction**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The personalized system of instruction (PSI) is an instructional model that may improve the personal application of physical education content. Metzler (2011) described the flexibility of the model, explaining that students can "progress as fast as they can or as slowly as they need." This presentation will detail the use of the PSI model to provide a differentiated learning experience in a fitness course to meet the diverse learning needs of 21st century students.

**SPEAKER:** Gavin Colquitt, Georgia Southern University

## **3:15 PM – 4:15 PM**

ROOM: **Fulton**

### **CDC School Health Program Update and Promotion of the Whole School, Whole Community, Whole Child (WSCC) Model**

CECH

This session will provide an overview of the priorities, programs and activities of current CDC school health work, including activities supporting national and state initiatives. A special focus will be placed on resources available to assist with the promotion and implementation of the Whole School, Whole Community, Whole Child (WSCC) model.

**SPEAKERS:** William Potts-Datema<sup>1</sup> and Sean Slade<sup>2</sup>; <sup>1</sup>Center for Disease Control and Prevention and <sup>2</sup>ASCD

## **3:15 PM – 4:15 PM**

ROOM: **Highlands Ballroom**

### **Collaboration: The Key to Success**

S

#### **Caminitos Collaborative: Early Childhood Movement Program**

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

Access to public-supported prekindergarten programs in poverty has dramatically increased over the past decade. The purpose of this session is to provide participants with an overview of community-based university collaboration targeting pre-kindergarten children. We implemented a large-scale movement, nutrition and research program over the past two years in a public-funded prekindergarten program with an underserved Hispanic population. This session will focus on research strategies, lessons learned and future directions for collaboration.

**SPEAKERS:** William Loeffler, Ting Liu, and Michelle Hamilton; Texas State University

#### **Collaborating for Success—One School's Experiences in Implementing a Before-School Physical Activity Program**

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

Physical activity has been shown to improve the health, behavior and academic performance of students. Providing increased opportunities for physical activity during the school day is a critical component of a Comprehensive School Physical Activity Program (CSPAP). In this session we will discuss practical strategies for the implementation of a before-school physical activity program and how the collaboration among parents, educators, school administrators and local universities contributes to the success of this program.

**SPEAKERS:** Keri S Kulik<sup>1</sup>, Hannah Brewer<sup>2</sup> and Justin Kulik<sup>3</sup>; <sup>1</sup>Indiana University of Pennsylvania, <sup>2</sup>Slippery Rock University and <sup>3</sup>Blairsville-Saltsburg School District

## 3:15 PM – 4:15 PM

ROOM: **Kennesaw****Conceptualizing and Teaching Content Knowledge in Physical Education**TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Developing content knowledge represents an enduring challenge for teacher educators and an ongoing frustration for teachers. In this presentation we distinguish between common content knowledge and specialized content knowledge. We describe a knowledge packet that allows teachers and teacher educators to define clearly the content to be taught through the use of content maps that show relationships among content and task descriptions. We will also show how these can be used in teacher education programs.

**SPEAKERS:** Phillip Ward and Harry Lehwald; The Ohio State University

## 3:15 PM – 4:15 PM

ROOM: **Chancellor****Effective Assessment Tools****S****Student Accountability and Assessment**TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Teacher candidates must be able to implement effective strategies for holding students accountable in all learning domains. This session will explore creative and alternative methods of assessing student progress in health and physical education.

**SPEAKERS:** Janet Forbess and Amanda Sullivan; University of Arkansas

**The Use of Effective and Efficient Assessment Tools to Measure Learner Outcomes that Are Based on the National Standards**TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Information addressing the use of checklists and rubrics to assess student learning in physical education will be provided. We will discuss the linkage of lesson objectives, National Standards, assessment tools and determining a grade via a scoring guide. Samples these linkages will be provided.

**SPEAKERS:** Caryl Martin and Sue Tarr; Minnesota State University Mankato

**Discussions About Grading in Physical Education**TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

This is an examination of comments on grading in PE, as gathered from a variety of online discussion boards. Comments will be organized into themes and discussed in terms of meaning for physical educators contemplating grading procedures and policies.

**SPEAKER:** Kory Hill; Jacksonville State University

## 3:15 PM – 4:15 PM

ROOM: **Ansley****How Do We Facilitate Learning: From K-12 to Millennials****S****Preparing PE Preservice Teachers to Facilitate a Learning Mindset in P-12 Students**TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

At this session, we will present how to instruct PE preservice teachers to facilitate a learning mindset in P-12 students. Participants will learn what this mindset is and how particular teacher functions and aspects of the learning environment foster an “I can” attitude where students will persist in learning motor skills despite challenges. This is important given that motor skill acquisition is a major factor in achieving health-enhancing levels of physical activity across the lifespan.

**SPEAKERS:** Paul Rukavina<sup>1</sup> and Jennifer Didier<sup>2</sup>; <sup>1</sup>Adelphi University and <sup>2</sup>Sam Houston State University

**Strategies for Increasing PETE Student Attendance at a Professional Conference**TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Our presentation provides additional findings from our 2012 PETE conference research presentation, “Investigating Attendance by PETE Students at a Professional Conference.” Initial licensure standards for physical education programs encourage PETE teacher candidates to attend and present at professional conferences. The purpose of this research is to report findings and strategies that identify ways to increase student attendance and participation at PETE conferences.

**SPEAKERS:** Stuart Currie and Laura Brown; University of Tennessee at Martin

## 3:15 PM – 4:15 PM

ROOM: **Wilton****Sport Education and Cooperative Learning****S****Using the Theory of Multiple Intelligences to Provide Positive Experiences in Sport Education**TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This presentation will provide current and future educators with unique teaching strategies using sport roles, assigned based on multiple intelligences, to increase student literacy, motivation, engagement, and accountability through sport education curriculum. Data collected by the presenter will be briefly presented to validate the effectiveness of using the sport education model. The sport education model can help to provide authentic positive experiences using different roles and increasing movement and learning from a student-centered perspective.

**SPEAKER:** Ryan Zimmerman, Matthew Martin; Central Connecticut State University

## **Applying Constructivist Learning Theory to Create High School Physical Education Worth Keeping**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This study describes how one teacher applies elements of constructivist learning theory in high school physical education to enhance student interest and engagement. Data included observations, teacher and student interviews, field notes, and course documents. Analysis of data revealed four themes: learners construct meaning, prior knowledge is important, learning is social, and authentic meaningful tasks. Results support the use of constructivist learning principles in physical education to meet the needs of 21-century learners.

**SPEAKERS:** Christina Sinclair and Jay Thornton; Stephen F. Austin State University

## **Cooperative Learning Model (CLM) on Fitness Knowledge and Learning Attitude in College PE**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This study was designed to investigate the fitness knowledge and learning attitude of students after a cooperative learning model (CLM) intervention in college fitness course.

**SPEAKERS:** Long-Xiang Lu, Mei-Yao Huang and Kai-Ju Tang; National Taiwan Sport University

## **Promoting Transfer Within Physical Education Through Adventure Based Learning**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The transfer of learning beyond the experience is a component of many curricular models within physical education. However, there is a paucity of research showing mechanisms that can facilitate the transfer of learning. This presentation will highlight a collaborative research project across three Physical Education Teacher Education programs showing how deliberate planning in an adventure-based learning (ABL) course can help students to further understand interpersonal and intrapersonal skills and recognize their use beyond ABL.

**SPEAKERS:** Sue Sutherland<sup>1</sup>, Paul Stuhr<sup>2</sup> and James Ressler<sup>3</sup>; <sup>1</sup>Ohio State University, <sup>2</sup>California State University San Marcos and <sup>3</sup>Northern Illinois University

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**3:15 PM – 4:15 PM**

ROOM: **Brayton**

## **The PETE Program Across Multiple Implementation Platforms**

**S**

### **Collaboration Between PETE Programs and K-12 Schools: Where the Rubber Meets the Road**

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

It is important to provide PETE students with authentic learning experiences in order to prepare them for success in the real world. For this reason, service learning programs are essential. The purpose of this presentation is to describe how service learning was used by one faculty member at San Diego State University to help students gain real world experience working with elementary and secondary school students. Four different service learning programs are presented.

**SPEAKER:** Nicole J. Smith; University of Colorado Denver

### **State, Community and University Collaboration Projects Among PETE and HETE Faculty**

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

A common goal among PETE/HETE faculty is to teach and promote healthy lifestyles for teacher candidates and the community at large. This commonality provided opportunities for four PETE/HETE faculty to collaborate on a variety of state, local and University projects for the improvement of physical education and health education programs. Successes and stumbles of this collaboration, with both large and small school districts, public wellness programs and the university teacher education program will be discussed.

**SPEAKERS:** Skip M. Williams, Mary L. Henninger, Adrian R. Lyde and Mark A. Temple; Illinois State University

### **Looking Across an Ocean at PETE Preparation and Reflective Practitioners**

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

Three years of work between two colleagues (Deakin University in Melbourne, Australia and South Dakota State University, South Dakota) has been two-fold: how the structure of the two PETE programs helps prepare teacher candidates for their final experience in the field- preparing lessons, delivering lessons, working with students, reflecting on their teaching and the purposeful teaching of the reflection process to students throughout their program to better enable teacher candidates to become reflective practitioners.

**SPEAKERS:** Patty Hacker; South Dakota State University

4:30 PM – 5:30 PM

ROOM: **Wilton****Adventure-Based Learning and PETE Course Development****S*****Addressing 21st Century Learning Through Adventure Based Learning***TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This session will highlight how three PETE programs are providing their students with the knowledge and skills to promote 21st century learning in physical education through adventure-based learning (ABL). We will discuss what ABL is, how it addresses 21st century learning, and provide details on the courses we run to prepare our students to teach ABL in K–12 physical education. Using student voice, we will also highlight what our students have learned through this process.

**SPEAKERS:** Sue Sutherland<sup>1</sup>, James Ressler<sup>2</sup> and Paul T. Stuhr<sup>3</sup>; <sup>1</sup>Ohio State University, <sup>2</sup>Northern Illinois University and <sup>3</sup>California State University – San Marcos

***Research on Game-Centered Approaches and its Implications for the Design and Content of PETE Courses***TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

Through their focus on participation in small-sided, modified games, game-centered approaches have potential to assist pupils in meeting current physical activity (PA) recommendations of 50% moderate-to-vigorous physical activity in physical education. This symposium will report on data from three different studies where PA has been measured to provide a stimulus for discussion about the implications of these projects relative to the design and content of PETE courses where majors are taught about how to teach games.

**SPEAKERS:** Stephen Harvey<sup>1</sup>, Michael Hodges<sup>2</sup> and Skip M. Williams<sup>3</sup>; <sup>1</sup>West Virginia University, <sup>2</sup>William Paterson University and <sup>3</sup>Illinois State University

4:30 PM – 5:30 PM

ROOM: **Lenox*****Appropriate Practices in Health Education*****CECH**

This session will explore the recently published “Appropriate Practice” document which highlights best practices in health education. This will be an interactive session which will focus on supporting and improving health education in schools.

**SPEAKERS:** Sarah Sparrow-Benes<sup>1</sup>, Mary C. Connolly<sup>2</sup>, Shonna Snyder<sup>3</sup> and Joe Halowich<sup>4</sup>; <sup>1</sup>Boston University, <sup>2</sup>Cambridge College, <sup>3</sup>Gardner-Webber University and <sup>4</sup>SHAPE America

4:30 PM – 5:30 PM

ROOM: **Kennesaw****English Language Learners in Physical Education****S*****Preparing PETE Students to Address Academic Language Requirements in Physical Education Classrooms***TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Based on our extensive background with the Common Core and edTPA, this session will address strategies for effective inclusion of academic language in physical education classrooms as well as implications and strategies for PETE programs.

**SPEAKERS:** Martha James-Hassan<sup>1</sup> and Anna Frank<sup>2</sup>; <sup>1</sup>Towson University and <sup>2</sup>DePaul University

***Exploring the Needs of English Language Learners in Physical Education***TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

As the number of English language learners (ELLs) increases in U.S. classrooms, so has the need for more in-depth understanding of ELLs in the context of physical education. Certainly, physical education teachers must meet the needs of all students, including those whose first language is not English. This presentation will explore the literature as it pertains to physical education and English language learners in an effort to highlight student needs, best practices, and recommendations for PETE programs.

**SPEAKERS:** Desmond W. Delk<sup>1</sup> and Jared Russell<sup>2</sup>; <sup>1</sup>Langston University and <sup>2</sup>Auburn University

***Preparing World Citizens: Teaching a Second Language in Physical Education***TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Physical educators are increasingly tasked with going beyond teaching motor skills to taking a more interdisciplinary approach and integrating subjects such as reading, mathematics, and science. One subject that has received little attention is second (foreign) language acquisition. Second language knowledge is critical for students in a global society. This study focuses on lessons learned from one educator using immersion-style second language teaching in physical education over the course of seven years.

**SPEAKERS:** Gunnar Cazars; University of West Alabama



## 4:30 PM – 5:30 PM

ROOM: **Highlands Ballroom**

### PETE Training in the 21st Century

S

#### *Replicating K-12 Professional Development Opportunities Within Your Pete Program*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

There is a need for PETE programs to replicate and provide professional development opportunities representative of K–12 schools. This presentation will provide an overview of the current professional development model being developed and employed by the University of Northern Colorado. The presentation will focus on preliminary research findings and evidence of the impact that “The Beginning Physical Education Teacher Education Conference” hosted by graduate students has on teachers candidates understanding of professional development.

**SPEAKERS:** Brandy Lynch, Hillary Franks and Mark Smith; University of Northern Colorado

#### *School Safety for Students and Teachers*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

School safety is the most important strategy teachers must be prepared for and yet it is the most ignored. This session will talk about what teachers can and should do to prepare for student arrival before the first day to keep everyone safe. You will take with you strategies to use that will excite your principal and score excellent on your appraisal.

**SPEAKER:** Judith Anderson; Zebra Learning

#### *Training PETE Students for the 21st Century: Using MVPA Assessment to Improve Teaching Effectiveness*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

It is important for undergraduate PETE majors and preservice physical educators to have the knowledge, skills, and confidence to conduct assessment of moderate-to-vigorous physical activity (MVPA). The purpose of this presentation is to describe how students at one university were trained to assess MVPA using a variety of methods including direct observation, pedometers and heart rate monitors. Students learned how to conduct assessment and apply the results to inform decisions about their effectiveness and establish goals for improvement.

**SPEAKERS:** Nicole J. Smith; University of Colorado Denver

## *Professional Learning for Preservice Teachers With In-Service Teachers*

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

An alternative style for professional learning will be proposed to attendees. Preservice teachers took seminars with inservice teachers and collaborated to conduct PE classes together. As a result, that strategy led to sustainable professional learning through going back and forth between the theory and practice. This was implemented during the whole year in 2014 academic year. This session will provide attendees ideas for creating their own professional learning community.

**SPEAKERS:** Naoki Suzuki, Yuki Nakamura and Yukihito Kudo; Tokyo Gakugei University

## 4:30 PM – 5:30 PM

ROOM: **Ansley**

### *Professional Preparation Programs for CSPAP Leaders*

An interactive panel discussion describing progress and impact of three established university programs designed to change undergraduate and graduate PETE programs to embrace the physical activity leadership role that is essential for comprehensive school physical activity programs.

**SPEAKERS:** Heather Erwin<sup>1</sup>, Grace Goc Karp<sup>2</sup>, Russell Carson<sup>3</sup> and Pam Powers<sup>4</sup>; <sup>1</sup>University of Kentucky, <sup>2</sup>University of Idaho, <sup>3</sup>University of Northern Colorado and <sup>4</sup>SHAPE America

## 4:30 PM – 5:30 PM

ROOM: **Chancellor**

### *Recruiting and Retaining for Multidisciplinary Outreach Programs*

S

#### *The Auburn University Model for Recruiting and Retaining a Diverse PETE Graduate Student Population*

TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

The session will present effective recruitment and retention strategies and administrative practices utilized by Auburn University's School of Kinesiology to diversify their graduate PETE student population. Additionally, presenters will include former and current students who offer their unique perspectives on their matriculation through the graduate program. Lastly, a review of best practices emphasized in the existing student-development and graduate-student diversity literature will be offered.

**SPEAKERS:** Jared Russell<sup>1</sup>, Desmond Delk<sup>2</sup> and Korey Boyd<sup>1</sup>; <sup>1</sup>Auburn University and <sup>2</sup>Langston University



## **A University Multidisciplinary Outreach Program for an Outdoor Adventure Physical Education Classroom**

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

PETE faculty realize the need to form vital collaborative relationships with local schools who provide the practicum teaching settings for our students. PETE and recreation faculty collaborate to offer local high school physical education students opportunities to learn outdoor adventure-based physical education. How is it funded, how is it taught, who is involved, how is it received by high school students and by university students, will we do it again?

SPEAKER: Geri Conlin; Weber State University

## **4:30 PM – 5:30 PM**

ROOM: **Brayton**

### **PETE Strategies and Programs Focused on CSPAP**

S

#### **Whole-of-School Physical Activity Promotion: Strategies for PETE**

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Three practical strategies for physical education teacher education (PETE) programs preparing preservice teachers to deliver components of whole-school physical activity programs will be presented. These examples include: the development of a school-based internship course, targeting the final year undergraduate research project, and including physical activity promotion as a requirement during the student teaching semester. Discussion during this session will also allow participants to share successful preparation strategies that are in use at their own universities.

SPEAKERS: Jaimie M. McMullen<sup>1</sup> and Hans van der Mars<sup>2</sup>; <sup>1</sup>University of Limerick and <sup>2</sup>Arizona State University

#### **Development of a Master's Program Focused on CSPAP Leadership: Perspectives From the University of Northern Colorado**

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

The University of Northern Colorado enrolled its first cohort of students in Fall 2015 for a master's program related to comprehensive school physical activity programming (CSPAP) leadership. This presentation will review the two-year development process of this program that ranged from a faculty hiring plan, to internal seed funding and systematic marketing and recruitment efforts. The goal of this presentation is to share lessons learned that may be helpful to interested PETE programs.

SPEAKERS: Brian Dauenhauer, Jennifer Krause, Scott Douglas, Mark Smith, Megan Babkes Stellino and Russell Carson; University of Northern Colorado

## **4:30 PM – 5:30 PM**

ROOM: **Fulton**

### **Teaching to the Next Degree: Leading by Modeling, Connecting and Involving Students in Online Physical Education Graduate/Undergraduate Courses**

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Lead by going the extra degree in your classroom. In the book *The Extra Degree*, author Parker and Anderson describe how moving from 211 degrees to 212 degrees takes water from hot to boiling. One degree makes a difference—as it can in an online classroom. When a teacher chooses to give one extra degree of effort by leading through modeling, connecting, and involving students, the online world can become an avenue for students to receive quality physical education instruction while utilizing technology.

SPEAKERS: Megan Adkins and Cari Franzen; University of Nebraska-Kearney

## **4:30 PM – 5:30 PM**

ROOM: **Andover**

### **Universal Design into Methods Classes: Ensuring Every Child Has Equal Opportunities – Disability**

This session is designed to highlight ways to provide an improved education for all students including those with a disability, English language learners, LGBT students, etc.

SPEAKERS: Luis Columna<sup>1</sup> and Michelle Grenier<sup>2</sup>; <sup>1</sup>Syracuse University and <sup>2</sup>University of New Hampshire

## **6:00 PM – 7:15 PM**

ROOM: **Garden Court and Foyer**

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7:30 PM – 9:00 PM

ROOM: **Habersham Ballroom**

## GENERAL SESSION

### *Moving Upstream – Re-Positioning P/HETE to Move Into the 21st Century*

Join SHAPE America President Stephen Jefferies in his kick-off presentation about the “50 Million Strong by 2029” initiative, 21st century schools/students, how the higher education professionals fit into the direction that SHAPE America is going, what their role is now, what it will be 10 years from now and what the role is of P/HETE research. How do we evolve (transform) P/HETE programs so that they are considered important in the 21st century? How do we effectively communicate that there is a need for the program? What is the language that we should be using (public health, etc)? How do we evolve/reinvent the program so it can survive? How do we address health disparities in PETE recruitment?

**SPEAKERS:** Stephen C. Jefferies<sup>1</sup>, Tom Templin<sup>2</sup>, Monica Lounsbury<sup>3</sup>, Emily Wughalter<sup>4</sup>, Thom McKenzie<sup>5</sup>, Mike Metzler<sup>6</sup>, Kim Razzano<sup>7</sup> and Dolly Lambdin<sup>8</sup>; <sup>1</sup>Central Washington University, <sup>2</sup>Purdue University, <sup>3</sup>University of Nevada, Las Vegas, <sup>4</sup>San Jose State University, <sup>5</sup>San Diego State University, <sup>6</sup>Georgia State University, <sup>7</sup>East Stroudsburg University and <sup>8</sup>The University of Texas at Austin



Stephen C. Jefferies



Emily Wughalter



Tom Templin



Thom McKenzie



Monica Lounsbury



Mike Metzler



Kim Razzano



Dolly Lambdin



FRIDAY, OCTOBER 30, 2015

8:15 AM – 9:45 AM

ROOM: **Habersham Ballroom**

## GENERAL SESSION

### *Let's Meet in the Middle – K-12 Teachers & PE Administrators Talk About Hiring Today's H/PE Students*

In this session you will hear directly from those who are hiring graduates and learn what the changing landscape of public education will be requiring of graduates moving forward. Topics will include hiring, CSPAP, preservice teaching, changing demographics, competencies, Common Core, etc.

**SPEAKERS:** Jayne D. Greenberg<sup>1</sup>, Judy LoBianco<sup>2</sup>, Eric Stern<sup>3</sup>, Ginny Popiolek<sup>4</sup> and Lori Dunn<sup>5</sup>; <sup>1</sup>Dade County Public Schools, <sup>2</sup>South Orange – Maplewood School District, <sup>3</sup>Palm Beach School District, <sup>4</sup>Hartford County Public Schools and <sup>5</sup>Seattle Public Schools



Jayne Greenberg



Eric Stern



Judy LoBianco



Ginny Popiolek



Lori Dunn

10:00 AM – 11:00 AM

ROOM: **Ansley**

### *Draft of SHAPE America 2016 PETE Initial Standards*

Attendees will learn about the draft of the new SHAPE America 2016 PETE Initial Standards and Elements. Following an introduction and overview of the 2016 PETE Initial Standards and Elements, the audience will have the opportunity to provide comments and feedback.

**SPEAKERS:** Tracy Krause<sup>1</sup>, Lynn Couturier MacDonald<sup>2</sup>, Bruce Pietz<sup>3</sup>, Jose Santiago<sup>4</sup>, Karen Smail<sup>5</sup>, Tab Uhrich<sup>6</sup> and Hans van der Mars<sup>7</sup>; <sup>1</sup>Tahoma High School, <sup>2</sup>State University of New York Cortland, <sup>3</sup>University of Mount Union, <sup>4</sup>Sam Houston State University, <sup>5</sup>College of Charleston, <sup>6</sup>Towson University and <sup>7</sup>Arizona State University

## 10:00 AM – 11:00 AM

ROOM: **Fulton**

### ***A How-To for Using Appropriate Practices Documents in HETE***

CECH

This session will present five easy ways to incorporate the appropriate practices document into a health education teacher education program. The methods will help your future teacher become familiar with the document and learn how to use appropriate practices while teaching health education.

**SPEAKER:** Shonna Snyder; Gardner-Webber University

## 10:00 AM – 11:00 AM

ROOM: **Wilton**

### **Assessing Physical Fitness**

S

#### ***Designing a Health-Related Fitness Course Using the Technological Pedagogical Content Knowledge Framework***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The purpose of the study was to identify the design elements and of challenges of re-structuring a health-related fitness course with technology. To allow the use of appropriate technologies in different pedagogical perspectives, the Technological Pedagogical Content Knowledge (TPACK) framework was used. Results showed that technology was effectively implemented with the use of the TPACK framework. This presentation will outline the research as well as explain how the course was restructured.

**SPEAKERS:** Kivanc Semiz<sup>1</sup> and Helena Baert<sup>2</sup>; <sup>1</sup>Middle East Technical University and <sup>2</sup>State University of New York Cortland

#### ***Employing the Health-Related Fitness Game Improves College Student BMR, Muscle Mass and BMI***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This study aimed to assess the basal metabolic rate (BMR), muscle mass and body mass index (BMI) after implementing a 9-week health-related physical fitness game.

**SPEAKERS:** Kai-Ju Tang, Mei-Yao Huang and Long-Xiang Lu; National Taiwan Sport University

## ***FIT Fundamental Integrative Training in Physical Education***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Incorporating both health and skill-related components in physical education is vital for students growth and development. This session will focus on using equipment such as medicine balls, punch balloons, bosu balls, battling ropes and exercise bands to give your students a workout like no other. It is essential for students to develop gross motor and fundamental movement patterns as part of development and it will be provided in this session.

**SPEAKER:** Michael Bukowsky; Washington Elementary School

### ***EFT and Kinesiology Muscle Testing: The Master Keys to Academic and Personal Health and Success***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Do you feel that there is much more in you and your students that is blocked by obstacles you cannot pinpoint? Do you wish to overcome these obstacles? If you answered yes, then this practical presentation of emotional freedom techniques (EFT) and kinesiology muscle testing is designed for you.

**SPEAKER:** Klara Gubacs-Collins and Kaitlynn Strube; Montclair State University

## 10:00 AM – 11:00 AM

ROOM: **Chancellor**

### **Developing Your Collaboration Tool Kit**

S

#### ***Cross-Discipline Collaboration: A Holistic Approach to Effective Pedagogy***

CECH

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

Collaboration across disciplines involving the development and implementation of conceptual teaching models is beneficial for teachers and students with disabilities. Developing and implementing a holistic conceptual teaching model that focuses on the skill development of students with physical disabilities can positively impact teachers' effectiveness, and students' learning outcomes. Therefore, faculty members from four academic disciplines will share pedagogical best practices relative to a practical conceptual teaching model that teacher and health educators can incorporate into their classrooms

**SPEAKERS:** Tammy T. Webb, Daniel Webb, Tiffany Fuller and Willie Hooker; North Carolina A&T State University

FRIDAY

## **Healthy Body-Healthy Me Health Fair Collaborative Learning Between University and Middle School Students**

CECH

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

During this poster session, presenters will share a capstone experience where senior university students are able to apply their knowledge in planning a health fair at a local middle school. Student projects, concepts, ideas and reflections will be shared with participants to demonstrate the critical learning that occurs when students are able to put their knowledge into practice. Participants will discuss how to use this concept in other colleges, universities or K-12 school settings.

**SPEAKERS:** Deitra Wengert and Mickey (Michele) Jancewski; Towson University

## **School Wellness Strategies for Students and Staff**

CECH

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This presentation will introduce the Whole School, Whole Community, Whole Child Model (WSCC) in the context of school student and staff health promotion. This session will provide an overview of corporate/worksites wellness industry and innovative ideas on how to implement wellness strategies into the school culture. Speakers will discuss how to integrate the expanded coordinated school health model into a health promotion model for school personnel.

**SPEAKERS:** Jane Roy, Sarah E. Toth and Retta Evans; University of Alabama at Birmingham

**10:00 AM – 11:00 AM**

ROOM: **Andover**

## **Educating the Whole Child: LMAS and CSPAP Initiatives**

S

### **Integration of LMAS Into the PETE Curriculum Through Authentic Learning Experiences**

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This session will describe a collaborative tri-college effort to socialize preservice teacher candidates into the roles of Physical Activity Leaders and School Champions through team-based service-learning projects in local elementary schools. Each of the three institutions will discuss how they uniquely incorporate LMAS into their respective programs with a primary focus on project logistics, processes and assessments. Attendees will also be encouraged to share examples from their own PETE programs.

**SPEAKERS:** Jenny Linker<sup>1</sup>, Kristen Hetland<sup>2</sup> and Julie Knutson<sup>3</sup>; <sup>1</sup>North Dakota State University, <sup>2</sup>Concordia College and <sup>3</sup>Minnesota State University-Moorhead

## **PASS: Physical Activity Taking its Rightful Place in Educating the Whole Child**

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This activity-based workshop provides participants with information, resources and hands-on activities for preparing PETE & HETE candidates to effectively meet the needs of their students through active learning both in the classroom and the gymnasium. In addition, strategies for linking rigor, Common Core State Standards and 21st century learning skills will be addressed. PASS action plan, lesson plan and needs assessment template will be shared

**SPEAKERS:** Marybeth H. Fede<sup>1</sup> and Carol M. Ciotto<sup>2</sup>; <sup>1</sup>Southern Connecticut State University and <sup>2</sup>Central Connecticut State University

## **Physical Education for the Classroom Teacher Course – Using a CSPAP Approach**

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This session will present a philosophical approach to teaching the higher education physical education for the classroom teacher course as well as offer a sample curriculum for engaging this group of students in the Comprehensive School Physical Activity Promotion (CSPAP) culture. This information is important for PETE to unify the approach for this type of undergraduate course and to develop and implement professional development for practicing elementary teachers.

**SPEAKERS:** Heather Erwin and Aaron Beighle; University of Kentucky

## **Student Teachers as Leaders – Lets Move! Active Schools Year 2**

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

West Chester University (WCU) teacher candidates are required to conduct a *Let's Move!* Active School (LMAS) assignment during student teaching. This assignment supports the WCU conceptual framework by engaging student teachers in collaborative activities and the proposed SHAPE America Beginning Teacher Standards involving candidates in CSPAP. This session will highlight the components of the LMAS assignment and reflections of the student teachers, including but not limited to a summary of formative and summative assessments of participants.

**Let's Active Move. Schools**

**SPEAKERS:** Fran Cleland; West Chester University



## ***Personnel Preparation of Physical Educators, Adapted Physical Educators and Speech-Language Pathologists Through an Interdisciplinary Team Approach***

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

Professionals educated using an interdisciplinary approach are better prepared for effective collaboration and service delivery. This session presents an innovative interdisciplinary model for training physical educators, adapted physical educators and speech-language pathologists to implement evidence-based practices with children with developmental disabilities in community-based sport and physical activity programming. The interdisciplinary program models, strategies for collaboration, and university-school-community relationships will be discussed as well as University students' perceptions of their training and experiences.

**SPEAKERS:** Suzanna Rocco Dillon<sup>1</sup>, Christine Waldus<sup>1</sup> and Timothy Davis<sup>2</sup>; <sup>1</sup>Wayne State University and <sup>2</sup>State University of New York Cortland

**10:00 AM – 11:00 AM**

ROOM: **Ascot**

### **Public Schools: Danielson, Community Engagement and Future PETE Candidates**

S

#### ***Danielson in the Physical Education Classroom***

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

This session will provide attendees with an understanding of Charlotte Danielson's framework and its application within the physical education classroom. The unique instructional environment of the physical education classroom along with the instructional pedagogy of a performance content provides many challenges for the instructional evaluator and teacher. Information regarding expectations in physical education for effective and highly effective teaching will be provided with tools and videos to quantify the standards.

**SPEAKERS:** Ginny Popiolek; Harford County Public Schools

#### ***Working With the Community***

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

Working in the inner city or rural area does not matter when working with the community. Getting involved in the community can only enhance your students' motivation and learning to a level you never thought would be possible. Programs are out there for you to be an active participant, and it only costs you time and effort.

**SPEAKER:** Judith Anderson; Houston Independent School District/D/Zebra Learning

## ***Building a Fitness Focused District***

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

With the recent recommendations from the Institute of Medicine regarding physical education/physical activity and the research regarding exercise and the positive effects on the brain, how can you use these breakthroughs in your school? How do you begin? What can you make happen this year? What are some roadblocks or limitations that you may run into and who are your allies who can help support the cause? Noel Vigue and Dave Lyth will address these questions and look to help you learn from their mistakes and triumphs. They will explore ways to build school community through exercise and discuss how to get more people involved and kids to buy in to your programming. The presentation will include a discussion on current neuroscience research regarding exercise and the brain, physical education program promotion, program expansion, funding and limiting set backs.

**SPEAKERS:** Noel Vigue and Dave Lyth; Natick Public Schools

## ***Restructuring a Master's Degree for Future PETE Doctoral Candidates: How is it Working?***

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

In 2012 Brigham Young University launched a restructured PETE master's degree with the purpose of preparing future doctoral candidates. This came as a response to the research concerning the number of PETE vacancies. The design of the restructured program was based on findings of a survey of PETE doctoral programs identifying the characteristics they desired of doctoral candidates. This session will present an overview of the program and results of the first cohort who completed the program.

**SPEAKERS:** Todd Pennington<sup>1</sup>, David Barney<sup>1</sup>, Rachel Griffiths<sup>2</sup>, Kelsey Higginson<sup>1</sup>, Matt Fullmer<sup>3</sup> and Zack Beddoes<sup>4</sup>; <sup>1</sup>Brigham Young University, <sup>2</sup>Butler Middle School, <sup>3</sup>Freedom Academy Charter School and <sup>4</sup>University of Texas at Austin

**10:00 AM – 11:00 AM**

ROOM: **Lenox**

### ***Student Recruitment Efforts in PETE Programs: Lost Causes or Silver Linings***

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

This session will address current issues and trends related to teacher candidate recruitment in PETE programs. Presenters will highlight the efforts of program leaders across three very different higher education institutions to recruit and retain well qualified physical education majors. The key lessons learned across these three cases will serve as a catalyst for discussion regarding the associated strengths, limitations, opportunities and threats inherent to each approach.

**SPEAKERS:** Sean Bulger<sup>1</sup>, Luciana Braga<sup>2</sup>, Kacey DiGiacinto<sup>3</sup> and Emily Jones<sup>1</sup>; <sup>1</sup>West Virginia University, <sup>2</sup>University of North Florida and <sup>3</sup>Elizabeth City State University

FRIDAY



## 10:00 AM – 11:00 AM

ROOM: **Highlands Ballroom**

### edTPA The Journey to Success

S

#### *Two PETE Programs' Journey to edTPA Success*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Want to eliminate twists and turns on the edTPA journey? Insights from two PETE programs will provide effective tools and processes for edTPA success. Practical methods of embedding the components of edTPA into PETE courses, as well as how to conduct a systematic analysis of the PETE curriculum will be discussed. This will help to avoid potholes and detours on the edTPA journey.

**SPEAKERS:** Jane A.K. Carlson<sup>1</sup> and Sheri M. Treadwell<sup>2</sup>;  
<sup>1</sup>University of Minnesota Duluth and <sup>2</sup>State University of New York, College at Brockport

#### *edTPA and PETE: A Success Story at Winthrop University*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Participants will see how the edTPA was used as the final teaching assessment during a physical education teacher education methods class and year-long internship at Winthrop University. The importance of teaching academic language, of knowing students' prior knowledge, and of valuing reflective teaching will be discussed. The edTPA is a content-area specific assessment that includes a video sampling of instruction, providing a more authentic view of teaching performance than a paper-and-pencil evaluation.

**SPEAKER:** Kathy Davis; Winthrop University

#### *Implementing edTPA in a Large PETE Program*

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Beginning in September 2015, edTPA will be required for teacher licensure in Illinois. For this high-stakes assessment, a two-year process of integrating edTPA tasks was developed. edTPA planning, teaching and assessing tasks will be outlined as they relate to physical education. Successes and stumbles during implementation of edTPA by this large physical education teacher education program will be discussed. Suggestions for integrating edTPA throughout your curriculum will be highlighted.

**SPEAKERS:** Mary L. Henninger, Margo M. Coleman and Skip M. Williams; Illinois State University

## 11:15 AM – 12:15 PM

ROOM: **Lenox**

### *Characteristics of Effective Health Education Curricula*

CECH

State-of-the-art health education curricula include 15 characteristics of effectiveness based on research and expert review. This session will introduce these characteristics and provide practice at applying the characteristics in the health education classroom.

**SPEAKER:** Patrick Herbert; Towson University

## 11:15 AM – 12:15 PM

ROOM: **Wilton**

### *Developing Your Elementary Methods Curriculum Utilizing the Five-Step Curriculum Development Model*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Robert Marzano denotes that the number-one school level factor affecting student achievement is a guaranteed and viable curriculum. He denotes the importance of the intended, delivered, and achieved curriculum. Participants in this session will learn how to develop an elementary methods curriculum for their physical education teacher education program that will align with the *National Standards for Initial Physical Education Teachers*, will evolve each day, and will contain an intended, delivered, and achieved curriculum.

**SPEAKER:** Javier Carrasco; University of Texas at Austin

## 11:15 AM – 12:15 PM

ROOM: **Highlands Ballroom**

### **Education, Health and Movement: It Matters!**

S

#### *Educational Movement in Health & Wellness: A Collaborative Approach to Physical Activity in the Schools*

TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

Educational Movement in Health & Wellness is a course created through a collaborative effort between University-level early childhood, elementary/special education and physical educators. Universally designed to be inter-disciplinary, experiential and application-based, it meets the content needs (standards) of preservice teachers while fostering an awareness/appreciation toward the importance of physical activity throughout the school day beyond physical education class and providing them with the skill set to make it happen.

**SPEAKERS:** Traci Zillifro and Marybeth Miller; Slippery Rock University

## Healthy Pokes: A Multidisciplinary Approach to Child Health

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

This session will provide participants with an overview of a multi-disciplinary after-school program to address child health currently operating at the University of Wyoming. The Healthy Pokes program is a multi-faceted program involving practical teaching experience for PETE students, interdisciplinary research, and community-university partnerships.

**SPEAKERS:** Karen Lux Gaudreault, Victoria Shiver and Christopher Kinder; University of Wyoming

## Application of Social Marketing Principles to CSPAP Development

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Developing social marketing (SM) skills is an essential part of the process of developing CSPAPs. In this session attendees will learn about SM principles and the application thereof in the context of preparing PETE majors to develop students-focused CSPAP components.

**SPEAKER:** Hans van der Mars; Arizona State University

## Implementing CSPAP in Secondary Schools

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

This session will commence with round-table discussions. Small-group activities will then be employed to engage participants in practical and evidence-based methods for implementing CSPAP within middle and high schools. Culminating discussions will identify facilitators and barriers to CSPAP implementation specific to the secondary school setting. Additionally, professional learning communities will be examined as energizing agents uniquely situated within school cultures upon which a successful CSPAP implementation may rest. Come join the discussion.

**SPEAKERS:** Zack E. Beddoes, Jack Sears, Jonathan M. Cosgrove, Mark Worrell and Lynne Bryant; The University of Texas at Austin

## 11:15 AM – 12:15 PM

ROOM: **Fulton**

## Preservice Physical Education Students' Journeys to PETE: More than a Few 'Minor' Bumps Along the Way

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This presentation examines interview data from 11 PETE students concerning their earliest decision to become a PE teacher, and an explanation of and justification for subsequent activities and experiences undertaken in preparation for the PETE recruitment process. A wide range of journeys was shared including: 'largely smooth with a few minor bumps along the way', 'some disappointment' and 'feelings of rejection'. The sacrifices student teachers made to present themselves, as competitive and ultimately successful candidates were key findings in the data.

**SPEAKER:** Gary D. Kinchin; University of Southampton

## 11:15 AM – 12:15 PM

ROOM: **Andover**

## Researching School Physical Activity Policy and Practice

This session is designed to expose attendees to a variety of curriculum models that are currently being utilized that have a significant evidence base. The goal is to highlight that there are many ways to get youth physical activity and physically educated and that there is not a one size fits all or a one model is best approach.

**SPEAKERS:** Monica Lounsbury<sup>1</sup> and Thom McKenzie<sup>2</sup>;

<sup>1</sup>University of Nevada, Las Vegas and <sup>2</sup>San Diego State University

## 11:15 AM – 12:15 PM

ROOM: **Brayton**

## Revising the Initial Health Education Teacher Education Program Standards

CECH

The purpose of this session is to share the first draft of the HETE program standards, as revised by the SHAPE America writing task force, and enable key stakeholder participants to provide feedback during the revision process. An overview of the reformed CAEP accreditation standards and guidelines for revising Specialized Program Association (SPA) standards will be offered. Participants will be engaged in discussion and have an opportunity to offer recommendations for subsequent HETE standards revisions.

**SPEAKERS:** Kelly Boyd<sup>1</sup>, Joe Halowich<sup>2</sup>, Irene Cucina<sup>3</sup>, Sarah Sparrow-Benes<sup>4</sup> and Mary C. Connolly<sup>5</sup>; <sup>1</sup>East Stroudsburg University, <sup>2</sup>SHAPE America, <sup>3</sup>Plymouth State University, <sup>4</sup>Boston University and <sup>5</sup>Cambridge College

11:15 AM – 12:15 PM

ROOM: **Ascot**

***Where Have All the Systematic Observation Tools Gone?***

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

A review of current research in physical education pedagogy reveals that strikingly few studies make use of systematic observation systems. In this presentation, existing systematic observation tools will be reviewed, possible reasons for the lack of use by sport pedagogy professionals, consequences on the field of this neglect, and how to increase their use will be discussed by the speakers. The audience will be invited to share their ideas as well.

**SPEAKERS:** Suzan F. Ayers<sup>1</sup> and Bonnie T. Blankenship<sup>2</sup>;  
<sup>1</sup>Western Michigan University and <sup>2</sup>Purdue University

12:30 PM – 1:30 PM

ROOM: **Grand Ballroom III and IV**

**LUNCH**



2:00 PM – 3:00 PM

ROOM: **Garden Court**

**POSTER SESSIONS**

***A Case Study on Skill Acquisition by Introducing Cooperative Learning in Japanese Physical Education***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Physical education in Japan faces the challenge that children dislike exercising and have decreased physical fitness. So, it is important to ensure high school students' skill acquisition. In order to do that, we have introduced cooperative learning in educational gymnastics, which is often disliked by high school students. The purpose of this poster session will be to consider the changes in skill acquisition effected by cooperative learning.

**SPEAKERS:** Konomi Ikeura, Ryo Kawaguchi and Shotaro Iwata; Hiroshima University

***A Comparison of Selected Supervisory Skills of Content Specialist and Non-Content Specialist University Supervisors***

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

The purpose of this study was to describe and contrast selected approaches to the supervision of student teachers between content specialist and non-content specialist university supervisors. The supervisors were asked to complete a written critique of the lesson, and engage in an interview to discuss individual supervisory behaviors, strategies, and conferencing techniques. Results displayed a greater degree of disparity than consistency in approaches taken to supervision, resulting in the establishment of notable differences between content specialist and non-content specialist supervisors.

**SPEAKERS:** Michael P. Maina<sup>1</sup> and Kevin Hunt<sup>2</sup>; <sup>1</sup>Roanoke College and <sup>2</sup>Georgia College and State University

***Balance Ability Comparisons on Kindergarten Through Second Grade Elementary School Children After Two Weeks: Step Learning System***

TRACK: COLLEGIALLY & COLLABORATION IN H/PETE

The purpose of this investigation was to discover the effectiveness of the step learning system (SLS) on kindergarten and early elementary school children's physical ability. More specifically, the study focused on kindergarten through second graders' psychomotor ability and its purpose was to discover whether SLS would enhance the participants' balance ability. SLS was designed by the prime investigator and it involves computer hardware: Konami's floor mat as an input device, computer software such as an on-screen keyboard, calculator, Microsoft Word, and games and applications provided through the internet.

**SPEAKER:** Metoki Hikaru Murata; Ferris State University

## Community Colleges: Growing Opportunities for Creating Physical Education/Kinesiology Programs

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

Community colleges (CC) are growing in importance in the United States. These programs allow educational experiences for traditional and older students. As physical education/kinesiology (PE/K) departments redefine themselves, CCs can create an important foundation for entering-level students. A CC-based program can be a feeder into PE/PETE programs. This presentation will focus on creating a CC-based PE/K program and the instructional and curricular considerations that may be relevant to entry-level students.

SPEAKER: Ulana Lysniak; Bronx Community College

## Developing HALM Teaching Competencies in PETE Students

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

To prepare PETE students so they have the knowledge to teach K–12 students about healthy and active lifestyle management (HALM) skills, this poster session will present details on these program components: 1) a K–12 HALM course created to help students develop the ability to make applications of wellness principles to K–12 students, and 2) how HALM skills are added to desired teaching competencies of which students have to provide digitized video evidence during teaching methods courses.

SPEAKERS: Carol Wilkinson<sup>1</sup>, Todd Pennington<sup>1</sup>, Maria Zandanea<sup>1</sup> and Matt Fullmer<sup>1</sup>; <sup>2</sup>Brigham Young University

## Developing Your Elementary Methods Scope and Sequence to Achieve Desired Outcomes

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

LaDuca (1972) & Foshay (1969) stipulated curricula that outline behaviors of the learner and the teacher in a system of planned actions for instruction. The purpose of this poster presentation is to share curriculum implementation strategies for an elementary methods course aligned with the National Standards for Initial Physical Education. Observers will learn to develop a standards based course utilizing a five step curriculum development model employing guided discovery.

SPEAKER: Javier Carrasco; University of Texas at Austin

## PM Examining the Culture of Health and Wellness on a Small, Rural University Campus

TRACK: ADVOCACY AND POLICY CHANGE

The purpose of this institutional assessment is to examine behavioral patterns of the Adams State University faculty, staff, and students regarding healthy eating and physical activity based on recent research examining the relationship between physical activity and cognitive performance that has been conducted with K–12 students.

SPEAKER: Jeremy Yeats, Adams State University

## Higher Education Communities of Practice: Moving From Isolation To Collaboration

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

Communities of practice (CoP) play a key role in improving the quality of teacher education and, by association, enhancing teacher educators' professional learning and development. This study examined how 35 participants in seven international CoPs combated professional isolation through CoP involvement. Groups encouraged discourse of new ideas, filled knowledge gaps and supported pursuit of professional ambitions. The potential of CoP to break professional isolation, improving teaching and research practice was acknowledged.

SPEAKERS: Kevin Patton<sup>1</sup> and Melissa Parker<sup>2</sup>; <sup>1</sup>California State University, Chico and <sup>2</sup>University of Limerick

## Motivation in PE: What Role Does Music Play?

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

It is recommended that elementary children participate in 150 minutes of structured physical activity (PA) per week while at school. Although this is the recommendation, many elementary students are not getting this much PA during the school week. Music has been previously used to increase enjoyment of PA, reduce mental and emotional fatigue, and possibly facilitate physical and athletic performance. The purpose of this study was to examine the impact of music during PE class on PA in 1-3 grade elementary school-age children.

SPEAKER: Jessyka Larson; University of Utah

## PETE Program Self-Study as a Model in Preparing for 21st Century Schools

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

The purpose of this case study was to examine how one content course fit within a PETE curriculum as an alternative form of program evaluation. Interviews, observations, and artifact analysis indicate shared faculty understanding of total program components. Less consensus was apparent between faculty and the course instructor. Instructor actions and beliefs were consistent, but there were large discrepancies across students and between students and faculty. Insight into actual (vs. theoretical) program coherence is discussed.

SPEAKERS: Robert J. Doan<sup>1</sup> and Murray F. Mitchell<sup>2</sup>; <sup>1</sup>University of Southern Mississippi and <sup>2</sup>University of South Carolina

## Remote Internship Sites

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

PETE faculty at the University of Arkansas have expanded efforts to offer internship sites at locations outside of Northwest Arkansas, including international opportunities in Ireland. This presentation discusses the rationale and challenges associated with these efforts.

SPEAKERS: Jack Kern, Paul Calleja and Mike Merrie; University of Arkansas

### **Teaching and Learning Through Service**

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

Teaching and learning can be achieved through service-learning opportunities. In this session, participants will explore innovative service learning opportunities used to create meaningful practical teaching opportunities during an undergraduate preservice physical education methods course. Participants will be invited to engage in conversation regarding the creation of such opportunities and how these opportunities provide a sense of community engagement, support, and mutual learning among preservice teachers and K–12 physical education students.

SPEAKER: Misti Neutzling; Bridgewater State University

### **Technological Pedagogy: Practical and Efficient Strategies for P/HETE Millennials**

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This interactive poster session will encourage a stimulating discourse related to technology for the millennial P/HETE professional. The proposed session is designed to spotlight technological pedagogy for teaching and coaching education; while addressing the SHAPE America/NCATE technology standard. Specifically, technological resources for effective delivery of instruction, collection and documentation of student assessment data, and enhancement of student learning and performance will be shared.

SPEAKERS: Misti Wajciechowski<sup>1</sup>, Susan Nye<sup>2</sup> and Sandy Wilson<sup>3</sup>; <sup>1</sup>Virginia Commonwealth University, <sup>2</sup>James Madison University and <sup>3</sup>Coastal Carolina University

### **The Experiences of Individuals With Physical Disabilities as Physical Education Teacher Education Students at One University**

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

The results of this exploratory research will present supports and barriers identified by PETE students with disabilities at one university who have completed the program or who have started, but not completed the program. Comparisons between individuals who have completed and not completed will be discussed.

SPEAKER: Kate Hovey; State University of New York Cortland

### **The Impact the Amount of High School Physical Education Has on the Physical Activity Habits of Traditional College Freshmen**

TRACK: ADVOCACY AND POLICY CHANGE

The purpose of this quantitative study was to examine the relationship between the number of years of physical education students received in high school and the traditional college freshmen's current level of physical activities. The short form of the International Physical Activity Questionnaire and additional demographic questions were used electronically to collect cross-sectional physical activity data from traditional college freshmen at a private Christian liberal arts university in the Midwest.

SPEAKER: Aaron Thompson; Olivet Nazarene University

### **The Role of the Cooperating Teacher in a Field-Based Physical Education Teaching Experience**

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

Using portraiture methodology, this case study explored the role of a cooperating teacher becoming a teacher educator. Results indicated the cooperating teacher provided logistical and content support for preservice teachers. This shift from classroom teacher to teacher educator did not occur easily. Tensions occurred in relinquishing control of students to assume the role of helping others learn to teach. Yet, in the role of a teacher educator he became more aware of his own teaching.

SPEAKERS: Erica Pratt<sup>1</sup> and Melissa Parker<sup>2</sup>; <sup>1</sup>Northern Arizona University and <sup>2</sup>University of Limerick

### **Using Participatory Action Research to Prepare Teacher Candidates for 21st Century Schools**

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

Physical education teacher education (PETE) programs must be responsive to the continuously changing contexts of public schools. The experiences of preservice teachers can provide key insight into the effectiveness of PETE programs to meet the challenges of 21st century schools. Photovoice, a participatory action research (PAR) methodology, was used to examine preservice teachers' perceptions of preparedness for the practicum experience. The results of this study highlight the potential of Photovoice to catalyze programmatic change.

SPEAKERS: Gavin Colquitt, Starla McCollum, Ashley Walker and Tony Pritchard; Georgia Southern University



## 3:15 PM – 4:15 PM

ROOM: **Fulton**

### ***A Teacher Educator Community of Practice: Learning From and With One Another***

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

Communities of practice (CoP), to enhance both scholarship and teacher education, have recently emerged as viable options for teacher educator professional learning. This session examines how a group of sport pedagogy research faculty have begun to develop as a CoP to create an environment nurturing deep learning and thought fostering individual and collective research capacity by learning from and with one another, engaging in on-going dialogue, individual and group reflection, systematic action, and mutual respect.

**SPEAKERS:** Melissa Parker<sup>1</sup>, Deborah Tannehill<sup>1</sup>, Ann MacPhail<sup>1</sup> and Kevin Patton<sup>2</sup>; <sup>1</sup>University of Limerick and <sup>2</sup>California State University Chico

## 3:15 PM – 4:15 PM

ROOM: **Lenox**

### ***Designing PETE Programs to Prepare HOPE Teachers***

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Health Optimizing Physical Education (HOPE) is a curriculum model for K–12 physical education, designed to help learners acquire knowledge and skills for lifelong participation in physical activity for optimal health benefits. HOPE contains 7 strands that work together to achieve its overarching goals. The purpose of this session is to present a fully articulated plan for preparing HOPE teachers in preservice PETE programs, including: content knowledge, allocation of curricular space, instructional collaboration and field experiences.

**SPEAKERS:** Michael Metzler<sup>1</sup>, Shannon Barrett-Williams<sup>1</sup>, Kari Hunt<sup>1</sup>, Thom McKenzie<sup>2</sup> and Hans van der Mars<sup>3</sup>; <sup>1</sup>Georgia State University, <sup>2</sup>San Diego State University and <sup>3</sup>Arizona State University

## 3:15 PM – 4:15 PM

ROOM: **Wilton**

### ***HECAT***

CECH

This session will provide an introduction to the Health Education Curriculum Analysis Tool (HECAT). The HECAT can help pre-professionals and professionals in school districts, schools, and others conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and the CDC's Characteristics of an Effective Health Education Curriculum.

**SPEAKERS:** Meghan Bailey-Nealon<sup>1</sup>, Deitra Wengert<sup>2</sup> and Mickey Jancewski<sup>2</sup>; <sup>1</sup>Consultant and <sup>2</sup>Towson University

## 3:15 PM – 4:15 PM

ROOM: **Andover**

### ***Moving Through the Digital World***

S

#### ***Cyber Supervision – Technology Techniques and Tips***

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

The supervision of intern teachers at Western Michigan University has evolved to a “cyber model.” A modified version of the Danielson Framework is utilized. Content of the session focuses on the use of iPads, remote microphones, FaceTime, Google doc sites, and intern and mentor training protocols.

**SPEAKERS:** Debra S. Berkey and Ben Conklin; Western Michigan University

#### ***Music***

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

Connecting music in the classroom through technology, music choice and student motivation in the 21st century.

**SPEAKER:** Tom Stagis, Eastern Connecticut State University

#### ***The Digital Natives are Restless! Physical Educators' Adoption, Barriers and Efficacy for Technology Use***

TRACK: PREPARING FOR 21ST CENTURY SCHOOLS

Effective learning environments for Generation Z, the first generation of “native digital learners,” will require teachers to be more creative and open to the interests of this generation. These students are keenly attracted to technology-rich environments, however physical educators adopting innovative, tech-based pedagogy may require experiential training and support (i.e., technology and software use). Training can be resource costly (time, money) and teachers are often in a crisis of confidence for effective technology use.

**SPEAKERS:** Kimberly Hurley and Andrew Eberline; Ball State University

FRIDAY

## 3:15 PM – 4:15 PM

ROOM: **Ascot**

### ***Navigating the Waters: Lessons Learned from Junior PETE Faculty***

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This panel will highlight aspects of the tenure process that benefited the junior faculty members. The panel will discuss several aspects that could have been beneficial, but they did not realize at the time, and distinct milestones that occurred during the first several years of their careers. Finally, the panel will reflect on the process and discuss how they may be better prepared for helping future junior faculty members who may be in similar situations.

**SPEAKERS:** Britton Johnson<sup>1</sup>, Bethany Hersman<sup>2</sup>, Kacey DiGiacinto<sup>3</sup>, Martha James-Hassan<sup>4</sup> and Brian Culp<sup>5</sup>;

<sup>1</sup>Missouri Western State University, <sup>2</sup>Wright State University,

<sup>3</sup>Elizabeth City State University, <sup>4</sup>Towson University and

<sup>5</sup>Indiana University – Purdue University Indianapolis

## 3:15 PM – 4:15 PM

ROOM: **Chancellor**

### **Physical Activity Leaders: Knowledge, Approaches and Teacher Efficacy**

**S**

#### ***Changes in Psychosocial Perspectives Among Teachers Trained as Physical Activity Leaders: Teacher Efficacy, Work Engagement and Affective Commitment***

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

Pre-post self-report data were collected among 58 physical education teachers (86% female) trained in 2012 to direct school-wide physical activity (PA) offerings. Repeated factorial (by school level) analyses of covariance (years' experience, student socioeconomic status, school locale) yielded a significant interaction between time × teacher experience for the vigor aspect of work engagement. While teachers' school PA self-efficacy and commitment remained steady, the energy and resilience of more experienced teachers increased throughout the school year.

**SPEAKERS:** Ann Pulling Kuhn<sup>1</sup>, Russell Carson<sup>1</sup> and Aaron Beighle<sup>2</sup>; <sup>1</sup>University of Northern Colorado and <sup>2</sup>University of Kentucky

#### ***Effects of a Fitness-Game Approach on College Students' BMR and BMI***

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This study used fitness games as an intervention in a physical fitness course to analyze their influence on basal metabolic rate (BMR) and body mass index (BMI).

**SPEAKER:** Tang Kai Ju; National Taiwan Sport University

## 3:15 PM – 4:15 PM

ROOM: **Highlands Ballroom**

### **Utilizing Resources to Expand Learning Opportunities**

**S**

#### ***Congratulations! You're Accepted to SPARKUniversity!***

TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

While evidence-based physical education programs exist, little is known about how their concepts and methods may be used to prepare preservice teachers as leaders of physical activity. This presentation will feature a collaborative online resource for higher education instructors and their students and give examples of how it has been used effectively in university courses in the United States and Canada.

**SPEAKERS:** Patty Lanier<sup>1</sup>, Derek Mohr<sup>2</sup>, Scott Townsend<sup>2</sup> and Kymm Ballard<sup>3</sup>; <sup>1</sup>University of Central Florida/SPARKUniversity, <sup>2</sup>Appalachian State University and <sup>3</sup>Campbell University

#### ***Utilizing the Comprehensive School Physical Activity Program (CSPAP) and SPARK Resources***

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This session is designed to share teacher educator resources to deliver a whole-school approach to physical activity. CSPAPs enable schools to provide opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills and confidence to be physically active for a lifetime. It is important that the certified physical educators are leading in this role. Once trained by SHAPE America as a Physical Activity Leader, teachers need resources and programs to implement.

**SPEAKERS:** Kymm Ballard<sup>1</sup> and Paul Rosengard<sup>2</sup>; <sup>1</sup>Campbell University and <sup>2</sup>San Diego State University/SPARK

#### ***Expanded Learning Opportunities in Title 1 Schools: Implications for Sport and Physical Educators***

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

Expanded learning opportunities provide spaces for sport and physical educators to engage with youth. This presentation reports on the first expanded learning day program in Charleston, SC. Much of the focus was on sport, physical activity and enrichment programs that were not available during the traditional school day. The role of sport and physical activity in engaging students in ways that promote positive academic and personal/social development will be discussed.

**SPEAKERS:** Michael A. Hemphill<sup>1</sup> and K. Andrew R. Richards<sup>2</sup>; <sup>1</sup>College of Charleston and <sup>2</sup>University of Alabama

## 4:30 PM – 5:30 PM

ROOM: **Fulton**

### **An Introduction to the School Health Index**

The school health index (SHI) enables school staff to identify the strengths and weaknesses of health promotion policies and programs, and develop an action plan for improving student health. This session is designed to introduce the SHI and how it can be taught in HPE programs.

**SPEAKERS:** Sarah Sparrow-Benes<sup>1</sup> and Joe Halowich<sup>2</sup>; <sup>1</sup>Boston University and <sup>2</sup>SHAPE America

## 4:30 PM – 5:30 PM

ROOM: **Brayton**

### **Issues, Outcomes and Future Directions of CSPAPs**

This session is an interactive panel discussion reviewing the research and development of comprehensive school physical activity programs. Speakers will present evidence of current program impact, successes and barriers that may need to be considered when developing programming consistent with the national public health goals related to increasing school-based opportunities for physical activity for all children, youth and families.

**SPEAKERS:** Lori Dunn<sup>1</sup>, Hans van der Mars<sup>2</sup> and Collin Webster<sup>3</sup>; <sup>1</sup>Seattle Public Schools, <sup>2</sup>Arizona State University and <sup>3</sup>University of South Carolina

## 4:30 PM – 5:30 PM

ROOM: **Ansley**

### **Let's Keep Moving: Physical Education in the Classroom**

#### **Classroom Teachers and Physical Activity: Lessons Learned From West Virginia**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This session will offer participants proven strategies for engaging K–5 classroom teachers in providing movement opportunities in academic learning, and to support physical activity breaks throughout the school day. Discussion will include the role of the West Virginia Department of Education and higher education faculty in facilitating change in WV schools to contribute to the CSPAP initiative. The WV Board of Ed Policy 2510, an online teacher training module, and changes in PETE program course content will be discussed.

**SPEAKERS:** Eloise Elliott<sup>1</sup>, Camille Ramsey<sup>2</sup>, Josh Grant<sup>3</sup>, Mike Miller<sup>4</sup> and Derek Belcher<sup>5</sup>; <sup>1</sup>West Virginia University, <sup>2</sup>Marshall University, <sup>3</sup>West Virginia Department of Education, <sup>4</sup>Concord University and <sup>5</sup>eLearning for Kids, Inc.

### **Wiggle With It: Promoting Physical Activity in the Classroom Through the Use of GoNoodle Brain Breaks**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Research has consistently demonstrated that fit children are better learners, therefore, instructional strategies designed to promoting physical activity in the classroom environment warrant attention. GoNoodle is a free web-based resource that classroom teachers can use to incorporate physical activity into the everyday classroom environment through the use of creative, fun, age-appropriate and interactive activities. GoNoodle brain breaks are one mechanism by which classroom teachers can simultaneously promote student health and facilitate the learning process. The purpose of this session is to expose participants to facets the GoNoodle platform and to invite participants to select activities that are appropriate to use in their classroom.

**SPEAKER:** Elizabeth A. Fettrow; The University of Kentucky

### **Caminitos Collaborative – Through The Student's Eyes**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Currently, service learning has taken a strong hold for preservice teachers; however, the opportunities for experiences involving young children are limited. At Texas State University, PETE students are designing developmentally appropriate lessons and participating in service learning activities for low income prekindergarten children that captivate and broaden their preservice teaching experiences. This capability opened these student's eyes to the new possibility of working with young children in the future.

**SPEAKERS:** Jennifer Ahrens, Marty Wright and Michelle Hamilton; Texas State University

4:30 PM – 5:30 PM

ROOM: **Chancellor**

## Physical Activity and the Literacy Framework

S

### *Integrating Physical Activity Into Core Academics*

TRACK: COLLEGIALITY & COLLABORATION IN H/PETE

The purpose of the study was to determine if standardized math test scores improve by administering different types of exercise during math instruction over one academic year. Three 80-minute 6th-grade classes were assessed on the Measures of Academic Progress and the Minnesota Comprehensive Assessment standardized math tests. One class sat on stability balls, another class implemented two five minute physical activity breaks, and the other class did no exercise in math class.

**SPEAKERS:** Tim Mead and Lesley Scibora; University of St. Thomas

### *Habits of Practice: Expanding Disciplinary Literacy Frameworks Through a Physical Education Teacher Education Lens*

TRACK: COLLEGIALITY & COLLABORATION IN H/PETE

Helping K–12 physical education students understand what it means to be a “physically literate” individual and why that is important can be challenging. This presentation will highlight an ongoing collaboration between PETE and literacy faculty. We will define what we call the “habits of practice” of a physically literate individual and discuss potential ways for PETE faculty to integrate these “habits of practice” into their curriculum to promote physical literacy for all students.

**SPEAKER:** Corrine Wickens; Northern Illinois University

### *Facilitating Sensitive Topics for High School Students in Areas of Human Sexuality*

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

This session will provide dynamic and experiential activities that can be used in high school classrooms. Topics will center on human sexuality issues that are affecting today’s youth. Examples: HIV/AIDS education, dating violence/abusive relationships, teaching toward abstinence education

**SPEAKER:** Pat Hardin; William Patterson University

4:30 PM – 5:30 PM

ROOM: **Highlands Ballroom**

## Physical Activity During Recess

### *Determinants of Physical Activity During Recess*

TRACK: ADVOCACY AND POLICY CHANGE

Unstructured periods in the school day, such as recess, provide children with an environment to engage in both social interaction and physical activity. The purpose of this study was to determine the influence of social factors on student activity levels and preferences during recess. Data for students (N=179) was gathered via accelerometer and semi-structured interviews. Findings demonstrate that physical activity is highly dependent on social factors regardless of activity level, gender and grade level.

**SPEAKERS:** Ben Kern, Gabriella McLoughlin, Amy Mays Woods and Kim Graber; University of Illinois

4:30 PM – 5:30 PM

ROOM: **Wilton**

## Physical Education Literacy: Including Science and Math

S

### *Early Childhood Physical Education and the Common Core Literacy Standards*

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This interactive workshop will provide participants with the opportunity to utilize their teaching and learning strengths to collaboratively plan and prepare engaging lessons that integrate early childhood physical education and literacy standards.

**SPEAKERS:** Aisha A. Thurman-Cosby and Kwanza Cosby; New York City Department of Education

### *Integrating Literacy Into the Physical Education Curriculum*

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This session will provide strategies for PETE students to infuse literacy into the physical education curriculum.

**SPEAKERS:** Mara Manson<sup>1</sup> and Alisa James<sup>2</sup>; <sup>1</sup>Adelphi University and <sup>2</sup>The College at Brockport

## Let's Welcome Science and Math Into the Physical Education Classroom

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Integrating science and math into the physical education classroom is easy. Taking only a few minutes to assist the classroom teacher, while teaching Physical Education standards seems to be the new Physical Education classroom. Some strategies I use to teach science and math might be the only time students are taught about these real life events. Come to this session to get involved in student learning.

**SPEAKER:** Judith Anderson; Houston Independent School District/Zebra Learning

## 4:30 PM – 5:30 PM

ROOM: **Andover**

### Qualification or Certification: Staying Current

S

#### Overcoming Bureaucracy in Teaching Preparation Programs and Maintaining Our Passion for the Discipline?

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

Physical education teacher professionals face many challenges within and surrounding the discipline, including the sometimes impractical and meaningless demands of national and state preparation regulations, districts outsourcing physical activity, and curriculum changes that include virtual physical education classes and physical activity being taught by non-certified individuals. Consideration must be given to address existing trends in society for the discipline to survive. A meaningful conceptual framework that spans across disciplines and is inclusive all stakeholders is imperative. Albeit, challenging, physical education professionals have to demonstrate to stakeholders, added value in hiring trained certified physical educators.

**SPEAKERS:** Sarah L. Price<sup>1</sup> and Angela Beale<sup>2</sup>; <sup>1</sup>Florida A & M University and <sup>2</sup>Diversity in Aquatics

### Qualification or Certification?

TRACK: **PREPARING FOR 21ST CENTURY SCHOOLS**

In the era of high-stakes testing, how do programs balance preparing qualified teachers versus certified teachers? Upon our respective state announcing the changes or adoption of the edTPA, ALST, EAS and CST as a certification requirement, the institution and specifically the PETE curriculum used the assessments to identify gaps in the preservice program. This session will outline one programs' approach to addressing teacher state exams within the curriculum without changing the mission of PETE.

**SPEAKERS:** Helena Baert, Rebecca R. Bryan and Matthew Madden; State University of New York Cortland

## 4:30 PM – 5:30 PM

ROOM: **Ascot**

### Sport Pedagogy and the College PETE-HETE Program

S

#### Sport Pedagogy – Scenarios for Survival

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

The purpose of this presentation will be to discuss the state of sport pedagogy. Specifically, we will examine (a) possible reasons for declining enrollments in undergraduate PETE programs and (b) strategies and scenarios for survival including focusing on physical activity promotion, folding PETE into the exercise science degree, and offering a coaching minor. This session should be of use to those interested in discussing ways forward for the subdiscipline in sport pedagogy.

**SPEAKERS:** Elizabeth A. Woodruff, Matthew D. Curtner-Smith, Oleg A. Sinelnikov; University of Alabama

#### Working Towards the Mutual Survival of a College HETE and PETE Program

CECH

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

This session will describe specific strategies developed to enhance collaboration between health teacher educators and physical education teacher educators at a midsize university. While all faculty have a passion for their own discipline, a successful program must look toward the good of the whole, and choose strategies that strengthen both programs while accommodating the current reality of budget cuts and data driven decision making. The session will include program and curriculum strategies, collaborative efforts between faculty using the Coordinated School Health Model, and ideas for managing programs to improve program data collection and management.

**SPEAKER:** Monica Magner and Jenny Dearden; Morehead State University

## 4:30 PM – 5:30 PM

ROOM: **Lenox**

### Teaching Advocacy in PETE Programs: A Model for the Future

TRACK: **ADVOCACY AND POLICY CHANGE**

While it appears that most undergraduate PETE programs address the need for advocacy (within various course offerings), PETE programs have yet to adopt an explicit set of advocacy skills. The purpose of this presentation is to present a model consisting of six advocacy skills necessary for PETE students. This model emerged from a study of PETE professionals, K–12 PE teachers, PE district coordinators, and the *Appropriate Instructional Practice Guidelines*.

**SPEAKERS:** Todd Pennington<sup>1</sup>, Amber Hall<sup>2</sup>, Liz Haslem<sup>3</sup>, Lindsey Brewer<sup>4</sup> and Zack Beddoes<sup>5</sup>; <sup>1</sup>Brigham Young University, <sup>2</sup>Westlake High School, <sup>3</sup>Park City High School, <sup>4</sup>Mapleton Junior High and <sup>5</sup>University of Texas at Austin



**8:30 AM – 9:30 AM**

ROOM: **Fulton**

**CSPAP, PETE, and PA: Oh My!**

TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

The emergence of CSPAP in physical education has brought both excitement and challenges. PETE professionals must be at the table to collaborate, research, and generate best practices for preparing physical educators to lead CSPAPs. Topics discussed in this session will include: “Should physical education be involved in physical activity promotion?” “How can physical educators collaborate with others to implement CSPAP?” “How can we collaborate to prepare future physical educators to lead school physical activity programs?”

**SPEAKERS:** Aaron Beighle and Heather Erwin; University of Kentucky

**8:30 AM – 9:30 AM**

ROOM: **Lenox**

**Early Career and Graduate Student Forum**

Newly hired assistant professors and future faculty (graduate students) will benefit from this guided roundtable session. Participants will engage in group discussions on various trial and tribulations along with positive experiences that occurred during their first few years as a professor in physical education. This session will focus on teaching physical education methods to teacher candidates, developing relationships with local school districts, gathering support for research, and much more. Join and meet others in our field, you are not alone. Furthermore, the session will discuss the job search process, expectations across university and other pertinent information for future professionals.

**SPEAKERS:** Mike Hodges<sup>1</sup>, Jason Norris<sup>2</sup>, Tim Brusseau<sup>3</sup> and James C. Hannon<sup>3</sup>; <sup>1</sup>William Paterson University, <sup>2</sup>Texas A&M International University and <sup>3</sup>University of Utah

**Don't miss the  
CLOSING GENERAL SESSION  
and lunch on Saturday afternoon  
from 12:30-2:30.**

**From Concept to Action: How  
Comprehensive School Physical  
Activity Programs Are Changing the  
Culture in U.S. Schools**

**8:30 AM – 9:30 AM**

ROOM: **Brayton**

**Game Play: Improving Physical Activity  
Among Students From a Social and  
Cultural Perspective**

**S**

***The Effects of Initiative Game Activities on Fourth  
and Fifth-Grade Students' Use of Critical Thinking  
Skills in Physical Education***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This session will provide attendees with the opportunity to examine a series of six to eight initiative games that can be used and/or modified as a part of any team building/initiative game centered unit within a physical education curriculum. In addition, to sharing and discussing each initiative game, participants will have the opportunity to discuss design process, organization, and teaching techniques used to successfully implement these activities. In addition, this session will specifically address the relationship of initiative games to standards 2, 4, and 5 of the National Standards developed by the Society of Health and Physical Educators.

**SPEAKERS:** Michael P. Maina<sup>1</sup> and Kevin Hunt<sup>2</sup>; <sup>1</sup>Roanoke College and <sup>2</sup>Georgia College and State University

***Improving Physical Activity in a Socially Dynamic  
World***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

As society changes so does the need to explore the impact and trends of physical activity and health in the lives of students. As educators we have a responsibility to not only encourage physical activity but to also teach and help students in this area. By doing this we improve lives, encourage healthy habits, and improve overall health.

**SPEAKER:** Dwyane Luckey; North Carolina Agriculture and Technical University

***Towards a Culturally Relevant Physical Education***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Predictive factors show that the majority of future open teaching positions for physical education graduates will be in urban settings. Therefore, PETE programs must work intentionally to prepare candidates to be effective in urban teaching as well as make efforts to increase recruitment and retention of teacher candidates who are representative of the students they will be teaching. This session will bring multiple perspectives to the table to support PETE programs in addressing these opportunities.

**SPEAKERS:** Martha James-Hassan<sup>1</sup>, Kacey DiGiacinto<sup>2</sup>, Brian Culp<sup>3</sup>, Bethany Hersman<sup>4</sup> and Britton Johnson<sup>5</sup>; <sup>1</sup>Towson University, <sup>2</sup>Elizabeth City State University, <sup>3</sup>Indiana University – Purdue University Indianapolis, <sup>4</sup>Wright State University and <sup>5</sup>Missouri Western State University

## Fair and Equitable—Really?

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

How inclusive is your learning environment? Do your word choices foster gender equity or gender bias? This session will prompt attendees to reflect on the content and instructional choices they make every day, and the way they convey information to students. Video critique and analysis of a live, model lesson will be two of the “hands-on” strategies utilized. This session is rated R for Revealing!

**SPEAKERS:** Paul Rosengard<sup>1</sup> and Kymm Ballard<sup>2</sup>; <sup>1</sup>San Diego State University/SPARK and <sup>2</sup>Campbell University/SPARK

## 8:30 AM – 9:30 AM

ROOM: **Chancellor**

### Health and Literacy: Effective Strategies to Tackle Important Areas S

#### *Health and Literacy Education: Integration for Common Outcomes*

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This sessions provides examples of health and literacy instruction for children (P-4) with the implementation of poetry, rhyme and skills of communication and self expression.

**SPEAKER:** Paula R. Zaccone; Seton Hall University

#### *Integrating Standards of Health Education and Language Literacy*

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This session presents creative approaches toward the promotion of children’s language development and information and life skills.

**SPEAKER:** Paula R. Zaccone; Seton Hall University

#### *Don’t Be the Behavior Police*

TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

This presentation will discuss dos and don’ts for effectively managing student behavior.

**SPEAKER:** Chuck Duncan; University of Louisiana at Lafayette

## 8:30 AM – 9:30 AM

ROOM: **Ascot**

### *Let’s Have Fun in Health Class* CECH

This session will be filled with exciting activities to prepare preservice teachers for teaching high school or middle school health. This will include PowerPoint, activities, use of technology, games, assignments and a whole lot more. Packets will be provided to the participants. All of the lessons and activities are based on the National Standards and are HEAP compatible.

**SPEAKER:** Melanie Lynch; State College Area High School

## 8:30 AM – 9:30 AM

ROOM: **Andover**

### Professional Preparedness Strategies That Work S

#### *About a Professional Development School Model in Physical Education: Conception, Initiation, Development, Expansion and Scholarship*

TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

This presentation chronicles the processes of establishing a professional development school (PDS) model in physical education. Included are steps taken by the university to pursue more deliberate school-university relations based on recommendations from accreditation as well as a PETE program’s desire to rethink the delivery of clinical courses. This session will also highlight the opportunities provided through this endeavor, research supporting the commitment to the project, and future directions from both research and practical perspectives.

**SPEAKERS:** James Ressler and Jenny Parker; Northern Illinois University

#### *Engaged Learning Enhances PETE Professional Preparation Programs*

TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

Utah Valley University is classified as a “community engagement” institution by the Carnegie Foundation. Our PETE program includes multiple engagement strategies, including several courses designated as service learning courses. This focus on engaged learning significantly enhances PETE student preparation for their career as professional physical educators. One of our more unique courses includes our homeschool EPE program. Our homeschool program, as well as engaged learning opportunities in three other professional preparation courses, will be discussed.

**SPEAKER:** Shaunna McGhie; Utah Valley University

## ***Preparing Today's Next Generation of PE Teachers: A Canadian Perspective***

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

Today's PETE candidates continue to learn and question the field of HPE and their future role in it as they progress through their respective PETE programs throughout Canada. This session will provide insights and program overviews from 2 respected professors working in 2 of the leading PETE preparation institutions in Canada.

**SPEAKERS:** David Chorney<sup>1</sup> and Nick Forsberg<sup>2</sup>; <sup>1</sup>University of Alberta and <sup>2</sup>University of Regina

### ***Getting Off the Island***

TRACK: PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES

Do you feel like your program is out there on an island? Reaching out to the schools that surround your PETE programs can provide the lifeboat needed to get off the Island we exist on. This session will address the issues of reaching out to area schools, best practices for doing this, the added benefits to any program, and much more. This will be a roundtable presentation in which the participants can share their ideas with the others that attend.

**SPEAKER:** Jim Kamla; University of South Carolina Upstate

**8:30 AM – 9:30 AM**

ROOM: **Wilton**

## **Technology in Physical Education**

**S**

### ***Incorporating Meaningful Technology in #PhysEd***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This hands-on session will guide you through ways to incorporate meaningful technology in your physical education classes. Exemplar stations will be set up to allow participants to explore ways to integrate technology to enhance student learning and maximize teacher efficiency. Each station will focus on specific areas such as teacher assessment, student assessment, classroom management, etc. At each station there will be samples of how technology can be implemented using QR codes, augmented reality, Google apps for education – forms and addons, mobile apps and more. All session participants will receive a resource booklet with information from each station. Please bring your own mobile device(s) to this session.

**SPEAKERS:** Patty Lanier<sup>1</sup>, Naomi Hartl<sup>2</sup> and Kymm Ballard<sup>3</sup>; <sup>1</sup>University of Central Florida/SPARKuniversity, <sup>2</sup>SPARK Programs and <sup>3</sup>Campbell University/SPARK

## ***Integrating Online and Mobile Technology in PETE***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This session will present research and strategies for infusing online physical education (OLPE) and mobile technologies into PETE curriculum. Attendees will be introduced to problem-based learning strategies implemented in undergraduate physical education teacher preparation courses that accommodate the needs of 21st century students.

**SPEAKER:** Tyler Goad; West Virginia University

### ***iTeach PE: A 21st Century Approach to Implementing a Paperless Flipped Gym for the Digital Age***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

An in-depth review of two HPE instructors' journey through integrating various applications and technologies into their efforts in promoting higher order thinking and improving practical application and enhanced overall learning of various strategies and methodologies of physical education settings.

**SPEAKERS:** Andrea Rains and Lori Galloway; Jacksonville State University

### ***Using Technology to Improve Personal Nutrition and Fitness***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This session will show how technology is not an enemy but friend of health empowerment. High tech apps, calculators, logs and social networks can be used to improve overall wellness and fitness for both teachers and students.

**SPEAKER:** Phoebe Ajibade; North Carolina A&T State University

### ***Flipped Instruction Can Enhance Learning in Health and Physical Education Classes***

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Flipped classroom instructional methods allow students to learn content outside of class and focus on application during class. This presentation focuses on the use of flipped methods in health and physical education. This session examines the benefits and challenges of this form of instruction. In addition, a brief overview of a study investigating the impact of flipped instructional methods on student movement time in a university activity course will also be provided.

**SPEAKERS:** Chad Killian, Thomas Trendowski, Amy Mays Woods; University of Illinois at Urbana-Champaign

## **Health and Physical Educators Develop Teaching Skills With Technology for ELL and Urban Learners: A Collaborative HETE and PETE Model**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

HETE / PETE faculty demonstrate the steps used to develop a course designed to prepare HE and PE future teachers for 21st century students titled, "Technology and Teaching Skills for the 21st Century Learner.". Active learning modules demonstrated and course materials (syllabi, flipped designs and modules) related to the needs of English language learners and urban learners are provided. Assessment techniques using student generated multidisciplinary, technology rich and pedagogically sound lessons developed by students will be shared.

**SPEAKERS:** Susan Wagner and Elisa Beth McNeill; Texas A&M University

## **The 2015 Health and Physical Educator's iPad**

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

Come and learn about effective teaching strategies using the iPad to enhance student learning in health and physical education. Get the most current and up-to-date information about apps, accessories and tips to promote healthy active lifestyles, assess skill expertise, improve nutritional habits, perform virtual dissection, and much more. See how this technology will help engage the student learner and provide clear assessment strategies across the curriculum.

**SPEAKER:** Ken Felker; Edinboro University

**8:30 AM – 9:30 AM**

ROOM: **Kennesaw**

## **The PE Core: Reinvigorated**

**S**

### **Let Me Tell You a Story: How the Qualitative Research Method of Portraiture Can Personalize Advocacy and Impact Policy Change in Health and Physical Education**

TRACK: **ADVOCACY AND POLICY CHANGE**

H/PETE continues to face the critical need to advocate for our own importance in light of a school policy climate that often marginalizes our importance. The qualitative research method of portraiture (Lawrence-Lightfoot, 1983) seeks to harness the power of stories by combining the rigor of traditional social science with the art of the humanities. This combination is intentionally written for a broad audience, proving very useful in advocacy among stakeholders, as well as research agendas.

**SPEAKER:** C. H. Wilson, Jr.; Georgia Southern University

## **What Do We Have Time to 'Learn' in Physical Education**

TRACK: **ADVOCACY AND POLICY CHANGE**

What do we teach in physical education? A better question might be what do we have time to learn? Taking a motor learning perspective to reflect on how we can set ourselves up for success and advocate for physical activity in schools.

**SPEAKER:** Gary Clark; Slippery Rock University

## **Best Practice: Applying the Teaching Games for Understanding Model to Prepare Physical Education Professionals to Teach the International Invasion Game of Handball**

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

To prepare physical education professionals to meet Shape America's Middle School Outcomes, this physically active teaching session will introduce the international invasion game of Handball. Attendees will learn how to teach the invasion game using the Teaching Games for Understanding model and will participate in the TGfU model components; dynamic warm-up, game form, game related practice with a tactical focus, game-related practice with a technical focus, and final game.

**SPEAKERS:** Stuart Currie and Ajit Korgaokar; University of Tennessee at Martin

## **Exercise Physiology, Anatomy, Kinesiology Oh My! Rethinking the PE Core**

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

Fitting required courses and field experiences is a major problem for PETE programs. For students to understand the Whole School, Whole Community, Whole Child (WSCC) model, they must have many school and community field experiences. One approach is to combine all the required science courses into one course designed for physical education majors. Now into its fourth year, this presentation will overview the course, information retention, and many other positive outcomes that increase teaching and field experiences in the schools and community.

**SPEAKER:** Martie Bell; High Point University

**SATURDAY**

## Assessment to Advocacy Through Your CSPAP

TRACK: PROFESSIONAL PREPARATION FOR  
MULTI-COMPONENT APPROACHES

This presentation will explore CSPAP assessment and its potential for the advocacy of physical activity in schools and communities. CSPAP assessment strategies will be identified in relation to an advocacy framework and action plan. Effective strategies to teach PETE preservice professionals to translate CSPAP assessment findings into meaningful, productive advocacy for physical activity in schools and communities will be provided and discussed. Audience participation and discussion will be encouraged.

**SPEAKERS:** Catherine P. Berei, Elisa Drake and Grace Goc Karp; University of Idaho

9:45 AM – 10:45 AM

ROOM: **Brayton**

### Activities, Assessments and Charting a Path for Your Physical Activity Program S

#### *The Amazing Race With Games From Around the World*

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Racing around the world, exploring other cultures in teams, promotes collaboration, coordination and facilitation of challenge and competition led by students in a creative way. Integration of geography, math, and history culture provide an innovative approach. Standards-based, student approved!

**SPEAKER:** Pamela Keese<sup>1</sup> and Kimberly Kinser<sup>2</sup>; <sup>1</sup>Harding Academy and <sup>2</sup>Greater Atlanta Christian School

#### *Slow Motion Soccer*

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This session will demonstrate the unique features of Slow Motion, a weighted ball which slows the trajectory of an inflated ball, supporting independent kicking, soccer style dribbling skills. The unique features of Slow Motion Soccer Ball and Sensory Soccer Ball will be demonstrated through lecture and activities.

**SPEAKER:** Pamela Skogstad; Accessible PE Consulting, LLC

## Real-Time Feedback = Real-Time Growth

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

Too often students who are learning to teach are provided feedback “after-the-fact”, when the students are gone, the students are gone, and the teachable moment for the intern teacher is long gone. Real-time, in ear feedback, gives the field supervisor the chance to both help & see the intern teacher deal with issues in real-time with real results.

**SPEAKERS:** Michael J. Roskamp; Grand Valley State University

#### *Introducing and Using the ‘Team Blogger’ Role Within a Sport Education Unit as a Means to Enhance Student Learning in an Undergraduate PETE Class*

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

In an effort to increase students’ knowledge and understanding of games, the role of ‘team blogger’ was added as one of the sport commentator’s responsibilities when undergraduate PETE students were introduced to the sport education curriculum model. The purpose of this session will be to provide a practical application of how Google Blogger can be used in PETE and provide examples of the various types of student learning that accrued when students assumed this role.

**SPEAKERS:** Ann-Catherine Sullivan<sup>1</sup> and Lynn Randall<sup>2</sup>; <sup>1</sup>Otterbein University and <sup>2</sup>University of New Brunswick

9:45 AM – 10:45 AM

ROOM: **Lenox**

### Advocating for Quality Sex Education & Navigating the Sexual Terrain Among an Image-Based Youth Culture CECH

This activity-based program will focus on how sexuality is communicated and experienced through the eyes of today’s youth. Sexting, Facebook, Internet, TV, movies and sexual images surrounding adolescent youth will be discussed. Advocating for sexuality education programs that are effective in today’s society will be discussed. Activities utilized are designed to assist teachers affecting students’ attitudes so students can develop skills toward a positive sense of sexuality. This presentation is geared toward 6-12 teachers as well as those in higher education in teacher preparation.

**SPEAKERS:** Kim Razzano<sup>1</sup> and Irene Cucina<sup>2</sup>; <sup>1</sup>East Stroudsburg University and <sup>2</sup>Plymouth State University



**CSPAP and Student Assessments****S*****Integrating the Comprehensive School Physical Activity Program Model in Georgia Elementary Schools***TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

The session will share methods, outcomes and best practices in using the CDC's Comprehensive School Physical Activity Programs model to develop a school-based physical activity intervention that integrates health and physical activity before, during and after the school day without taking away from instructional time. Evaluation strategies used to assess this program will be shared, as well as how they can be used to evaluate similar programs.

**SPEAKERS:** Christy Kay<sup>1</sup>, Michael Metzler<sup>2</sup>, Emily Anne Vall<sup>3</sup> and Brian Mosier<sup>4</sup>; <sup>1</sup>HealthMPowers, <sup>2</sup>Georgia State University, <sup>3</sup>Georgia Department of Public Health and <sup>4</sup>University of West Georgia

***Learning to Implement Comprehensive School Physical Activity Programs: Experiences of Preservice Physical Education Teachers***TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

National recommendations place physical education (PE) teachers at the center of Comprehensive School Physical Activity Program (CSPAP) implementation. This study examined the experiences of 19 preservice PE teachers learning to plan and implement multiple CSPAP components. Constant comparison of focus groups, reflections, and field notes yielded four themes (introduction, method, results, and discussion/conclusion) marking key parts of each planning/implementation experience and highlighting challenges, successes, lessons learned, competencies, and beliefs about the role of PE teachers.

**SPEAKERS:** Collin A. Webster, Danielle Nesbitt, Heesu Lee, Cate Egan; University of South Carolina

***Out-of-Class Physical Activity Promotion During School Placement***TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

When considering discussions of whole-of-school physical activity promotion, the physical educator is frequently placed in a leadership role. However, little is known about how to effectively prepare physical education teachers for this role. Situated within the CSPAP conceptual framework, this study explores the experiences of five preservice teachers who implemented out-of-class physical activity programs while on teaching practice. The results address perceptions of program implementation and provide suggestions for teaching required skills in PETE programs.

**SPEAKER:** Jaimie McMullen; University of Limerick, Ireland

***Urban Schools and Comprehensive School Physical Activity Programs***TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

Despite the challenges that urban schools face, urban CSPAP programs can provide a structure to support better health, school engagement and academic performance. Through a focus on facilitating as many students as possible to get 60 minutes of physical activity per day and a focus on school community, CSPAP can create a synergy among component parts and caring school attitude. Underlying synergistic processes, administration, funding and community engagement, and school change will be discussed.

**SPEAKERS:** Paul Rukavina and Sarah Doolittle; Adelphi University

***Evidence for Using Various Curriculum Models in PE***

The goal is to highlight that there are many ways to get youth physically active and physically educated and that there is not a one-size-fits-all or a one-model-is-best approach.

**SPEAKERS:** Paul Wright<sup>1</sup>, Peter Hastie<sup>2</sup>, Stephen Harvey<sup>3</sup>, Guy Le Masurier<sup>4</sup> and Thom McKenzie<sup>5</sup>; <sup>1</sup>Northern Illinois University, <sup>2</sup>Auburn University, <sup>3</sup>West Virginia University, <sup>4</sup>Vancouver Island University and <sup>5</sup>San Diego State University

9:45 AM – 10:45 AM

ROOM: **Fulton**

### ***Fitness Education and Assessment in the 21st Century***

The Presidential Youth Fitness Program launched in September 2012 to maximize the use of a health-related fitness assessment in physical education classrooms nationwide. Central to the program is training teachers on the appropriate use and implementation of FitnessGram® and the program's student recognition. Findings from the program's process evaluation reiterate the need to ensure teachers are properly trained on how to integrate assessment and recognition into their existing physical education program and the technology some teachers are using to take their programs to the next level.

**SPEAKERS:** Sarah Lee; Centers for Disease Control and Prevention

9:45 AM – 10:45 AM

ROOM: **Wilton**

### **Health Education: From the Basics**

S

#### ***Fostering Critical Thinking in Health Education Classrooms***

CECH

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

In this session participants will learn new ways to utilize effective instructional techniques to foster critical thinking in the classroom. This session will introduce ways to get students to become more responsible for their own learning and will give examples of assignments and activities to foster thought innovation.

**SPEAKER:** Kristen Hahne; North Dakota State University

#### ***Sex Education Hot Topics 101***

CECH

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This session will examine how to prepare for the sex education classes. Health literacy, cultural sensitivity and knowing the policies of your school district are important to allow physical and health educators to prepare dynamic lessons on some of the field's most sensitive topics.

**SPEAKERS:** Phoebe Butler-Ajibade and Tiffany Fuller; North Carolina A&T State University

9:45 AM – 10:45 AM

ROOM: **Kennesaw**

### **Lesson Plan Writing for TPA**

S

#### ***Writing Lesson Plans: Support Teaching Using Teacher Performance Assessment (TPA)***

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

This knowledge is for everyone. The Teacher Performance Assessment (TPA) is a tool which guides the training and assessment of future professional teacher candidates. TPA has forced teacher preparation programs to reevaluate their programs. Session includes lesson plan development; reducing confusion to sections like academic language, and assessment with data analysis. Health and physical education documents will be shared. Practicing teachers can utilize process to support teaching effectiveness.

**SPEAKER:** Julie Knutson; Minnesota State University

9:45 AM – 10:45 AM

ROOM: **Andover**

### **Partner Engagement: Collaborations that Work**

S

#### ***Engaging Partners to Promote Physical Activity and Healthy Eating in Rural School Communities***

TRACK: **COLLEGIALITY & COLLABORATION IN H/PETE**

This presentation will provide an overview of collaborations between university faculty (PE & health), school staff, wellness center staff, administrators and the community in two underserved rural school districts to engage partners in promoting physical activity and healthy eating through a Community Transformation Grant. The collaborative process, data collection strategies related to physical activity, obesity, nutrition and tobacco will be discussed. Barriers, successes and lessons learned about the process will be identified.

**SPEAKERS:** Grace Goc Karp and Helen Brown; University of Idaho

## **PETE University/School Collaboration-CSU Chico**

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

The focus is partnerships with area public and private schools to assist in the education of future teachers. Extensive field work with Chico Unified School District (Inspire Charter & Marsh Middle) and Notre Dame School, prior to the student teaching, will be addressed. We will share both our successes and struggles. We have surveyed/interviewed PETE majors, PE teachers and administrators about this collaboration. Two studies examining high school student attitudes, goal setting, and fitness levels will be featured.

**SPEAKERS:** Craig Alan Buschner, Kevin Patton, Cathrine Himberg, John Roussell and Josh Trout; CSU Chico

## **University-Community Partnerships: Doing The Most Good**

TRACK: COLLEGIABILITY & COLLABORATION IN H/PETE

At its core, the Boys & Girls Clubs (BGCs) of America provide a critical access point for health education programs. The Salvation Army (SA) of Central Kentucky provides a BGC sanctioned facility to serve children ages 6-18 in Fayette County year round, including the summer, making this an optimal access point to Central Kentucky's youth. As a state, Kentucky's children face serious health threats related to improper nutrition. Further, evidence-based nutrition education is one pathway to improving the eating habits of Kentucky's children and the SABGC is one venue whereby children can be reached during the summer months. Thus, the overarching purpose of this presentation is to describe a unique university-community (SABGC) partnership directed toward improving healthy eating knowledge and behaviors among Kentucky's children during the summer months.

**SPEAKER:** Elizabeth A. Fettrow; The University of Kentucky

**9:45 AM – 10:45 AM**

ROOM: **Ascot**

## **Recruitment, Retainment and Achievement: The Black Female and Male Experience in PETE**

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

PETE programs are charged with preparing teachers and teacher educators who are equipped to teach 21st century students. While there appears to be great progress overall, difficulties arise when recruiting teacher candidates from traditionally marginalized populations. Although many PETE and Kinesiology programs purport diversity and inclusion support, research has shown a shortfall (Hodge & Wiggins, 2010). As such, this panel-discussion presentation seeks to highlight the experiences of Black females and males in PETE programs.

**SPEAKERS:** Langston Clark<sup>1</sup>, Desmond Delk<sup>2</sup>, Korey Boyd<sup>3</sup>, Michelle Vaughn<sup>3</sup>, Teasha Jackson<sup>4</sup> and Michael Hemphill<sup>5</sup>; <sup>1</sup>The University of Texas at San Antonio, <sup>2</sup>Langston University, <sup>3</sup>Auburn University, <sup>4</sup>University of Virginia and <sup>5</sup>College of Charleston

**11:00 AM – 12:00 PM**

ROOM: **Brayton**

## **How to Empower Your Students to Stay Fit and Active for Life: Physically and Academically**

**S**

## **Strategies for Increasing Academic Achievement in Higher Education**

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

This dynamic session will promote professional collaboration and encourage higher education faculty to examine research-based teaching strategies fostering academic achievement. The session will challenge participants to critically examine aspects of their programs through presentation of current research and related examples of innovative strategies. The session will be organized around four themes of creating: appropriate academic challenges, intentional opportunities for peer collaboration, strategic interactions among faculty and students, and supportive learning environments.

**SPEAKERS:** Julene Ensign<sup>1</sup>, Stacy Beebe<sup>2</sup> and Amy Mays Woods<sup>2</sup>; <sup>1</sup>Judson University; <sup>2</sup>Aurora University; <sup>3</sup>University of Illinois

## **Fun & Fit 4 Life: Immersing Graduate PETE Students in Experiential Learning**

TRACK: PREPARING FOR 21ST CENTURY STUDENTS

The mission of the Fun & Fit 4 Life program is to provide innovative experiences in positive youth development and physical activity to children from low-income households. A critical component of our graduate student's preservice teaching is designing, implementing, and assessing all components of this summer program. Qualitative findings suggest that graduate PETE students' enhance their cultural competence for teaching, develop a wide array of instructional strategies, and broaden their understanding of 21st century students.

**SPEAKERS:** Karen S. Meaney, Renee Rainey, Kent Griffin; Texas State University

**SATURDAY**

## ***Empowering High School Students: A Student-Instructor Certification Process***

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

By utilizing strategies focused on student empowerment and inclusion, high school PE has great potential for developing and promoting healthy, active lifestyles. This multimedia presentation focuses on a standards-based, comprehensive empowerment process, including details for certifying and utilizing students as peer-leaders in PE. Participants will know key components for empowering high school PE students; define a 4-step process for empowering students and certifying student-instructors; and be able to apply the empowerment process in their own PETE programs.

**SPEAKERS:** J. Scott Townsend and Derek J. Mohr; Appalachian State University

**11:00 AM – 12:00 PM**

ROOM: **Andover**

### **PETE-HETE Teacher: Preparing for the First Year**

**S**

#### ***On Becoming an Academic: A Collaborative Self-Study Into the Experiences of a First-Year Faculty Member***

TRACK: **COLLEGIALLY & COLLABORATION IN H/PETE**

This presentation reports the results of a collaborative self-study that examined the experiences of a first-year, visiting assistant professor (VAP) who did not have K–12 teaching experience. The study focused on the VAP's experiences teaching PETE courses, balancing research and teaching, and integrating into an existing PETE program. Data were collected through reflective journaling, documents and artifacts, interviews with PETE students, and conversations with a colleague who acted as a critical friend.

**SPEAKERS:** K. Andrew R. Richards<sup>1</sup> and Jim Ressler<sup>2</sup>;  
<sup>1</sup>University of Alabama and <sup>2</sup>Northern Illinois University

## ***Preparing Future PETE Faculty for the Better Outcome: Findings of an Action Research***

TRACK: **COLLEGIALLY & COLLABORATION IN H/PETE**

The purpose of this study was to improve the research, teaching and academic service skills of PETE faculty candidates at a University in Turkey by using action research methodology. To reach this end, as a faculty member in the program, I developed strategies to apply after an in-depth needs analysis by considering the learner characteristics, social & physical setting and related educational policies. From 2008 to 2014, I followed the impact of strategies on six PETE faculty candidates whom I was mentoring. Findings indicated that applied strategies were effective to improve research and academic service-related outcomes.

**SPEAKER:** Mustafa Levent Ince; Middle East Technical University

### ***Facilitating Communication Between PETE Faculty and Students at One US-Based and One UK-Based Program: The Possibilities for Telecommunication and Social Media as a Means to Promote Greater Internationalization***

TRACK: **COLLEGIALLY & COLLABORATION IN H/PETE**

This presentation will describe an on-going collaboration between two PETE programs that utilize technology to facilitate communication between two institutions over a significant distance (United States and England). Discussion will include the possibilities and challenges associated with establishing technology-enhanced platforms by outlining efforts to facilitate interaction between student teachers within the respective programs, sharing the perceptions and responses of student teachers, as well as the reflections of faculty on the perceived successes and challenges associated.

**SPEAKERS:** Gary D. Kinchin<sup>1</sup> and Lance G. Bryant<sup>2</sup>;  
<sup>1</sup>University of Southampton and <sup>2</sup>Arkansas State University

### ***Preparing P/HETE Teacher Candidates: New Framework, New Message, New Brand!***

TRACK: **COLLEGIALLY & COLLABORATION IN H/PETE**

Led by interpersonal and intrapersonal collaboration, Slippery Rock University P/HETE program has framed a new curriculum to shape a transformation from traditional models to a new approach of health and wellness integration. The new approach prepares teacher candidates to effectively inspire 21st century students to be physically active for a lifetime and enhance their knowledge of why physical activity and personal health will positively impact one's quality of life.

**SPEAKERS:** Hannah Brewer, Joanne Leight, Marybeth Miller, Randy Nichols, Robert Arnhold and Pamela Arnhold; Slippery Rock University

**Save the Date!**

**SPEAK Out! Day – March 8th & 9th 2016**

Join us for SHAPE America's annual lobby event in Washington, DC to "speak out" in support of school health and physical education.

**[shapeamerica.org/speakout](http://shapeamerica.org/speakout)**

11:00 AM – 12:00 PM

ROOM: **Ascot**

## Physical Education: The Social and Emotional Components

S

### *The Physical Education Honor Code: Developing Honesty and Respect Through Competition*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The following session will focus on how to implement the Physical Education Honor Code into the K–12 classroom. The premise behind the honor code is giving individuals within a game/sport the responsibility of making the call or decision, with honesty, and the other students being respectful of that call without dispute or controversy. The Physical Education Honor Code can be modeled in any type of unit where students will be competing against each other.

**SPEAKER:** Rick Ferkel; Campbellsville University

### *Using Physical Education and Sports to Teach Conflict Resolution Skills*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

The session will provide attendees with practical skills and techniques to teach students how to resolve conflicts in a socially acceptable manner. Participants will learn various skills and activities that can be taught to students to resolve conflicts in a peaceful manner.

**SPEAKER:** Anthony Serpico; Georgia Perimeter College

### *Care as Pedagogy: Service Learning in PETE/HETE Programs*

TRACK: **PREPARING FOR 21ST CENTURY STUDENTS**

This session will focus on developing an understanding of an ethic of care as pedagogical content knowledge through service learning. An overview of care theory and service learning practices and benefits will be discussed. Course materials and teaching methods currently being used to teach an ethic of care to preservice teachers and facilitate a transformation to becoming caring through a service learning course in one university will be shared.

**SPEAKER:** Lynn M. Owens; Montana State University

11:00 AM – 12:00 PM

ROOM: **Ansley**

### *Situation Critical: Preparing Student Teachers to Deliver Quality Fitness Education*

Adolescents transitioning into adulthood need to develop specific knowledge and skills to navigate environments that don't support physical activity and healthy eating. Quality fitness education can provide students with the knowledge, skills, and, with the right approach, attitudes to make informed fitness, health, and wellness choices. Unfortunately, many secondary physical education programs are stuck delivering traditional programs focused on team sports. Preparing preservice teachers to deliver quality fitness education as part of a complete physical education curriculum is necessary and timely. This session will describe the essential components of quality fitness education and provide an example of how preservice teachers are being prepared for the delivery of quality fitness education.

**SPEAKERS:** Guy LeMasurier<sup>1</sup> and Benjamin Sibley<sup>2</sup>;  
<sup>1</sup>Vancouver Island University and <sup>2</sup>Appalachian State University

11:00 AM – 12:00 PM

ROOM: **Fulton**

### *SPARKUniversity – Congrats You're Accepted*

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

While evidence-based physical education programs exist, little is known about how their concepts and methods may be used to prepare preservice teachers. This presentation will feature an online resource for higher education instructors and their students and give examples of how it has been used effectively in university course in the United States and Canada.

**SPEAKER:** Patty Lanier; University of Central Florida/ SPARKUniversity

SATURDAY



## 11:00 AM – 12:00 PM

ROOM: **Lenox**

### ***Strategies for Creating Coalitions and Partnerships for Physical Education Policy Changes: A Team Approach***

TRACK: **ADVOCACY AND POLICY CHANGE**

When professionals and parents are provided with access to advocacy materials and provided support for their advocacy efforts, changes in physical education policies and legislation can be made. This session will provide strategies for creating coalitions and partnerships to support efforts for policy change at both the local and state levels. The presentation will discuss current collaborative efforts in Michigan including key stakeholders, grass roots activities for teachers and parents, and leveraging of resources.

**SPEAKERS:** Suzanna Rocco Dillon, Roger Jackson, Leah Goudy, Karamjeet Dhillon and Scott McNamara; Wayne State University

## 11:00 AM – 12:00 PM

ROOM: **Kennesaw**

### **Strengthening the Mentorship Dynamic** S

#### ***Graduate Student Socialization: How Can We Best Prepare Our Future Professionals?***

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

Well-trained PETE/HETE doctoral students are the lifeblood for a healthier future of research, teacher training, and school-based PE programs. However, the pressures of being a faculty member in higher education have increased, making it imperative that graduate students receive adequate training and preparation for their future roles. Drawing from the initial findings of a large-scale, mixed-method study of graduate student socialization, this session focuses on strategies for improving doctoral education in PETE/HETE.

**SPEAKERS:** Gabriella McLoughlin<sup>1</sup>, Kevin Richards<sup>2</sup> and Karen Lux-Gaudreault<sup>3</sup>; <sup>1</sup>University of Illinois Urbana-Champaign, <sup>2</sup>Northern Illinois University and <sup>3</sup>University of Wyoming

## ***Peer Mentoring in Research***

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

Conducting research is often perceived as a roadblock to graduate degree completion. Session attendees will learn about a peer mentoring in research program that was implemented to support PETE graduate students, facilitate self-efficacy in conducting research, and prepare doctoral students for qualifying exams and research supervisory roles as future faculty members. Discussions and activities in the session will focus on applying evidence-based strategies to enhance student research and peer mentoring in PETE programs.

**SPEAKERS:** Michelle Moosbrugger<sup>1</sup> and Ryan Zimmerman<sup>2</sup>; <sup>1</sup>Springfield College and <sup>2</sup>Central Connecticut State University

### ***Sustained Mentorship Through a Community of Practice***

TRACK: **COLLEGIABILITY & COLLABORATION IN H/PETE**

Communities of practices (CoP) have been identified as a viable alternative to traditional mentoring because of the sustained professional growth of the individuals. In this session, we will explore the mentoring relationships and guideposts in an inter-university PETE CoP that has been sustained for 10 years. Participants will be invited to discuss the guideposts and benefits to creating and sustaining a CoP, beyond their own institutions.

**SPEAKERS:** Heidi Bohler<sup>1</sup>, Deborah Sheehy<sup>2</sup>, Ann Marie Gallo<sup>3</sup> and Karen Richardson<sup>2</sup>; <sup>1</sup>Westfield State University, <sup>2</sup>Bridgewater State University and <sup>3</sup>Salem State University

## 11:00 AM – 12:00 PM

ROOM: **Chancellor**

### **The Preservice Classroom Teacher Cycle** S

#### ***Experiences of Preservice Classroom Teachers Learning to Promote Physical Activity***

TRACK: **PROFESSIONAL PREPARATION FOR MULTI-COMPONENT APPROACHES**

The National Physical Activity Plan recommends teacher education programs prepare preservice classroom teachers to integrate physical activity (PA) for students during normal classroom time. This study examined 25 preservice classroom teachers' experiences learning to promote children's PA in elementary classrooms. Qualitative analysis of focus groups, reflections, and field notes resulted in five themes (preparation, experience, management, student outcomes, and working with a group) describing both challenges and successes involved with planning and implementing classroom PA.

**SPEAKERS:** Collin A. Webster, Dan Michael, Cate Egan and Laura Russ; University of South Carolina

**Mission Possible, Physical Activity Everyday:  
Impact Factor on Preservice HPE Teachers, and  
Low Income Elementary Students (PA, Fitness,  
FMP, Academics)**

TRACK: **PROFESSIONAL PREPARATION FOR  
MULTI-COMPONENT APPROACHES**

In the United States a challenge exists of how to engage children in 60 minutes of activity (PA) a day when a variety of factors are affecting the opportunity and amount of time children are active. A research study, conducted in low-income schools in Midwest Nebraska studied if an alternative physical activity opportunity could be taught by preservice teachers during the school day through structured PA class successfully. The study determined the impact on PA, fitness levels, academic performance of the elementary students, and pre-service teacher preparation.

**SPEAKER:** Megan Adkins; University of Nebraska-Kearney

**Perspectives of Graduate Students as Physical  
Activity Leaders In Schools**

TRACK: **PROFESSIONAL PREPARATION FOR  
MULTI-COMPONENT APPROACHES**

PE teachers are called upon to serve as Physical Activity Leaders (PAL) to champion the efforts of CSPAP. This study examined CSPAP implementation experiences through semi-structured interviews with five PE graduate students who were contracted as PALs. As the initiative continues, steps should be taken to either ensure PALs have the skills and time to galvanize school wide efforts to promote PA or explore the feasibility of having a separate PAL from the PE teacher.

**SPEAKER:** Tan Leng Goh<sup>1</sup>, James C. Hannon<sup>2</sup>, Collin A. Webster<sup>3</sup> and Timothy A. Brusseau<sup>4</sup>; <sup>1</sup>Montclair State University, <sup>2</sup>West Virginia University, <sup>3</sup>University of South Carolina and <sup>4</sup>University of Utah

**12:30 PM – 2:30 PM**

ROOM: **Grand Ballroom III and IV**

**CLOSING GENERAL SESSION**

**From Concept  
to Action: How  
Comprehensive  
School Physical  
Activity Programs  
Are Changing the  
Culture in U.S.  
Schools  
(lunch will be  
available)**



Sarah M. Lee



Aaron Bieghle



Sarah Sliwa



Darla Castelli



Mike Metzler

Dr. Sarah Lee will be joined by Sarah Sliwa from the Centers for Disease Control and university PETE faculty to discuss the evolution of the comprehensive school physical activity program (CSPAP). Panelists will detail how well U.S. schools are implementing CSPAP, identify key strategies for integrating CSPAP into teacher preparation programs and discuss lessons learned from research and evaluation.

**SPEAKERS:** Sarah M. Lee<sup>1</sup>, Sarah Sliwa<sup>1</sup>, Aaron Bieghle<sup>2</sup>, Darla Castelli<sup>3</sup>, Mike Metzler<sup>4</sup>; <sup>1</sup>Centers for Disease Control and Prevention, <sup>2</sup>University of Kentucky, <sup>3</sup>University of Texas at Austin and <sup>4</sup>Georgia State University

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# NOTES





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